

# Beckfoot Priestthorpe Teaching Maths Guidance



## Maths Mastery from Ark+

Website link: [Welcome! - Ark Curriculum Plus](#)

Username: Your email or ppscgu@beckfootpriestthorpe.org

Password: yours or 32Mammoths!

At Beckfoot Priestthorpe we use Maths Mastery to teach Maths. The programme is designed to save planning time while building maths subject expertise and confidence.

Maths Mastery follows an evidence-based approach and focuses on deepening pupils' understanding of key concepts. The programme is proven to give pupils an average of one months' additional progress after one year. It helps you to:

- Engage students by opening their eyes to key maths concepts
- Offer targeted additional support where needed
- Develop confidence in teaching maths to a range of different abilities

Maths Mastery is a meticulously sequenced and interlinked maths curriculum with integrated professional development and planning tools to support teachers' knowledge and develop pedagogical expertise. It has fully resourced classroom and intervention materials, allowing pupils of all abilities to make explicit, observable progress throughout the primary years.

## Curriculum Maps

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Mathematics

Curriculum Map: Year 4

Mastery

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Autumn	Reasoning with large numbers		Addition and subtraction			Multiplication and division			Discrete and continuous data		
	<ul style="list-style-type: none"> <li>• 4-digit place value. Read, write, represent, order and compare</li> <li>• Find 10, 100 or 1000 more or less</li> <li>• Round numbers to the nearest 10, 100 or 1000</li> </ul>		<ul style="list-style-type: none"> <li>• Select appropriate strategies to add and subtract</li> <li>• Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping</li> </ul>			<ul style="list-style-type: none"> <li>• Distributive property including multiplying three 1-digit numbers</li> <li>• Mental multiplication and division strategies using place value and known and derived facts</li> <li>• Short multiplication and division</li> </ul>			<ul style="list-style-type: none"> <li>• Read, interpret and construct pictograms, bar charts and time graphs</li> <li>• Compare tables, pictograms and bar charts</li> </ul>		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Spring	Securing multiplication facts		Fractions			Time		Decimals		Area and perimeter	
	<ul style="list-style-type: none"> <li>• Identify and explore patterns in multiplication tables including 7 and 9</li> </ul>		<ul style="list-style-type: none"> <li>• Explore different interpretations and representations of fractions</li> <li>• Equivalent fractions</li> <li>• Represent fractions greater than one as mixed number and improper fractions</li> <li>• Add and subtract fractions with the same denominator including fractions greater than one</li> </ul>			<ul style="list-style-type: none"> <li>• Analogue to digital, 12-hour and 24-hour</li> <li>• Convert between units of time</li> </ul>		<ul style="list-style-type: none"> <li>• Decimal equivalents to tenths, quarters and halves</li> <li>• Compare and order numbers with same number of decimal places</li> <li>• Multiply and divide by 10 and 100 including decimals</li> </ul>		<ul style="list-style-type: none"> <li>• Perimeter of rectangles and rectilinear shapes</li> <li>• Area of rectangles and rectilinear shapes</li> <li>• Investigate area and perimeter</li> </ul>	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Summer	Solving measures and money problems			Shape and symmetry			Position and direction	Reasoning with pattern and sequences		3-D shape	
	<ul style="list-style-type: none"> <li>• Convert units of measure</li> <li>• Select appropriate units to measure</li> <li>• Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically</li> </ul>			<ul style="list-style-type: none"> <li>• Classify, compare and order angles</li> <li>• Compare and classify 2-D shapes</li> <li>• Identify lines of symmetry</li> </ul>			<ul style="list-style-type: none"> <li>• Describe and plot using coordinates</li> <li>• Describe translations</li> </ul>	<ul style="list-style-type: none"> <li>• Roman numerals up to 100</li> <li>• Place value of other number systems</li> <li>• Number sequences and patterns</li> </ul>		<ul style="list-style-type: none"> <li>• Use understanding of 3-D shapes</li> <li>• Identify 3-D shapes from 2-D representations</li> </ul>	

Each year group has a curriculum map which shows the route through the learning for that year group with the suggested weekly allocation for each unit. The curriculum map covers 31 weeks which allows time to build in extra teaching time where needed, assessments and interventions as appropriate.

