



**Year 4**

# **Maths Parent Workshop**

Monday 20<sup>th</sup> January 2025



# Maths Vision at Hazelwood



## Our Vision and Values



At Hazelwood, we believe in nurturing responsible citizens to achieve educational excellence by inspiring awe and wonder through a real, relevant, immersive and purposeful curriculum.



Our shared values are at the heart of all we do.

## Believe and Achieve

AT HAZELWOOD SCHOOLS, WE BELIEVE THAT MATHS IS AN ESSENTIAL PART OF EVERYDAY LIFE. LEARNING IS, THEREFORE, FOCUSED ON CHILDREN SECURING A STRONG CONCEPTUAL UNDERSTANDING OF MATHS AND DEVELOPING THE SKILLS AND SELF-CONFIDENCE REQUIRED TO APPLY THEIR MATHEMATICAL KNOWLEDGE TO CREATIVELY SOLVE PROBLEMS.

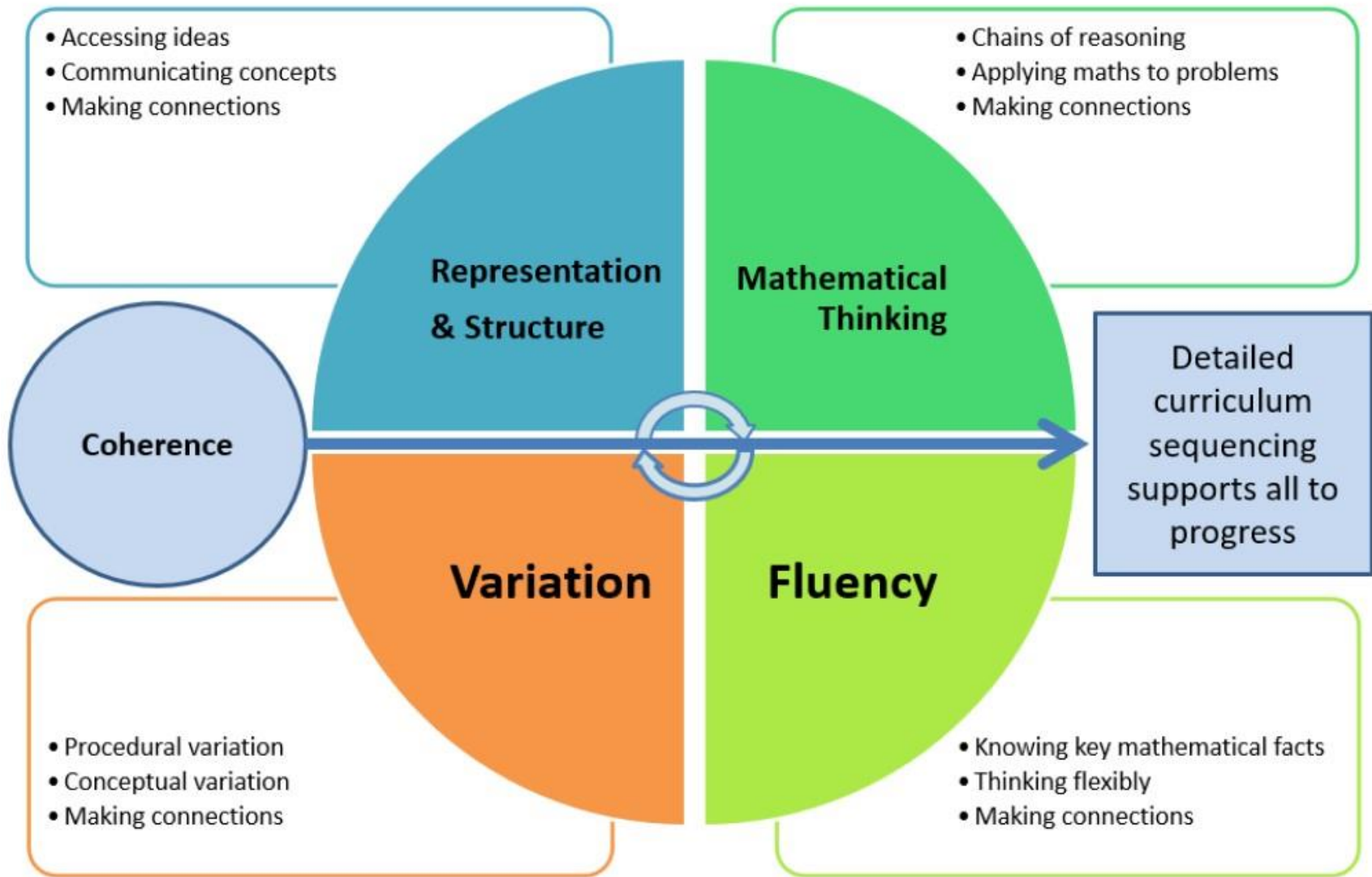


# Maths Vision at Hazelwood

- **Fluent recall of mental maths facts.** For example, times tables, number bonds.
- To **reason** mathematically – children need to be able to **explain** the mathematical concepts with number sense; they must explain **how** they got the answer and **why** they are correct.
- **Problem solving** – applying their skills to real-life contexts.

# Mastery for all

## Teaching for Mastery



# Maths at Hazelwood

**Concrete** - Use of manipulatives to understand the concept.

**Pictorial** - A visual representation which cements understanding from the concrete phase.

**Abstract** - Written understanding of concepts.



# Concrete, Pictorial and Abstract

Although we've presented CPA as three distinct stages, it is important to go back and forth between each stage to reinforce concepts.

