



Year 5

Maths Parent Workshop

Wednesday 29th 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.

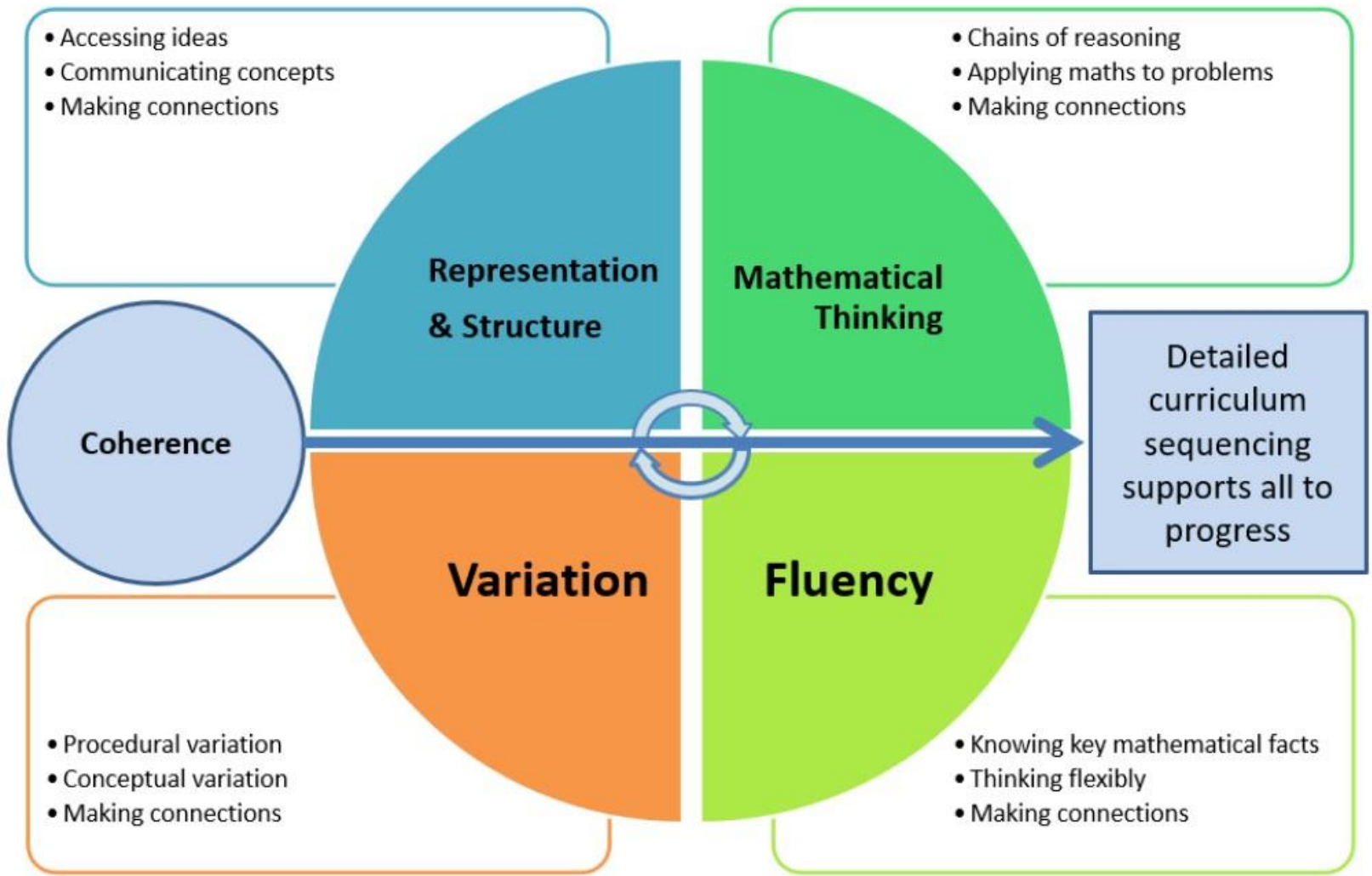


Maths Vision at Hazelwood

- **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.