[Primary Overview - Maths - Ark Curriculum Plus](#) (Link to Curriculum Maps)

## Key Representations

Key representations for each year group show the models, images and resources that you will use when teaching across the year. These will be used with the children and also displayed on your maths working wall. Select the appropriate ones to display from the Unit Narratives.

[Primary Overview - Maths - Ark Curriculum Plus](#) (Link to Key Representations)

### Year 4 Key Representations

**Find out more...**

Watch the **Unit tutorial** before planning each unit and read the **Unit Narrative**.

Read the **planning guides** for suggestions of representations.

Make use of **PD videos** on unit pages and Progression in Calculations page.

### Representations of number

Pupils are familiar with a range of concrete and pictorial representations of number with and without a place value chart. These are used to represent a number or calculation and should not be used as a counting tool. Pupils also make use of these when comparing numbers.

234 is two hundreds, three tens and four ones.

### Part-whole language and representations

A part-whole model is used to represent the relationship between numbers in all four operations. The model is made of a whole and two or more parts.

We know the whole is 312 and the value of one part is 190. We can use subtraction to find the missing part.

There are three parts.  $90 + 150 + 72 = 312$

### Equations

The phrase 'is equal to' is used consistently to refer to the = symbol. Equations should be presented with symbols and missing numbers in different positions:

$$38 = 25 + 13$$

$$\square = 37 + 44$$

$$12 \div \square = 4$$

### Number lines

Number lines can be used to represent and compare, demonstrating the continuous nature of the number system. When calculating, number lines may act as a jotting of the steps of a mental calculation and may begin 'empty' i.e. not have numbered divisions. They are also used as a representation for rounding.

### Number fact knowledge

Pupils know number bonds to 100 and apply to other multiples of 10. Pupils are increasingly fluent in a range of number facts including partitioning in different ways to discuss number.

136 is multiple of 4 because I can see 120 and 16 which are both multiples of 4.

They are also familiar with multiplication tables for 2, 3, 4, 5, 6, 8 and 10 and related division facts.

$$6 \times 8 = 48 \quad 48 \div 8 = 6$$

Make use of transitions and Maths Meetings to develop this.

### Deriving facts and inverse relationships

Pupils use known facts such as number bonds and understanding of place value and magnitude to derive further facts.

If I know  $12 + 5 = 17$  then  $222 + 5 = 227$   
If I know  $3 \times 4 = 12$  then  $6 \times 4 = 24$

Inverse relationships have also been explored.

If I know  $12 + 5 = 17$  then  $17 - 12 = 5$   
If I know  $3 \times 4 = 12$  then  $12 \div 4 = 3$

### Multiplication and division by powers of 10

Pupils have experienced the concept of ten times greater and smaller through exchanging Dienes, linking this to the apparent move of digits in a place value chart.

30 is ten times greater than 3.

### Mental strategies

Pupils have experienced a range of mental strategies for all four operations, including:

- Applying number bonds to 10 and 100 to calculate how many more/less to the next multiple of ten, extending to 100 and 1000, using the 'make 10' strategy.
- Identifying numbers close to a multiple of ten or 100 e.g. 28, 201 and using a round and adjust strategy, including for multiplication. 'If I know  $20 \times 4$  is 80, then  $19 \times 4$  is 76'.
- Identifying near doubles for addition. 43 and 45 can be seen as 'double 43 plus two.'
- Subtracting numbers close together in value, through counting on to find the difference.

### Representing fractions

A range of concrete and pictorial representations have been used for fractions including fractions of a whole, as part of a set of objects and as part of a quantity such as a length or volume. Pupils can apply these representations to comparing, finding simple equivalence and adding and subtracting with the same denominator, as well as fractions of sets or quantities.

One third is one of three equal parts.

One third of 36 is 12.

$\frac{1}{3}$  is equivalent to  $\frac{2}{6}$

### Representing multiplicative relationships

Pupils have represented multiplicative relationships concretely and pictorially, primarily through arrays, Cuisenaire and bar models. A focus on equal parts, the number of equal parts and the value of each part supports understanding of commutativity and inverse relationships. The representations and language structures support written strategies.

There are four groups each with a value of 3. There are three groups each with a value of 4. I can see three, four times. I can see four, three times.

12 divided into groups of 4 gives three groups  
12 shared into four groups gives 3 in each group

### Bar models

Pictorial bar models and concrete Cuisenaire as bar models are used to represent part-whole relationships and knowns and unknowns within problems in all four operations. See PD videos for further exemplification.

