

1. Fluency


2. Reasoning and Problem Solving

3. Use of ICT

4. Year 2 SATS

Maths in KSI!

Year One Maths





Year Two Maths


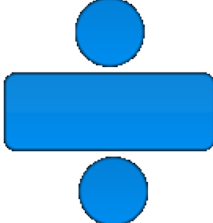


The image is a presentation slide for a parent workshop. It features a black background with white mathematical formulas and symbols. The central content is enclosed in a white rounded rectangle. At the top, it says 'Maths in KSI!' with 'Maths' underlined. Below that is 'Year One Maths', followed by two portraits of women. Underneath the portraits is 'Year Two Maths', followed by two more portraits of women. The background formulas include $\frac{\hbar}{2m} \frac{d^2 \psi}{dx^2} + V\psi = E\psi$, $\Psi_e = \frac{1}{\sqrt{L}} \int_0^L \sin \frac{2\pi}{L} x dx$, $k = \frac{2\pi}{\lambda}$, $\vec{\tau} = \vec{r} \times \vec{F}$, $\mu_1 I_1 I_2 = \frac{2\pi d}{\mu_2}$, $U_{ef} = \int \vec{E} \cdot d\vec{l}$, $\vec{B} = \mu_0 \vec{H}$, $k = \frac{p^2}{2m}$, $\lambda = \frac{h}{p}$, $f_0 = \frac{v}{\lambda}$, $\vec{\phi} = \vec{E} \cdot d\vec{s}$, $C(s) = \sqrt{3}$, $\lambda = \frac{h}{mv}$, $\left(\frac{E_t}{E_0}\right)_{\parallel} = \frac{2 \cos \theta_1 \sin \theta_2}{\cos(\theta_1 - \theta_2) \sin(\theta_1 + \theta_2)}$, $2\pi |CL$, $\vec{I}_m = U_m^2 \left[\frac{1}{R^2} + \left(\frac{1}{X_C} - \frac{1}{X_L} \right)^2 \right]$, $\lambda^* T = b$, Q , F_n , and R .

What is fluency?

One of the three aims of the new curriculum states that pupils (of all ages, not just primary children) will: become fluent in the fundamentals of mathematics.

Children will be able to use the four operations to answer number problems. This includes: percentages, fractions and decimals.

How do we approach fluency?

- The introduction of Fluency 10/15.
- Daily practice of the four operations in varied approaches.
- Children work independently, asking for support where necessary.
- Fast paced, competitive and fun!
- Children mark their own whilst verbalising their working as a group.
- The daily practice of the basics has shown that children are able to approach reasoning and problem solving questions more confidently.

Fluency - your turn!

1.

27	28	29			
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2.

85	84	83			
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3. What is one more than 26?

4. $2__ + 32 = 57$

5. $26 __ 64$ $<$ $>$ $=$

6. $3 + 4 + 7 =$

7. $5 + __ = 10$

8. $37 + 36 =$

9. $84 - 33 =$


10.


10	20	30			
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11.

70	60	50			
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12. How many sides?






Reasoning and Problem Solving



Reasoning and problem solving is about knowing when to apply the fluency skills in order to provide a reason and overcome a problem.



Resources

All classes now have a vast range of resources to support the teaching of fluency, reasoning and problem solving!



The image displays several mathematical resources arranged on a white background. On the left, there is a black Numicon bag and a variety of colorful Numicon blocks in different shapes and sizes. In the center, there are base ten blocks including green, yellow, and red circular pieces representing 100, 10, and 1, along with smaller blue and yellow blocks. On the right, there are cuisenaire rods in various colors (red, blue, green, yellow, orange, black, pink) and a box labeled 'CUISENAIRE RODS'. Below the rods, there are more base ten blocks, including a red cube, blue blocks, and yellow and green rods.

ICT Resources



Both accessible at home!

The image features a central white rounded rectangle on a black background filled with white mathematical formulas. The formulas include $\frac{h}{2m} \frac{d\psi}{dx^2} + V\psi = E\psi$, $\Psi_0 = \frac{1}{\sqrt{2\pi}} \frac{1}{\lambda_1} \frac{1}{\lambda_2}$, $\mu I_1 I_2$, $\frac{2\pi d}{\lambda^2}$, U_{ef} , $\vec{B} = \mu \vec{H}$, $k = \frac{p^2}{2}$, $\lambda = \frac{c}{f}$, $f_0 = \frac{1}{2}$, $\beta \frac{B}{C(s)}$, $k_L = \sqrt{\frac{3}{v}}$, $\lambda = \frac{v}{f}$, $\left(\frac{E_t}{E_0}\right)_{||} = \frac{2 \cos \theta_1 \cos \theta_2}{\cos(\theta_1 - \theta_2) \sin(\theta_1 + \theta_2)}$, $2\pi \sqrt{CL}$, $\vec{J} I_m^2 = U_m^2 \left[\frac{1}{R^2} + \left(\frac{1}{X_C} - \frac{1}{X_L} \right)^2 \right]$, $\lambda^* T = b$, $\frac{Q}{F_n}$, and R .

