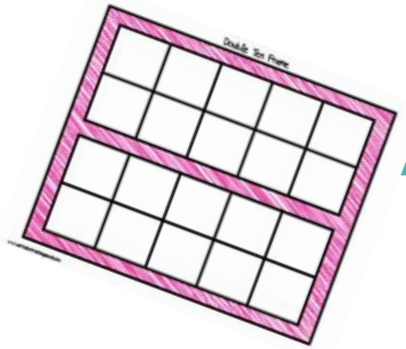




Maths

Parent Information Session
15.10.2026





Who am I?

- Mrs Farr
- Taught across the primary age range for 9 years
- Maths Leader at Homerswood for 4 years
- 2024 - completed a “leading effective Maths teaching across the school” course provided by HfL

Aims of the session

- To know how we teach maths at Homerswood
- To know how we assess pupils' maths knowledge
- To know how we intervene/scaffold pupils' learning
- To know how we explore Maths outside of the classroom
- To gather ideas of how you can support maths at home

How do we teach Maths at Homerswood?

- “Maths Essentials” planning (R-6)
- Spiral curriculum where learning is built upon step by step, sequence by sequence and year on year.
- Aspirational and ensures progression and coverage through the primary phase.
- Additional fluency/ mastering number sessions

Reasoning Rich Classrooms

- Talk
- Less pages of calculations more reasoning and hands on
- Concrete, Pictorial, Abstract



Nursery and Reception - Essential Foundations for Counting

- Learning through play and adult directed activities



Each book explores the key skills of:

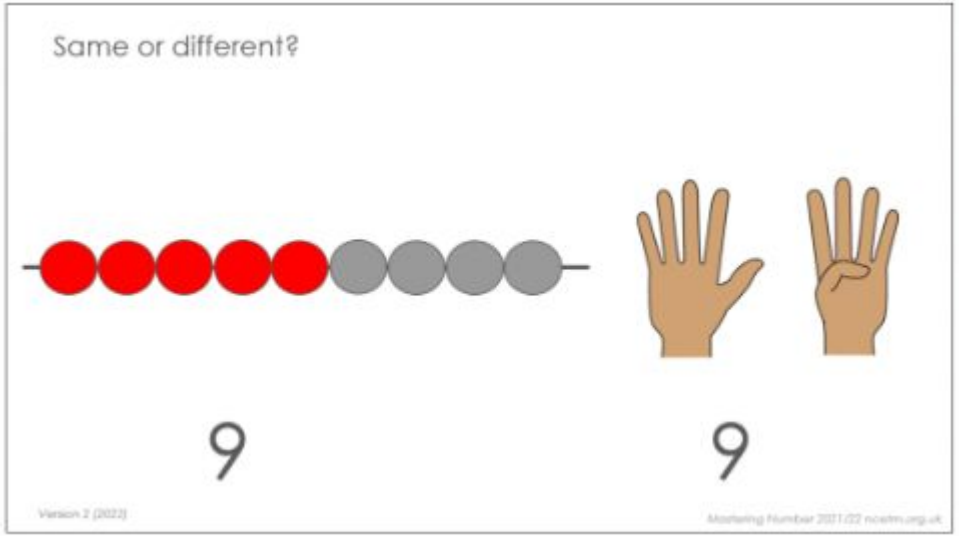
- pattern
- classification
- comparison
- group recognition or subitising