I know the whole is 346, and one of the parts is 112. I do not know the value of the missing part. I can subtract 112 from 346.

## Vocabulary Document

This document highlights the vocabulary introduced throughout the primary curriculum – from Reception to Year 6. The vocabulary listed here is vocabulary that pupils are expected to use and understand on a daily basis within that year group, though the definitions are written for teacher reference and would not necessarily be shared with children as they stand. The vocabulary listed is cumulative and builds on the vocabulary previously introduced. Teachers should also consult with the Mathematics Mastery Primary Glossary.

[Vocabulary List Reception to Year 6.pdf](#)

## Maths Mastery Glossary of Terms

[MM Primary Glossary.pdf \(arkcurriculumplus.org.uk\)](#)

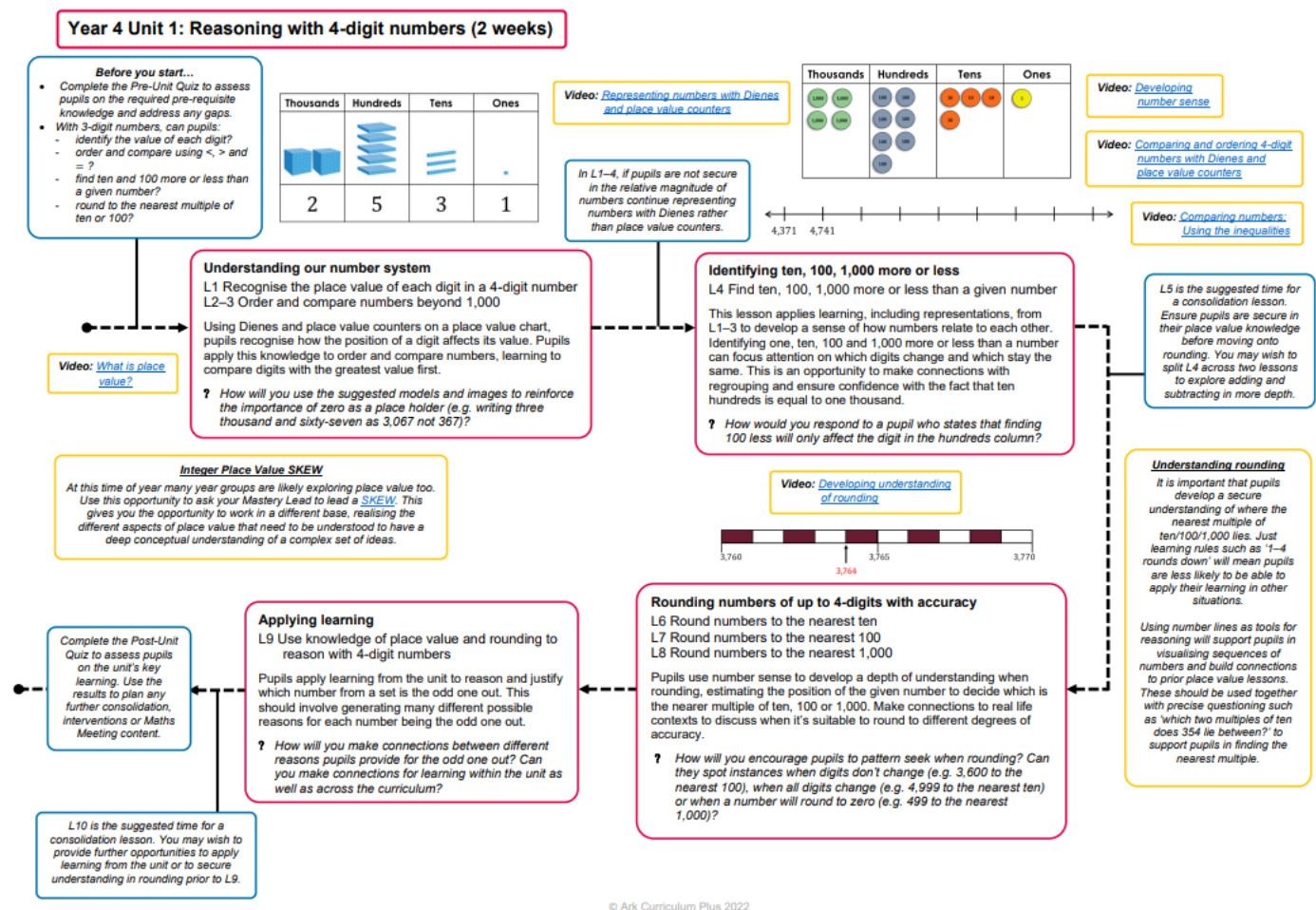
## Progression in Calculations Document

For each of the four rules of number, different strategies are laid out, together with examples of what concrete materials can be used and how, along with suggested pictorial representations. Please note that the concrete and pictorial representation examples are not exhaustive, and teachers and pupils may well come up with alternatives. The purpose of using multiple representations is to give pupils a deep understanding of a mathematical concept and they should be able to work with and explain concrete, pictorial and abstract representations, and explain the links between different representations. Depth of understanding is achieved by moving between these representations.

[Primary Overview - Maths - Ark Curriculum Plus](#)