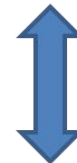


$$13 - 8$$

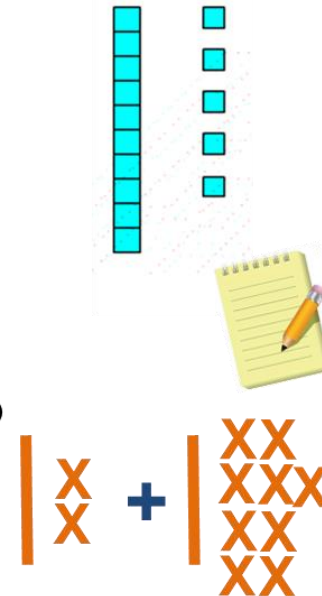
Active / Concrete



Building visual images



Abstract



$$12 + 19$$



# Metacognition

Examples of questions to promote metacognitive thinking include:

- How did you find out?
- Why do you think that?
- How do you know this?
- Can you show me?
- How do you prove this?
- Is there another way to solve this problem?

Metacognition is an important factor of mathematical problem solving. Metacognition is **the ability to monitor and control our own thoughts, how we approach the problem, how we choose the strategies to find a solution, or ask ourselves about the problem.**





# Year 4 Curriculum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<p>Number</p> <b>Place value</b> FREE TRIAL				<p>Number</p> <b>Addition and subtraction</b>		<p>Measurement</p> <b>Area</b>		<p>Number</p> <b>Multiplication and division A</b>		<p>Consolidation</p>	
	<a href="#">VIEW</a>				<a href="#">VIEW</a>		<a href="#">VIEW</a>		<a href="#">VIEW</a>			
Spring term	<p>Number</p> <b>Multiplication and division B</b>		<p>Measurement</p> <b>Length and perimeter</b>		<p>Number</p> <b>Fractions</b>				<p>Number</p> <b>Decimals A</b>			
	<a href="#">VIEW</a>		<a href="#">VIEW</a>		<a href="#">VIEW</a>				<a href="#">VIEW</a>			
Summer term	<p>Number</p> <b>Decimals B</b>	<p>Measurement</p> <b>Money</b>		<p>Measurement</p> <b>Time</b>		<p>Consolidation</p>		<p>Geometry</p> <b>Shape</b>		<p>Statistics</p>	<p>Geometry</p> <b>Position and direction</b>	
	<a href="#">VIEW</a>	<a href="#">VIEW</a>		<a href="#">VIEW</a>				<a href="#">VIEW</a>		<a href="#">VIEW</a>	<a href="#">VIEW</a>	



# Calculation Policy – Year 4

## Year 4 – Addition

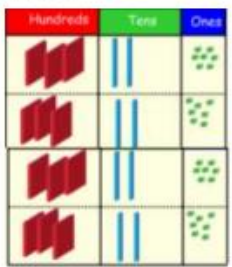
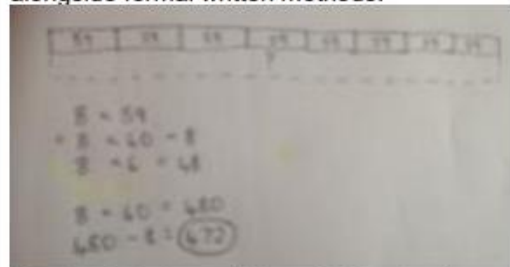
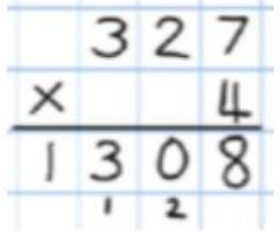
Objective and Strategies	Concrete	Pictorial	Abstract
<u>Addition - Year 4,5 &amp; 6</u>			
Year 4 Add numbers with up to 4 digits			

## Year 4 – Subtraction


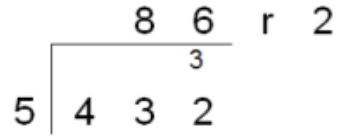
Objective and Strategies	Concrete	Pictorial	Abstract
<u>Subtraction- Year 4,5 &amp; 6</u>			
Year 4 Subtract with up to 4-digits			

# Calculation Policy – Year 4

## Year 4 – Multiplication

Objective and Strategies	Concrete	Pictorial	Abstract
<b>Multiplication - Year 3 &amp; 4</b>			
Column Method Multiply by a 1-digit number	$327 \times 4$ 	Bar modelling and number lines support learners when solving problems with multiplication alongside formal written methods. 	
Use 'multiple by multiples of 10' and adjust.			

## Year 4 – Division

<b>Division- Year 4 &amp; 5</b>			
Short division with remainders		$5,291 \div 4 = 1,322 \text{ r}3$ 	 <p>Complete written divisions and show the remainder using r.</p>

# Year 4 – Example Questions

Work out the missing digits.

			<b>H</b>	<b>T</b>	<b>O</b>	
			3	6	2	
	x					
				7	2	



# Year 4 – Example Questions

Mr Rose has £2,000

He wants to buy 6 new paintings.

Each painting costs £329

Does Mr Rose have enough money? \_\_\_\_\_

Show your workings.



# Year 4 – Example Questions

Mr Rose has 1 litre of paint.

He uses  $\frac{4}{10}$  of the paint on the wall and  $\frac{2}{10}$  of the paint on the door.

How much paint does Mr Rose have left?

Give your answer in litres.

# Parent in Class Sessions

- You will now go and visit your child's classroom.
- They will be working on a whole class maths investigation working on reasoning & problem solving skills
- Children will be working in groups so please do support the whole group/table your child is working with.
- Please do remain in the classroom until you are collected by a member of Hazelwood Staff.
- We hope you enjoy the session!