The image features a white rounded rectangle centered on a black background. The background is filled with various mathematical formulas and symbols in white, including $\frac{h}{2m} \frac{d\psi}{dx^2} + V\psi = E\psi$, $\Psi_0 = \frac{1}{\sqrt{2\pi}} \int_{-\infty}^{\infty} \frac{1}{\lambda} \lambda \rightarrow -\dots$, $\mu I_1 I_2$, $\frac{2\pi d}{\lambda^2}$, U_{ef} , $\vec{B} = \mu \vec{H}$, $k = \frac{p^2}{2}$, $\lambda = \dots$, $f_0 = \frac{1}{2}$, $\beta \vec{B}$, $C(s)$, $k_L = \sqrt{\frac{3}{v}}$, $\lambda = \dots$, $\frac{(E_t)}{(E_0)} = \frac{2 \cos \theta_1 \cos \theta_2}{\cos(\theta_1 - \theta_2) \sin(\theta_1 + \theta_2)}$, $2\pi \sqrt{CL}$, $\sqrt{I_m^2 = U_m^2 \left[\frac{1}{R^2} + \left(\frac{1}{X_C} - \frac{1}{X_L} \right)^2 \right]}$, $\lambda^* T = b$, \vec{Q} , \vec{F}_n , R , \vec{u} , f , $\frac{c}{\sqrt{\epsilon - \mu}}$, $-\mu_1$, $\frac{1}{2}$, \vec{a} , \vec{b} , \vec{c} , \vec{d} , \vec{e} , \vec{f} , \vec{g} , \vec{h} , \vec{i} , \vec{j} , \vec{k} , \vec{l} , \vec{m} , \vec{n} , \vec{o} , \vec{p} , \vec{q} , \vec{r} , \vec{s} , \vec{t} , \vec{u} , \vec{v} , \vec{w} , \vec{x} , \vec{y} , \vec{z} , \vec{A} , \vec{B} , \vec{C} , \vec{D} , \vec{E} , \vec{F} , \vec{G} , \vec{H} , \vec{I} , \vec{J} , \vec{K} , \vec{L} , \vec{M} , \vec{N} , \vec{O} , \vec{P} , \vec{Q} , \vec{R} , \vec{S} , \vec{T} , \vec{U} , \vec{V} , \vec{W} , \vec{X} , \vec{Y} , \vec{Z} , \vec{a} , \vec{b} , \vec{c} , \vec{d} , \vec{e} , \vec{f} , \vec{g} , \vec{h} , \vec{i} , \vec{j} , \vec{k} , \vec{l} , \vec{m} , \vec{n} , \vec{o} , \vec{p} , \vec{q} , \vec{r} , \vec{s} , \vec{t} , \vec{u} , \vec{v} , \vec{w} , \vec{x} , \vec{y} , \vec{z} , \vec{A} , \vec{B} , \vec{C} , \vec{D} , \vec{E} , \vec{F} , \vec{G} , \vec{H} , \vec{I} , \vec{J} , \vec{K} , \vec{L} , \vec{M} , \vec{N} , \vec{O} , \vec{P} , \vec{Q} , \vec{R} , \vec{S} , \vec{T} , \vec{U} , \vec{V} , \vec{W} , \vec{X} , \vec{Y} , \vec{Z} .

Year 2 SATS: pending ... and fast!

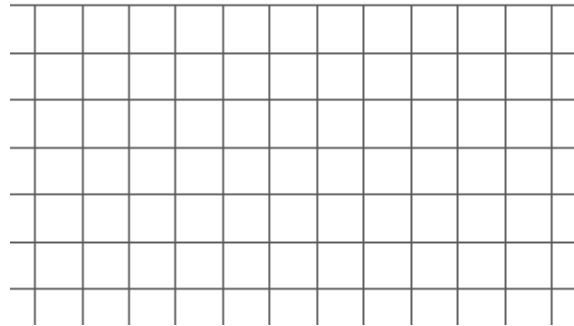
May 2023

2 papers : Arithmetic and Reasoning

Year 2 SATS: pending ... and fast!

Arithmetic Example Question

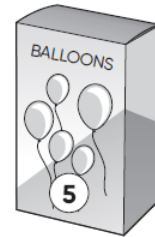
$25 + 46 =$



Year 2 SATS: pending ... and fast!

Reasoning Example Question

20 There are 5 balloons in a pack.



Jack needs 40 balloons.

How many **packs** does Jack need altogether?

packs



1 mark

Mathematical Vocabulary

It can/can't be because...

This is different/same because...

I noticed that...

My evidence shows that...

The page features a central white rounded rectangle containing four thought bubbles. The top-left bubble is yellow and contains the text 'It can/can't be because...'. The top-right bubble is yellow and contains 'This is different/same because...'. The bottom-left bubble is green and contains 'I noticed that...'. The bottom-right bubble is yellow and contains 'My evidence shows that...'. The background is a black chalkboard with various mathematical formulas written in white, including $\frac{h}{2m} \frac{d\psi}{dx^2} + V\psi = E\psi$, $\Psi_e = \frac{1}{\sqrt{2\pi}} \int_{-\infty}^{\infty} \dots$, $k = \frac{2\pi}{\lambda}$, $\vec{r} \cdot \vec{l} = \mu I_1 I_2$, $\vec{B} = \mu \dots$, $k = \frac{p^2}{2m}$, $\lambda = \frac{c}{f}$, $f_0 = \frac{1}{T}$, $\beta = \frac{1}{kT}$, $C(s) = \sqrt{\frac{3}{2}}$, $\lambda = \frac{2\pi}{k}$, $\frac{E_t}{E_0} = \frac{2 \cos \theta_1 \sin \theta_2}{\cos(\theta_1 - \theta_2) \sin(\theta_1 + \theta_2)}$, $\angle \pi | CL$, $\vec{v} \perp \vec{m} = U_m^2 \left[\frac{1}{R^2} + \left(\frac{1}{X_C} - \frac{1}{X_L} \right)^2 \right]$, $\lambda^* T = b$, \vec{Q} , F_n , and R .

Attachments

Christmas Advert The Bear and the Hare- John Lewis 2013.mp4

Reading Planning.docx

Reading Rota RIC LKS2.docx