## Unit Narrative – Start here!

The Unit Narrative sets out a suggested route through the planned sequence of lessons. It starts and ends with the diagnostic quizzes and provides links to CPD videos to support the teaching and learning process. You can decide whether you need to alter this to spend more/less time on particular concepts. You can edit the downloadable lesson plans to reflect this. It also indicates which of the Key Representations you will use at that point in the sequence.



## Unit Tutorials

The Unit Tutorial are short videos which help support teacher subject knowledge and should always be watched before you start to plan the unit.

2: Unit 1 - Reasoning with 4-digit numbers (10 lessons)

1: Teaching overview

- Y4 U1 Unit narrative
- Y4 U1 Unit Tutorial
- Video: What is place value?
- Video: Representing numbers with Dienes and place value counters
- Video: Developing number sense
- Video: Developing understanding of rounding
- Video: Comparing and ordering 4-digit numbers
- Video: Using the inequalities
- Y4 U1 Diagnostic Questions

**My Mastery**

Y4 U1 Unit Tutorial 1 / 1

**Mathematics Mastery**

**Unit Tutorial**

**Reasoning with**

There are often a number of videos to develop subject knowledge and support the teaching of key concepts.

Pre- and Post-Unit Quizzes

Pre- and Post-Unit quizzes help you assess where there may be gaps in knowledge before you start to plan and where there may be more work to do to secure understanding at the end of the unit. These come in a range of formats. The links to DiagnostocQu... requires a further subscription that we do not currently have. Detailed marking guidance suggests next steps to support planning and intervention if required.

[Primary Overview - Maths - Ark Curriculum Plus](#) (Link to video which explains the use of these)

Year 4 - Maths

Unit 1 - Reasoning with 4-digit numbers (10 lessons)

1: Teaching overview

Y4 U1 Unit narrative

Y4 U1 Unit Tutorial

Video: What is place value?