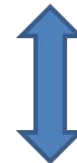


$$13 - 8$$

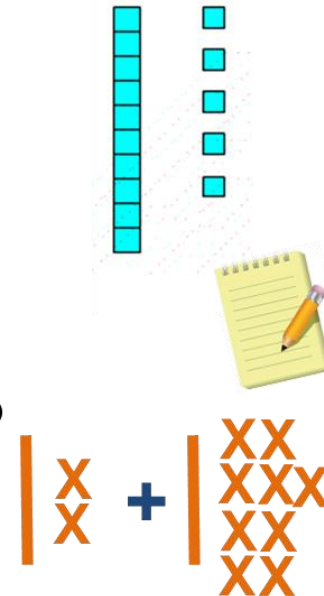
Active / Concrete



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 5 Curriculum

Autumn term	<p>Number</p> <p>Place value FREE TRIAL</p> <p>VIEW</p>	<p>Number</p> <p>Addition and subtraction</p> <p>VIEW</p>	<p>Number</p> <p>Multiplication and division A</p> <p>VIEW</p>	<p>Number</p> <p>Fractions A</p> <p>VIEW</p>		
Spring term	<p>Number</p> <p>Multiplication and division B</p> <p>VIEW</p>	<p>Number</p> <p>Fractions B</p> <p>VIEW</p>	<p>Number</p> <p>Decimals and percentages</p> <p>VIEW</p>	<p>Measurement</p> <p>Perimeter and area</p> <p>VIEW</p>	<p>Statistics</p> <p>VIEW</p>	
Summer term	<p>Geometry</p> <p>Shape</p> <p>VIEW</p>	<p>Geometry</p> <p>Position and direction</p> <p>VIEW</p>	<p>Number</p> <p>Decimals</p> <p>VIEW</p>	<p>Number</p> <p>Negative numbers</p> <p>VIEW</p>	<p>Measurement</p> <p>Converting units</p> <p>VIEW</p>	<p>Measurement</p> <p>Volume</p> <p>VIEW</p>

Calculation Policy – Year 5

Year 5 – Addition

Objective and Strategies	Concrete	Pictorial	Abstract
Addition - Year 4,5 & 6			
Year 4 Add numbers with up to 4 digits			
Year 5 Add decimals with 2 decimal places, including money			

Year 5 – Subtraction

Year 5
Subtract with at least 4-digits, including money and measures



Use of Base 10 or other manipulatives to support learning of subtraction

3,402 - 1,309 =

Th	H	T	O	Th	H	T	O
3	4	0	2	1	3	0	9
2	0	9	3				

3,402 - 1,309 = 2,093

Th	H	T	O	Th	H	T	O
3	4	0	2	2	0	9	3
2	0	9	3				

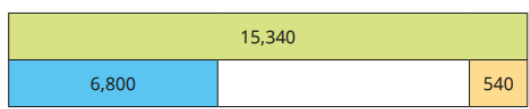
Show representations for exchanges using place value charts. For example, 1 ten exchanges for 10 ones.

Use zeros for place-holders.

Fill in the missing digits.

	5	6		9	1
-	1	5	2	3	
	5	4	7		8

Complete the bar model.





Calculation Policy – Year 5

Year 5 – Multiplication

Multiplication - Year 5 & 6

Column Method
Multiply by a 2-
digit number

Record the 0 as a place holder

Year 5 – Division

Division- Year 4 & 5

Short division
with remainders

$$5,291 \div 4 = 1,322 \text{ r}3$$

4 $\overline{) 5 \ 2 \ 9 \ 1}$ 1 3 2 2 r3

$$\begin{array}{r} 8 \ 6 \ r \ 2 \\ 3 \overline{) 5 \ 4 \ 3 \ 2} \end{array}$$

Complete written divisions and show the remainder using r.



Year 5 – Example Questions

There are 15,600 people at a concert.

There are 9,050 adults.

The rest are children.

How many more adults than children are there?

Year 5 – Example Questions



7

There are 30 children in Class 5

- $\frac{2}{5}$ have brown hair.
- 50% have blonde hair.

a) What percentage of children do **not** have brown or blonde hair?

 %

b) What information did you **not** need to know to work out the answer?



Year 5 – Example Questions

Max drinks $\frac{3}{4}$ of a bottle of juice.

There is 100 ml of juice left in the bottle.

How much juice was in the bottle when it was full?

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!