Mastering Number

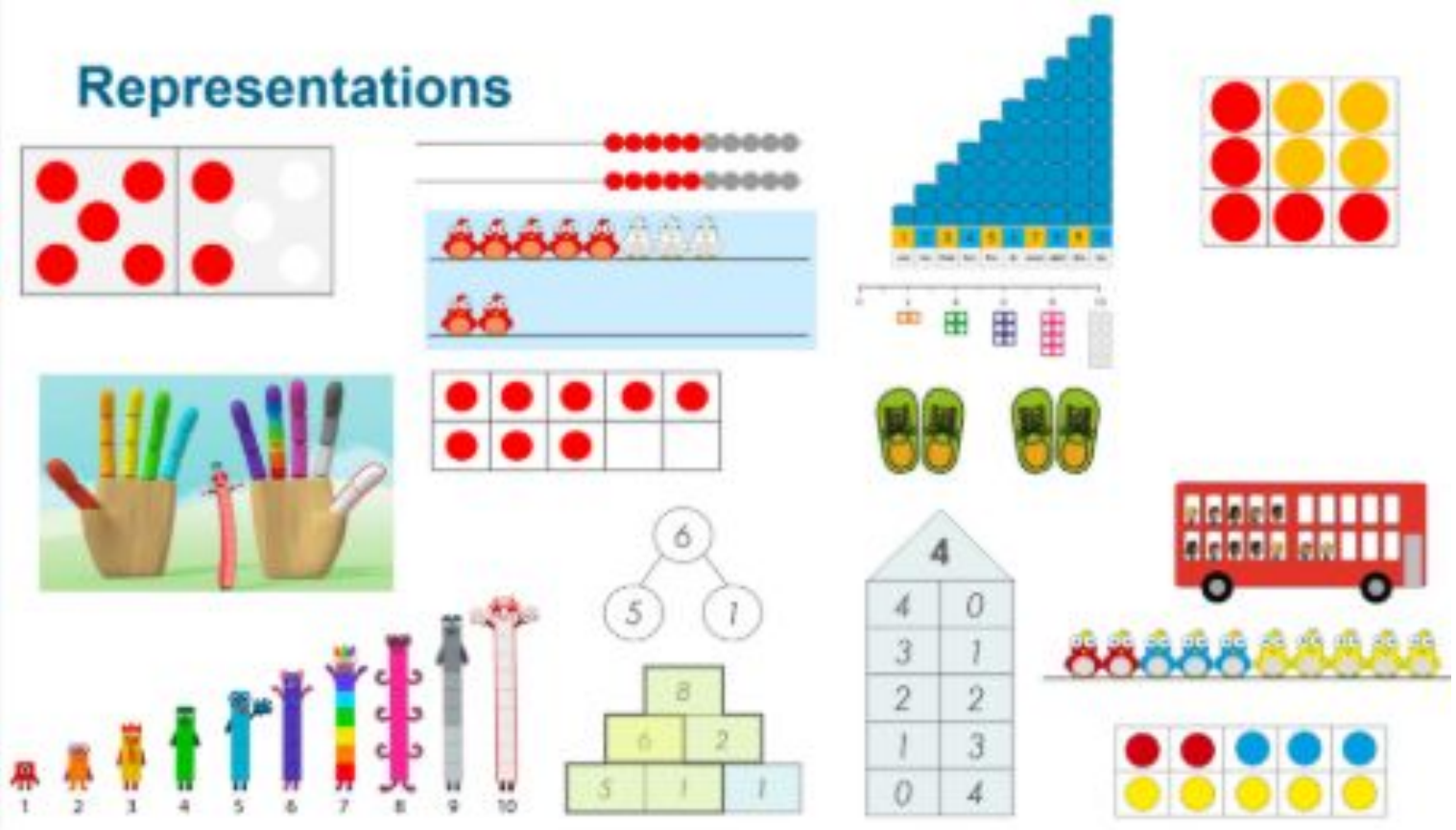


Early Years and KS1

Focuses on:

- Building solid number sense
- Number composition and decomposition
- Uses concrete manipulatives
- Subitising (recognising quantities instantly without counting)

Mastering Number



Daily Fluency

Purpose - To allow for rehearsal of core knowledge and skills, in short bursts, to improve pupils' fluency.

•whole class

•broadly pitched at age-related expectations

•daily (or 3–4 times per week)

•10–15 minutes

•in addition to the maths lesson, where possible

•up to five key areas (slides), based on skills previously taught (not new learning)

•slides are repeated each session with a minor adaptation, to build fluency, and only changed once pupils are secure/fluent

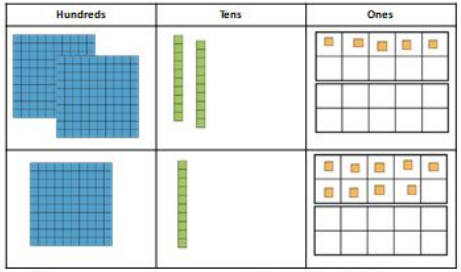
Calculate:

$$\begin{array}{r} 225 \\ +\,119 \\ \hline \\ \hline \end{array}$$

Will you need to regroup?

The total of … and … is …

- add
- sum
- total
- column
- regroup
- method



334	247

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What does this array show?



- array
- lots of
- groups of
- multiply
- divide
- product

I can see …

… groups of … is …

… shared into … groups is … in each group

There are … groups of … in …

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Find the sum of two of the numbers in the pink squares.