Video: Representing numbers with Dienes and place value counters

Video: Developing number sense

Video: Developing understanding of rounding

Video: Comparing and ordering 4-digit numbers

Video: Using the inequalities

PPTX Y4 U1 Pre-Unit Quiz

Launch

PDF Y4 U1 Pre-Unit Quiz

Launch

DIAGNOSTICQU... Y4 U1 Pre-Unit Quiz

Launch

PPTX Y4 U1 Post-Unit Quiz

Launch

PDF Y4 U1 Post-Unit Quiz

Launch

DIAGNOSTICQU... Y4 U1 Post-Unit Quiz

Launch

Lesson Planning

Mathematics Mastery	Embedding the six-part structure
High Expectations	<ul style="list-style-type: none"><li>Pupils believe they can achieve – they want to learn and enjoy learning maths</li><li>Teacher conveys the message that progress is made through engagement and effort, expects every child to succeed, and is enthusiastic about the learning expected.</li></ul>
Do Now (max 5 mins)	<ul style="list-style-type: none"><li>Everyone is engaged in the task, 100% of the time</li><li>Everyone experiences success with no taught input</li><li>The practice they are doing will a) help them later in the lesson OR b) build fluency in a key skill</li></ul>
Transition	<ul style="list-style-type: none"><li>All children are chanting/singing as they move between the carpet and the tables</li><li>The transition takes less than 30 seconds</li></ul>
New Learning	<ul style="list-style-type: none"><li>Everyone says the most important star words</li><li>The teacher (and children ideally) model using concrete manipulatives</li><li>Everyone uses words and symbols accurately</li><li>Everyone is ready to answer questions</li><li>Everyone answers in full sentences</li><li>Misconceptions are anticipated and incorporated</li><li>The Talk task/Let's Explore task is modelled</li></ul>
Transition	<ul style="list-style-type: none"><li>All children are chanting/singing as they move between the carpet and the tables</li><li>The transition takes less than 30 seconds</li></ul>
Talk Task/Let's Explore	<ul style="list-style-type: none"><li>Everyone is speaking in full sentences</li><li>Everyone uses words and symbols accurately</li><li>Everyone is manipulating objects when appropriate</li><li>Recording is not expected</li></ul>
Transition	<ul style="list-style-type: none"><li>All children are chanting/singing as they move between the carpet and the tables</li><li>The transition takes less than 30 seconds</li></ul>
Develop Learning	<ul style="list-style-type: none"><li>References are made to previously learnt models/ representations/ skills/ concepts</li><li>Everyone is ready to answer questions</li><li>Everyone answers in full sentences</li><li>Everyone uses words and symbols accurately</li><li>Misconceptions are anticipated and incorporated</li><li>The Independent Learning task is modelled</li></ul>
Transition	<ul style="list-style-type: none"><li>All children are chanting/singing as they move between the carpet and the tables</li><li>The transition takes less than 30 seconds</li></ul>
Independent Task	<ul style="list-style-type: none"><li>Everyone is engaged in completing the task, 100% of the time</li><li>Everyone has access to appropriate concrete manipulatives</li><li>Everyone is engaged in learning about the same mathematical concept or skill, with an appropriate amount of scaffolding</li><li>Emphasis on understanding and developing fluency, not rushing to 'cover' ideas</li><li>Extension tasks involve deeper understanding of the same mathematical concept or skill – through solving less routine problems, demonstrating using concrete manipulatives/ drawing diagrams, explaining in full sentences or asking their own questions</li></ul>
Transition	<ul style="list-style-type: none"><li>All children are chanting/singing as they move between the carpet and the tables</li><li>The transition takes less than 30 seconds</li></ul>
Plenary	<ul style="list-style-type: none"><li>Includes celebration of success and reaffirmation that success comes from effort</li></ul>

Planning Guidance and the six-part lesson structure

[Primary Overview - Maths - Ark Curriculum Plus](#)

Planning Guidance Tool

[Primary Overview - Maths - Ark Curriculum Plus](#)

Maths Mastery Lessons are constructed with a six-part structure which guides you through the teaching each day. Above are the links to the structure itself and also a guidance tool which breaks down each section.

All lesson plans are downloadable in Word format so that they can be edited to suit you and your class. You must follow the 6-part lesson structure, but the activities are open to your professional judgement.









