Year 5
Maths Parent Workshop

Friday 16th January 2026

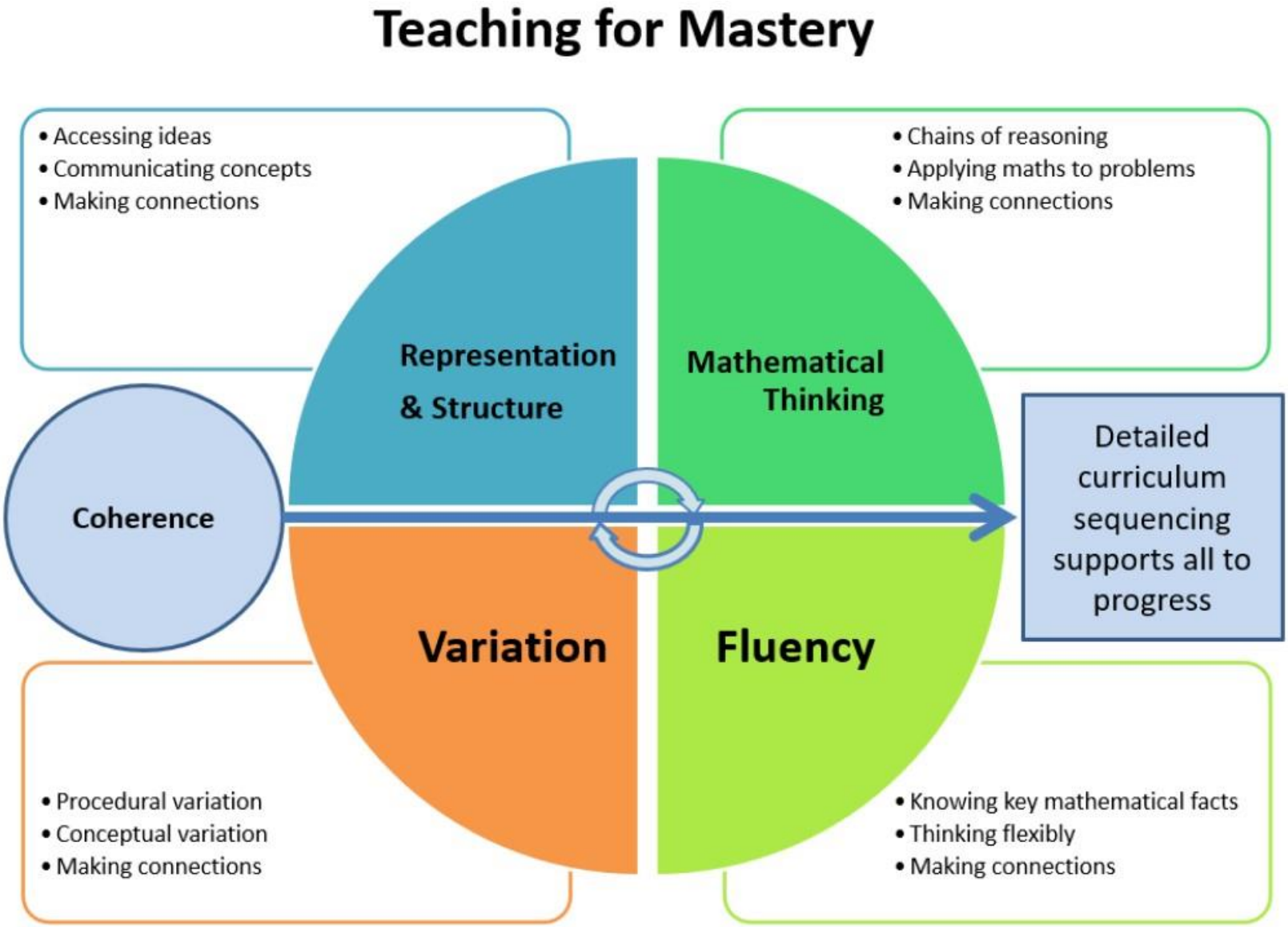
Maths Vision at Hazelwood

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



Maths at Hazelwood

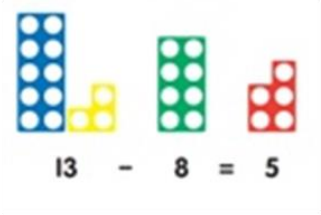
Concrete - Use of manipulatives to understand the concept.

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

Abstract - Written understanding of concepts.

Concrete, Pictorial and Abstract

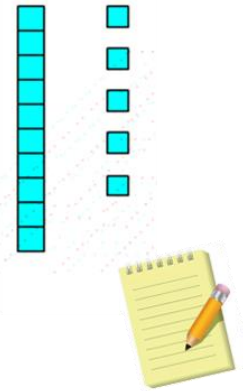
Although we've presented CPA as three distinct stages, it is important to go back and forth between each stage to reinforce concepts.