4	60	29
22	25	8
111	340	36

What strategies did you use?

- think 10
- think 100
- regroup
- rebalance
- estimate
- strategy
- sum
- difference

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Which time doesn't match the clock? Why?

A
Half past 3



B
Twenty past 6

What would the time be in an hour?

What was the time an hour ago?

- o'clock
- hour
- minute
- half past
- quarter past
- quarter to
- 5 past
- 5 to

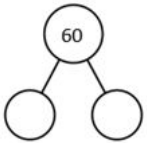
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There are 60 beads in total on my beadstring.



How many beads are hidden?



60	

- tens
- ones
- regroup
- whole
- part
- total
- difference

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How do we Assess Maths at Homerswood?

In lessons:

- Questions - why? How do you know? Show me a different way.... Prove it... Convince me...
- Destination questions
- Rehearse and reasoning sheets

Termly:

- Diagnostic tests to identify gaps

Destination Questions

1

Fred, Amy and Amir stand in a row.

Fred is last.

Amir is not first.

Write the children in order.

1st _____

2nd _____

3rd _____



2

Where are the cats?



The cat is … the box



The cat is … the box



The cat is … the box

3



Where will the arrow be pointing after three quarters of a turn clockwise?

4



What floor has green curtains?

What colour are the curtains on the fifth floor?

What colour are the curtains two floors above the ground floor?

5



The teddies are in the … row.

The scissors are … the … .

The … are to the … of the crayons.

The dolls are second from the … .

Step one

Positional language

Display a picture of a cat sat in front of a box or show a toy cat sat in front of a box.



Where is the cat sat?

The cat is sat in front of the box.

Discuss other positions the cat could be in.

Collect a bank of vocabulary: on top, above, underneath, below, behind, in front, to the side, to the right, to the left, next to.

Highlight that some of these have very similar meanings. For example: on top and above.

Discuss ways of remembering left and right including demonstrating how your left hand can make a capital L.



Provide pupils with a set of position cards, a toy animal and a box.

Pupils select a card and place the toy amimal in the correct position (handout_1LS1_step1_postion cards).

2

Diagnostic tests - Arithmetic

3.

$5 + 9 = 4 + \square$

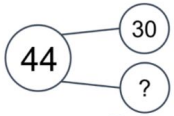
A 10

B 12

C 14

D 8

5.



A 4

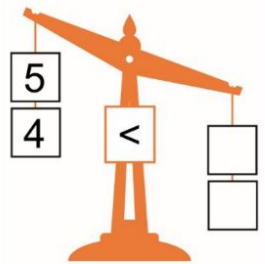
B 3

C 74

D 14

Diagnostic tests - Reasoning

Which pair of numbers could be added to the scales to make them correct?



A 9 and 0

B 7 and 3

C 3 and 6

D 6 and 2

Yr 4 Multiplication check

- Children are expected to know their times tables up to 12 x 12 by the end of Year 4.
- Three-week window in June which we're free to choose which day to sit it.
- Online assessment
- 25 questions
- 6 seconds per question
- 6,7,8,9 more questions
- Results are not published
- Informs the school on gaps/support needed before reaching Year 6

How do we teach times tables?

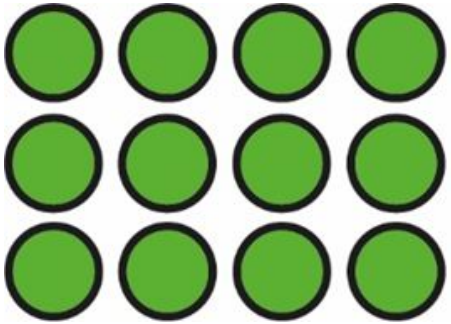
- Counting in multiples using arrays
- Building arrays
- Visualising arrays
- Talk using speaking frames

Speaking Frame - Visualising Arrays

There are ☐ groups of 3.

There are ☐ cubes altogether.

☐ x 3 = ☐



Speaking Frame - Counting in Multiples

We are using ..... to count in multiples of ☐

The ☐ multiple of ☐ is ☐

This could also be ☐ + ☐ + ☐ + ☐ ...

☐ groups of ☐ is ☐

This is also ☐ x ☐ =

Speaking Frame - Building Arrays

The array we built is

☐ + ☐ + ...

There are ☐ groups of ☐.

