



INTRODUCING MATHS — NO PROBLEM!

We believe that every child can master an understanding and love of maths with the right kind of teaching and support. The aim of our school is that your child will leave us not only confident in what they can do, but with a real love of maths. We believe maths should be challenging yet rewarding (with plenty of support when it gets tough!); active and practical; creative and fun. Being good at maths is not just about being good with numbers – it is also about being a good problem solver, communicator and team player. This is important because being successful in maths is a stepping stone to being successful in life.

WHY SINGAPORE MATHS?

The government has been looking at where the teaching of maths works. Singapore is at the top of the league when we compare the success of different countries. Over the past 25 years, Singapore has been building a world-beating maths curriculum. We believe if they can do it, so can we!

**“MY TEACHER TOLD ME
I WAS SMARTER THAN I
WAS – SO I WAS!”**

*Pupil quoted in a case study in
using Singapore textbooks to
support teaching for mastery.
Liz Robbins, Sherringham Primary
and Jack Corson, Nelson Primary
2015*

HOW IS IT DIFFERENT?

- You'll be glad to know that the maths remains the same ($2 + 2$ still equals 4!). So what will be different is the way in which your child learns.
- We believe that all children can learn maths, and the whole class will learn the same content together.
- When we are learning, we need time for it to make sense. We don't expect children to 'get it' first time. It's OK to struggle! Therefore, each lesson carefully builds on the previous one, creating small steps to build understanding and confidence.
- We will use lots of equipment (cubes, ten frames, number discs) to explore maths problems.
- We all learn from each other, working with a partner or group. This not only develops teamwork, but allows children to tackle problems that they might otherwise see as 'too difficult' if left to solve on their own.
- We will challenge children to use a number of ways to show that they can understand something.

For advanced learners, rather than getting them to do more of the same, we want them to stretch themselves by looking deeper into a problem. Being able explain their reasoning is as important as getting the right answer.

- We want to make sure that children have really 'got it', so practise is important. Children will use a workbook which builds on the activities covered in class.
- Textbooks will guide children through the year. Not only is new learning clearly explained in a fun and visual way, but children also have a sense of progress as they work their way through the book.

**"I WISH I HAD BEEN
TAUGHT MATHS THIS
WAY AT SCHOOL!"**

Maths Leader interviewed for the
Implementing Maths — No Problem!
in Primary Schools Report,
Frederick Sandall, May 2016

HOW CAN YOU HELP?

Playing games, particularly card games, is great for helping with maths. They don't have to be number based, as most games ask children to follow rules – look for patterns, make connections and match things – which are all important mathematical skills. And they are FUN!

Ask your child to 'show' you how to solve a problem related to the activities they are doing at school. Pretend that you don't understand as you did it differently when you were at school. If they get stuck, don't rush them; it's OK to get stuck and it's OK for them to take their time.

If they can't do it, don't panic. Always praise their effort and reassure them that they will be practising more at school. Ask a little later and, if they are still struggling, talk to their teacher.



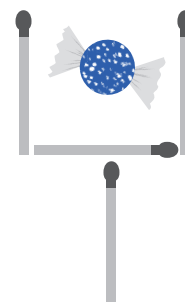
TRY THESE AT HOME:

- 1 I have £177 and I'm given another £9. How much do I now have?

Can you think of 3 different ways of working out the answer?

Talk to your child. How would they do it?

- 2 Use 4 matchsticks to make this shape:



Can you move 2 matchsticks so that the sweet is no longer in the glass while maintaining the shape?