

RIVERLEY NEWS

PROUD TRADITIONS

WIDE HORIZONS

HIGH ACHIEVEMENT

MATHS 02

FRIDAY 24 NOVEMBER 2023

NEWS & FEATURES

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Dear Riverley Families,

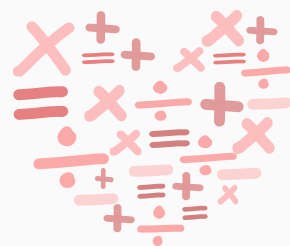
Welcome to the latest edition of our Math Newsletter! As we embark on a journey of numerical discovery, problem-solving, and mathematical marvels, we are thrilled to share with you the exciting world of mathematics that unfolds within our school walls. From engaging activities to fascinating lessons, this newsletter aims to keep you informed about the vibrant and enriching mathematical experiences our students are immersed in.

The mathematics curriculum at our school is designed to inspire and equip pupils with essential mathematical skills, fostering critical thinking, logical reasoning, and resilience. Following a structured approach to problem-solving, our students have embraced the challenges of mathematical exploration, creating innovative solutions that connect to various topics across the curriculum. Throughout this newsletter, you'll find glimpses of their inspiring mathematical work.

If you have a passion for mathematics and would like to share your expertise or lead a workshop with the children, please do not hesitate to reach out to your child's class teacher or contact me directly. We believe that families are a valuable part of our educational community, and your involvement can make a significant impact on the mathematical learning journey of our students.

Kind regards,

Suhaila Adrees
Maths Lead





Nursery

Children have enthusiastically delved into the realm of shapes, and the dynamic environment of their outdoor classroom has provided them with a vibrant canvas to vividly embody and comprehend these geometric concepts.



Reception

Reception pupils have energetically immersed themselves in the task of ordering numbers, with a specific emphasis this term on mastering the numerical sequence from 0 to 10.



Year 1

Throughout this term, children have been delving into Part-Whole models, exploring them across diverse contexts. The primary focus has been on reinforcing their understanding of number bonds within the range of ten. To achieve this, children have actively employed a variety of resources to identify and recognise numbers with depth and proficiency.



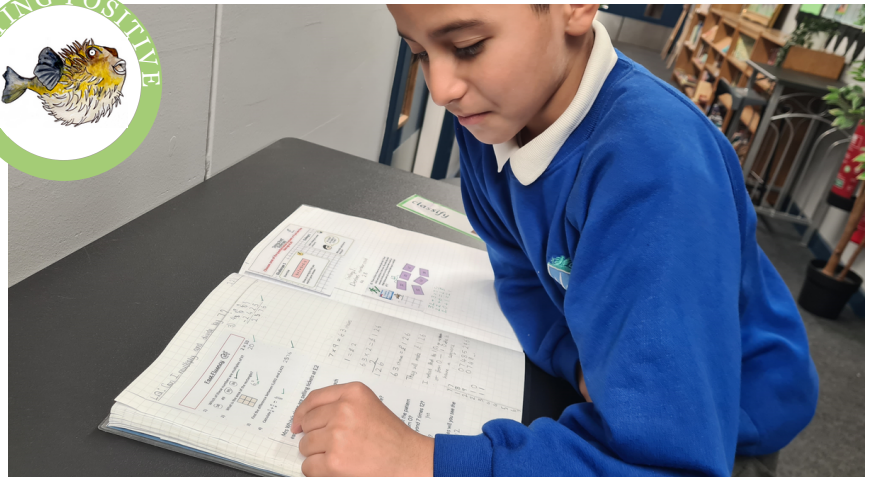
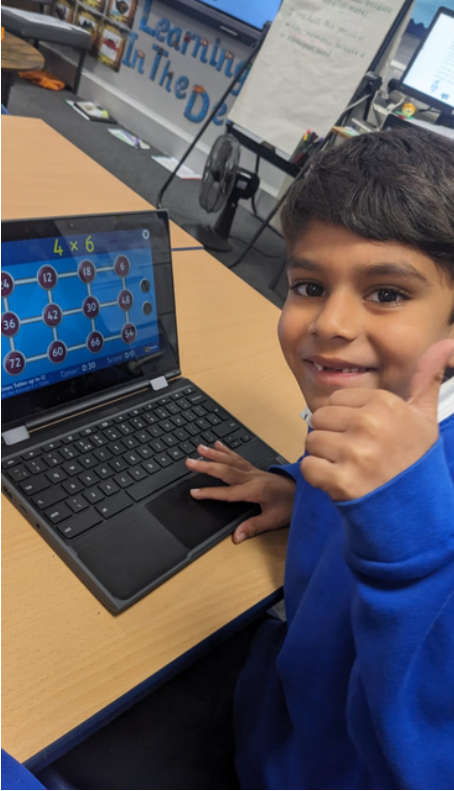
Year 2

In Year 2, students have been breaking down numbers into tens and ones, regrouping up to 20, then progressing to 50 and finally extending to 100. Additionally, they've been mastering the skill of counting in 2s, 4s, and 10s.