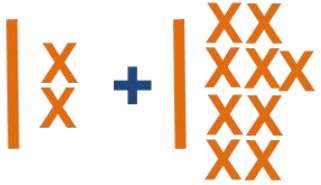


Active / Concrete

Building visual images

Abstract





13 - 8

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?

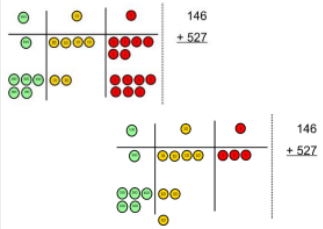
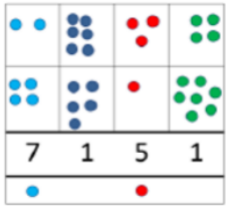
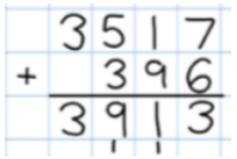
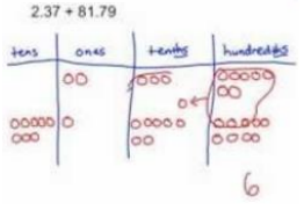
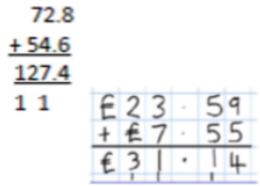
Metacognition is an important factor of mathematical problem solving. Metacognition is **the ability to monitor and control our own thoughts, how we approach the problem, how we choose the strategies to find a solution, or ask ourselves about the problem.**

Year 5 Curriculum

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

Calculation Policy – Year 5

Year 5 – Addition

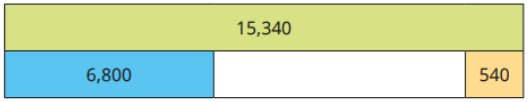
Objective and Strategies	Concrete	Pictorial	Abstract
Addition - Year 4,5 & 6			
Year 4 Add numbers with up to 4 digits			
Year 5 Add decimals with 2 decimal places, including money			

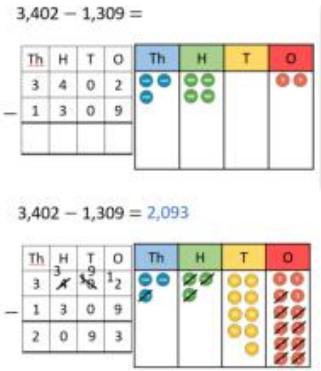
Year 5 – Subtraction

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

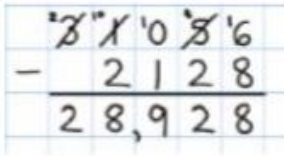
Use of Base 10 or other manipulatives to support learning of subtraction

Complete the bar model.

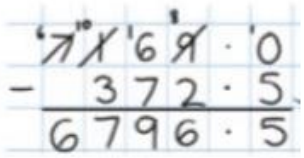




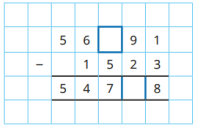
Show representations for exchanges using place value charts. For example, 1 ten exchanges for 10 ones.



Use zeros for place-holders.

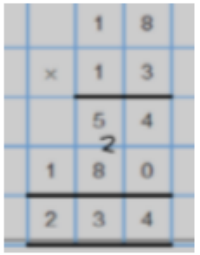
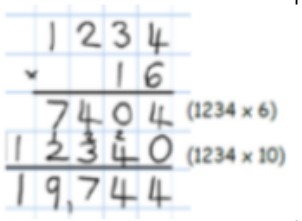


Fill in the missing digits.

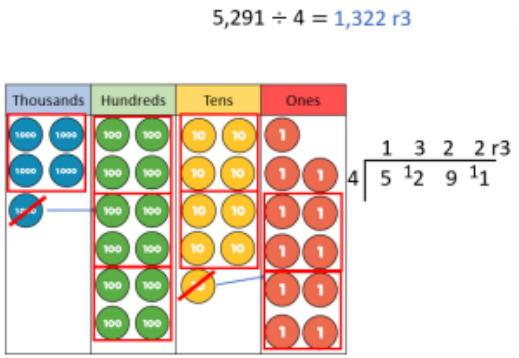
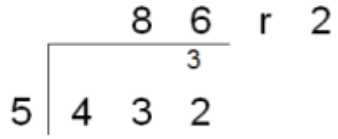


Calculation Policy – Year 5

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			 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!