## Example Lesson Plan



Mathematics  
Mastery

Year 4 Unit 1: Reasoning with 4-digit numbers



### Lesson 1: Place value

<p><b>Key Learning:</b> To recognise the place value of each digit in a 4-digit number</p> <p><b>Lesson Overview:</b> Pupils work with 4-digit numbers, represent them with Dienes, and consider how many thousands, hundreds, tens and ones there are.</p> <p><b>Resources for this lesson:</b> Dienes blocks, place value charts, place value counters, Talk Task Sheet, Task Sheet</p> <p><b>Transitions:</b> Counting forward in tens, hundreds and thousands from different starting values</p>	
<p><b>Counting forwards practice</b></p> 	<p><b>Do Now: Counting in threes and fours</b></p> <p>Develop fluency with counting in threes and fours using a counting stick.</p> <p>Share key vocabulary meaningfully at the beginning of the lesson.</p>
<p><b>New Learning: Place value's effect on the value of a digit</b></p>  <p>Use Dienes blocks to count in ones, tens and hundreds and show how to regroup and write numbers e.g. count out nine ones, putting them into the ones column. Add one more, reminding pupils that only up to nine ones can go in the ones place.</p> <p><b>? How do we show ten on the place value chart? How can you represent this using Dienes?</b></p> <p>This discussion should involve reminding pupils that we use a number system with ten digits (0 to 9) and where the digit is placed tells you its value. Reinforce the relationship between different place values, that the value of a digit becomes ten times greater/smaller every time it is one place to the left/right.</p> <p>Show pupils examples of four numbers with the digit 2 in different places. Look at each example asking pupils what the value of the digit is, and represent the value of the digit using Dienes. Discuss the number 2,046, which includes a place value holder. Explore the misconception that this number could be written as 246, explaining the importance of using a place holder.</p>	
<p><b>Talk Task: Recognising place value</b></p>  <p>Working in pairs, one pupil chooses a representation of a 4-digit number in Dienes, from the four representations given on the Talk Task Sheet, and describes it for their partner to make with Dienes.</p> <p>Having completed all four representations, pupils should consider them and discuss:</p> <p><b>? What's the same? What's different?</b></p> <p>Conclude the task by discussing the similarities and differences between the numbers.</p>	
<p><b>Develop Learning: Partitioning numbers</b></p>  <p>Show pupils the number 2,736. Represent the number using Dienes and place value counters, questioning pupils on the number of thousands, hundreds, tens and ones. Discuss the difference between representing with Dienes blocks, that show the relative size of the numbers, and with place value counters that do not.</p> <p>Model partitioning the number and writing <math>2,736 = 2,000 + 700 + 30 + 6</math></p> <p>Model writing 'Two thousand seven hundred and thirty six' in words.</p> <p>Repeat this modelling with further examples.</p>	
<p><b>Independent Task: Representing the place value of 4-digit numbers</b></p>  <p>For the Independent Task, pupils will consider and complete different representations of 4-digit numbers. Pupils should also use place value counters to represent the numbers, before completing pictorial representations of them.</p> <p><b>Possible adaptations:</b></p> <ul style="list-style-type: none"> <li>• Pupils match together different representations for each number.</li> <li>• Provide pupils with less information for them to complete the various representations.</li> <li>• Challenge pupils to consider where the numbers lie on a 0–10,000 number line.</li> <li>• Pupils are given completed Task Sheets, including mistakes which pupils need to identify and correct.</li> </ul>	
<p><b>Plenary: Making a number</b></p>  <p>Use digit cards to create different numbers. A zero has deliberately been included to discuss its role and realise that 0374 is not a 4-digit number.</p> <p><b>? Can you make a number with three thousands / seven tens / four hundreds?</b></p>	

## Lesson Slides





### Partitioning numbers

What are the similarities and differences between Dienes and place value counters?





Thousands	Hundreds	Tens	Ones
2	7	3	6

Thousands	Hundreds	Tens	Ones
			

Develop Learning



Lesson slides are available but should be used with care. They can be useful but equally they are very busy and contain too much information in many cases. The children need to see worked examples set out in the way you expect them to be so only use the slides to support you when they help rather than hinder.

MODEL ON A WHITEBOARD AS MUCH AS POSSIBLE SO IT IS SEEN, NOT JUST SAID

## Task Sheets/Banks

These can be very useful for ideas but please carefully consider your use of them. Do they need to be printed? Can it just be displayed? Is there a better way to do the same thing? Does it show their thinking?

Children's maths books should NOT become a scrap book for worksheets, as much as possible put the work straight in to their own book.

## Maths Meetings

Maths Meetings are a vital part of the Mathematics Mastery programme. Their purpose is to consolidate key areas of mathematics and develop fluency in recall of key knowledge. To be most effective, it is recommended that Maths Meetings occur daily for 10 – 15 minutes. A Maths Meeting should cover several curricular areas, broken down into short segments; each segment should take approximately 2 – 3 minutes. Maths meetings allow for the curriculum to become more of a spiral as you revisit and consolidate and address any misconceptions from assessment.

Maths Meeting Guidance sets out what should be taught and reviewed each term and there are some examples and ideas to get you started.



### Important concepts for Year 4 Maths Meetings

The topics below must be included each term for both fluency and because some key learning will not be revisited until a later term and requires ongoing consolidation. Teachers should also consult the more detailed guidelines in this document for suggested activities and other areas to include.

Throughout Year 4, **times tables** and **Roman numerals** should be regularly incorporated into Maths Meetings.