There are 12 counters altogether

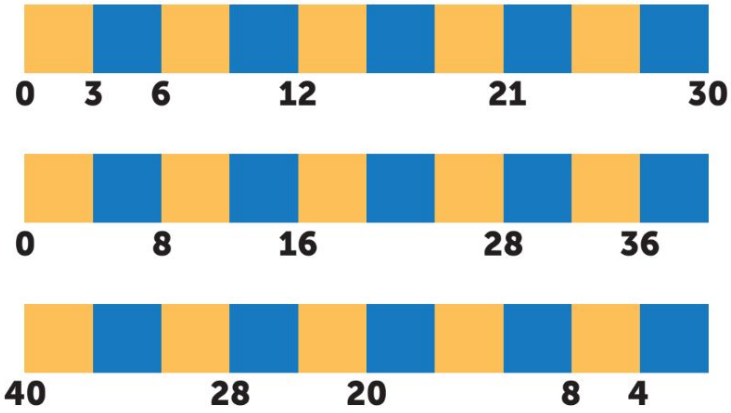
☐ x ☐ = 12

How do we teach times tables?

- Counting stick
- Games e.g sneezing stick,

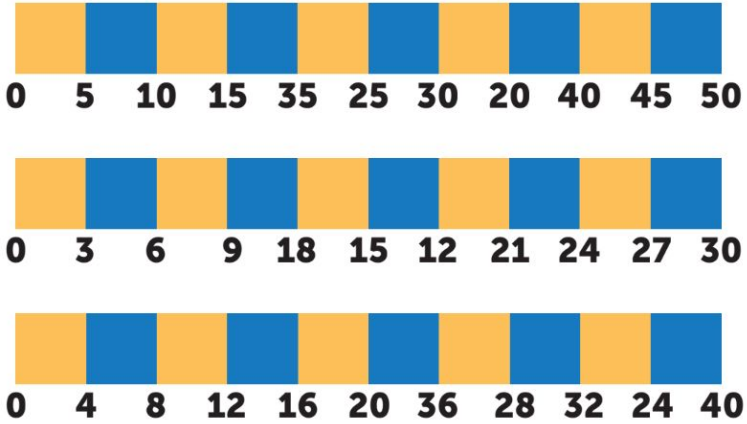
Sneezing Stick

Fill in the missing numbers which have been blown off the stick.



Spot the swap stick

Circle the two numbers which have swapped.



How do we teach times tables?

- Making connections/finding patterns between times tables

What do you notice?

2	4	6	8	10	12	14	16	18	20	22	24
4	8	12	16	20	24	28	32	36	40	44	48
8											

How to extend Times tables knowledge

- If you know……..what else do you know?
- What generalisations can you make from the……times table?
- What patterns do the……..times table make?
- Applying times tables to real life e.g. If you have 3 boxes of 6 eggs how many eggs do you have (instant array)

How do we celebrate Maths outside of the classroom?

- Regular sharing of work amongst year groups
- Celebrating Maths on website - https://www.homerswood.herts.sch.uk/mathematics/
- Weekly certificates for Top 3 TTRS users
- Celebration Assembly - outside certificates/ maths achievements
- Maths workshops at other schools
- Maths Week England - 16th - 20th November 2026
- Maths Competitions - Year 5: Feb, Year 4: April, Year 3: June

How can you support at home?

- Encourage everyday Maths talk
- Find patterns/discuss shapes and numbers
- Practise times tables
- Sing times tables songs
- Encourage counting wherever possible
- Play board/card games
- Ask why? how do you know? Can you prove it? Convince me
- Maths Mascot Bags

Maths Mascot bags

Nursery: 2D shapes

Reception: Counting Crow

Year 1: Number bonds

Year 2: Telling the Time

Year 3: Measurement

Year 4: Fractions

Year 5: Angles and Protractors

Year 6: Scientific calculators

Recommended websites

BBC bitesize https://www.bbc.co.uk/bitesize/primary#england

Oak National https://www.thenational.academy/

NCETM (maths video tutorials) https://www.ncetm.org.uk/in-the-classroom/resources-for-teaching-maths-in-all-phases/support-for-primary-teachers/primary-video-lessons/

DofE maths tutorial videos via youtube:

https://www.youtube.com/playlist?list=PL6gGtLyXoeq-FMWk00AlcIPo3fhGmi03D

Any Questions?

Thank you for coming!

Please provide feedback

- What will you take away from this session?
- What could be improved?
- Are there any other Maths workshops/information sessions you would like us to provide?