Children have utilised various resources, including dienes, number lines, hoops, and place value charts, to enhance their learning.

Year 3

In Year 3, 'Hit the Button' has been a valuable educational game that has aided the children in mastering times tables through an engaging and interactive format. It presents multiplication and division problems in a fun and challenging way. The game promotes quick recall and mental calculation skills, hence developing automaticity. The repetitive practice, instant feedback and variety of challenges contribute to the solidification of the association between numbers and their multiples. With adaptability to the player's skill level and progress tracking features, 'Hit the Button' offers a convenient and effective platform for children to reinforce their times tables knowledge, fostering enjoyment and proficiency in mathematical concepts.



Year 4

In Year 4 this half term, the focus has been firmly on honing multiplication and division skills. Pupils have delved into the intricacies of the 3, 6, 7, and 9 times tables, diligently practicing both multiplication and its inverse operation—division. Through a targeted and systematic approach, students have worked on mastering these specific times tables, developing fluency and confidence in their mathematical abilities. The emphasis on understanding the relationships between numbers within these tables has not only fortified their multiplication prowess but has also deepened their grasp of division as a complementary skill. The goal is to cultivate a solid foundation in these fundamental arithmetic concepts, ensuring that Year 4 students are well-equipped for more complex mathematical challenges. This topic also ensures our pupils are exceptionally well-prepared for the upcoming Multiplication Times Table Check scheduled for June.

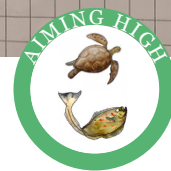
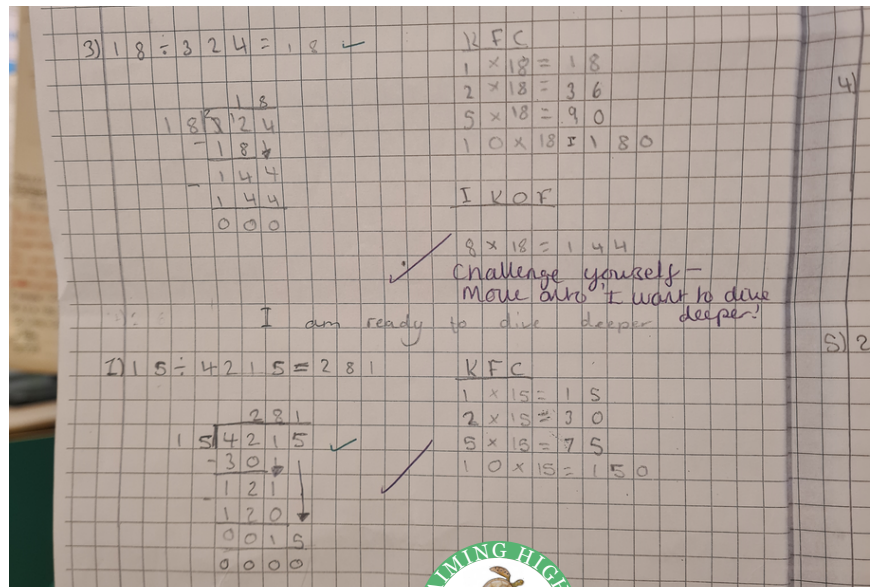
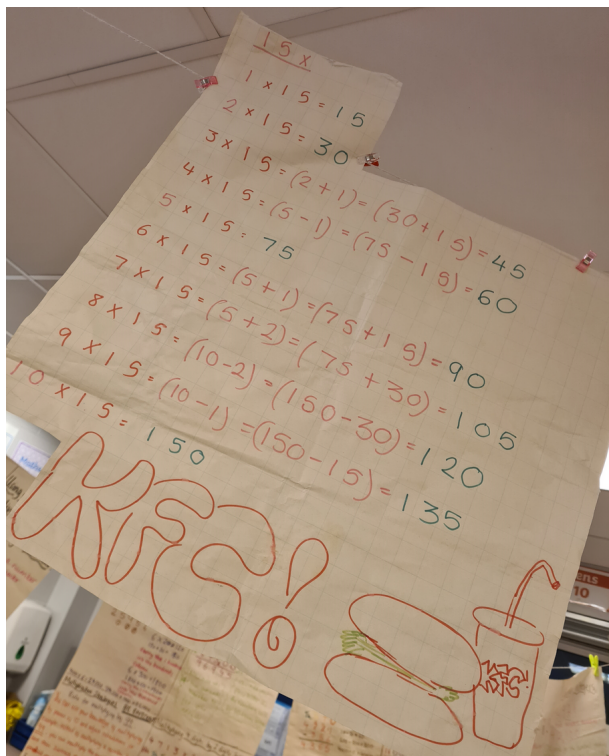


“We're diving deep into understanding factors and multiples – it's like exploring the secret codes of numbers. ”

Ariel, Year 5,
Maths Ambassador

Year 5

In Year 5, students have engaged in a comprehensive exploration of multiplication and division, with a specific emphasis on understanding factors and multiples. Through targeted instruction and practice, the curriculum has centered on developing a detailed comprehension of how numbers interact within these mathematical operations.