Term	Detail
Autumn	<p><u>Number:</u></p> <ul style="list-style-type: none"><li>Count in multiples of 6, 8, 25, 100 and 1000</li><li>Using the multiplication tables up to <math>12 \times 12</math></li><li>Roman numerals to 100 (I to C)</li><li>Derive facts from known facts (number bonds and multiplication facts, using knowledge of place value, inverse relationship, commutativity etc.) 'If I know..., what else do I know?' using all four operations</li><li>Add and subtract 3-digit numbers mentally using a range of calculation strategies</li><li>Calculate multiplications and divisions mentally using a range of strategies (including known facts, halving, doubling, applying place value, inverse, commutativity etc.)</li><li>Compare and order fractions</li><li>Find fractions of simple amounts and quantities (linking this to division)</li><li>Count in tenths and hundredths forwards and backwards</li></ul> <p><u>Shape and Pattern:</u></p> <ul style="list-style-type: none"><li>Recognise 3-D shapes in different orientations and describe their properties</li><li>Identify right angles, compare angles and classify angles as acute or obtuse</li><li>Recognise quarter, half, three-quarter and whole turns and their equivalent number of right angles</li><li>Identify lines of symmetry in the surrounding environment and regular 2-D shapes</li><li>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li></ul> <p><u>Time:</u></p> <ul style="list-style-type: none"><li>Tell and write the time from an analogue clock, including Roman numerals from I to XII and 12-hour and 24-hour clocks</li><li>Estimate and read the time to the nearest minute</li></ul> <p><u>Money:</u></p> <ul style="list-style-type: none"><li>Add and subtract money, including mixed units, and give change in practical contexts</li></ul>
Spring	<p><u>Number:</u></p> <ul style="list-style-type: none"><li>Divide by ten and 100 (using knowledge of place value) to get a decimal fraction</li><li>Use the number line to represent numbers (including decimals), fractions (including mixed numbers) and measures</li><li>Recognise and use factor pairs and commutativity in mental calculations</li><li>Multiply three numbers together</li></ul> <p><u>Geometry and shape:</u></p> <ul style="list-style-type: none"><li>Calculate the perimeters of rectilinear 2-D shapes on cm grids</li><li>Identify lines of symmetry in 2-D shapes</li></ul> <p><u>Measures including money:</u></p> <ul style="list-style-type: none"><li>Solve problems, including missing number problems using number facts, place value and more complex addition and subtraction problems</li><li>Add and subtract money, including mixed units, and give change in practical contexts</li></ul> <p><u>Time:</u></p> <ul style="list-style-type: none"><li>Estimate and read time to the nearest minute</li><li>Compare time in terms of seconds, minutes and hours</li><li>Convert units of time e.g. minutes to seconds, weeks to days</li></ul>

1. Go to maths meeting guidance.
2. Look at the terms objectives and make a slide to fit each bullet point.
3. Each day, tweak the slide to change the details/numbers whilst keeping the concept the same. You may also want to change the order of the slides to ensure that all content is covered. These tweaks are minor and should take 5 minutes.

\* Recognise the place value of each digit in a 2-digit number (tens, ones)

Using base ten make these numbers:

56 46 29

How many tens are in each number?  
How many ones are in each number?  
Which is the greatest number?  
Explain why 29 isn't the greatest number when it has more additional ones?

\* Recognise the place value of each digit in a 2-digit number (tens, ones)

Using base ten make these numbers:

86 6 19

How many tens are in each number?  
How many ones are in each number?  
Which is the greatest number?  
Explain why 29 isn't the greatest number when it has more additional ones?

E.G -

- All work produced within these sessions should be on whiteboards to ensure that the session is quickfire and supports daily formative assessment.
- Any errors that the children make should be addressed quickly within that session.
- Don't worry if you don't get through all of the slides to begin with, this is why you may want to alter the order of them. The children will build up speed as they become more confident with each concept.

[Year 2 maths meeting.pptx](#) (Link to an example for Autumn in Y2)

## HALF TERMLY ASSESSMENTS

### 6: Half-Termly Assessments

Y4 Autumn 1 Assessment >

Y4 Autumn 2 assessment

Y4 Spring 1 assessment

Y4 Spring 2 assessment

Y4 Summer 1 assessment

Y4 Summer 2 assessment

Half-termly assessments will be carried out in all year groups. They are SAT's style questions and should be used formatively to support the planning process.

An end of year standardised assessment (PUMA) will also be used to assess the children's overall attainment.