Year 6

Throughout Year 6, students have demonstrated exceptional dedication and effort in mastering long division through the formal written method, seamlessly applying their skills to real-life situations that involve remainders. Their commitment and hard work are truly commendable, showcasing a commendable level of perseverance and proficiency in mathematical concepts.

WE ARE PROUD TO ANNOUNCE OUR MATHS LEADERSHIP TEAM 2023-2024



We take immense pride in our exceptional Maths Ambassadors, whose outstanding and imaginative entries have truly set the bar high for the role.

Anticipating a year filled with creativity, community engagement, and the expansion of our collective experiences, we are particularly excited about the prospect of enjoying a year brimming with mathematical fun!

We are on the lookout for a family representative to join our Maths Leadership Team! If you have a knack for numbers and would like to be a part of the team, please reach out. Your enthusiasm for math is all you need to get started!

MATHS MINIONS

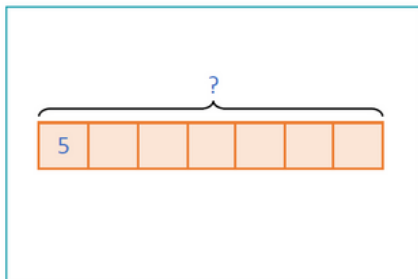
Team
AWESOME



- 1 Kim gets 5 stickers per week.



How many stickers does Kim get in 7 weeks?

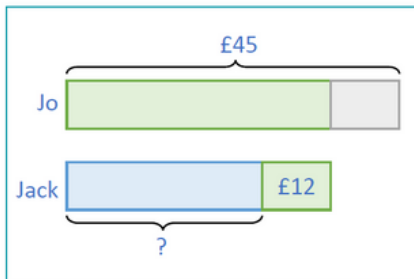


- 2 Jo has £45

She gives Jack £12

They now have the same amount of money.

How much money did Jack have at the start?



Challenge

Barvember!

Just in case you missed our online weekly challenge, here is a chance to have a go again!

Barvember is a month packed with maths problems for all primary and secondary age children.

Each problem can be solved using a bar model, a useful tool for helping children visualise and then solve maths problems.

As there are only a few days left in November, why not have a go at the challenges?

On White Rose Education, you can find daily challenges – two for key stage 1, two for key stage 2, and one challenge question. You do not have to use the bar model, but doing so will allow all children to visualise the problem.

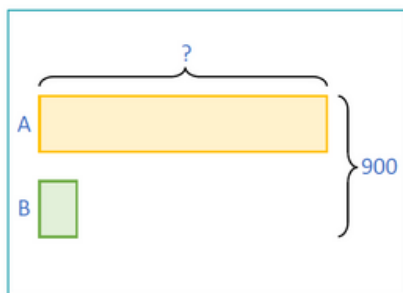
There is no expectation for you to complete every question; choose the problems that are most appropriate for you. And most of all, have fun! We hope you enjoy the challenge!

For more Barvember challenges and resources, please visit the hyperlink below:

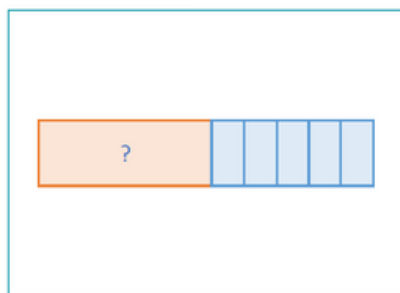
[White Rose Education](https://www.whiteroseeducation.com)

Check your answers online!

- 3 In total, 900 children attend schools A and B. 60 children move from School A to School B. Now, there are 4 times as many children who attend School A than School B. How many children attended School A at the start?



- 4 Annie has some money in her bank account. Every day she gets paid £3.50 for doing chores. After 5 days she has £45.80 in her bank account. How much money did she have in her bank account at the start?



- 5 6 scooters and 5 bicycles have a total mass of 223 kg.

The mass of 2 scooters is 13 kg more than a bicycle.

What is the total mass of 1 scooter and 1 bicycle?

The Daily Challenge

