

MATHS AT RAVENSCOTE



Our aim for this session

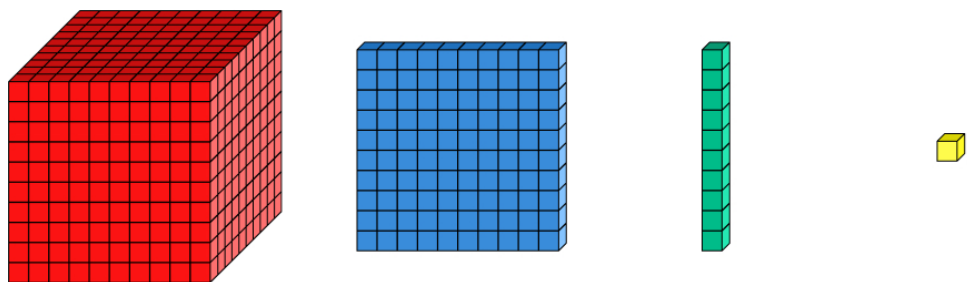
To help you to understand the methods we use to teach your child

To help you understand the vocabulary specific to the four operations

To help you feel more confident with helping your child with maths at home



What we do here



$$5 + 5 + 5 + 5 = 20$$

$$5 \times 4 = 20$$

$$20 \div 4 = 5$$

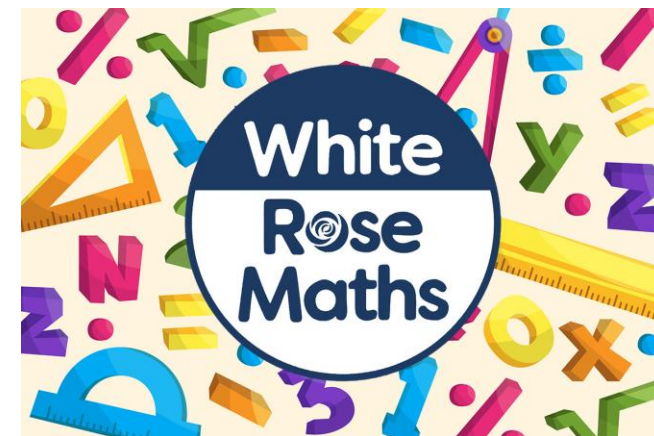
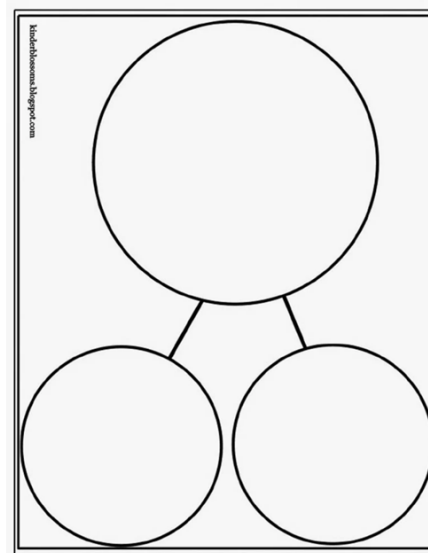
$$20 \div 5 = 4$$

DECIMAL PLACE VALUE CHART

THOUSANDS TO THOUSANDTHS

Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

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Division

At Ravenscote we use two methods of division:

Long and short

You may hear the children hear children talk about short division as the bus stop method

Children are taught these two methods but can choose which one to use based on what they prefer



Long division

$$484 \div 11$$

$$\begin{array}{r} 44 \\ 11 \overline{) 484} \\ \underline{44} \\ 044 \\ \underline{44} \\ 00 \end{array}$$

Dad = Divide

Mum = Multiply

Sister = Subtract

Brother = Bring down



Long division

19	38	57	76	95	114	133	152	171	190
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$$228 \div 19 =$$

$$418 \div 19 =$$

$$9500 \div 19 =$$



Long division

19	38	57	76	95	114	133	152	171	190
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$$228 \div 19 =$$

$$418 \div 19 =$$

$$9500 \div 19 =$$



Short division

- Divide 3 digit by 1 digit number

$$\begin{array}{r} 3 \overline{) 699} \end{array}$$



Short division

- Divide 3 digit by 1 digit number with renaming

$$\begin{array}{r} 2472 \\ 4 \overline{) 2472} \end{array}$$



Short division

- Divide 3 digit by 1 digit number with renaming and remainders

$$4 \overline{) 865}$$



Short division

- Divide 4 digit by digit number with renaming and remainders

1	4	2	8	3	5
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The image shows a grid with six columns. The numbers 1, 4, 2, 8, 3, and 5 are written in red in the first row of the grid. A red bracket is drawn above the numbers 2, 8, 3, and 5, indicating that these four digits are the dividend in a short division problem where 4 is the divisor.

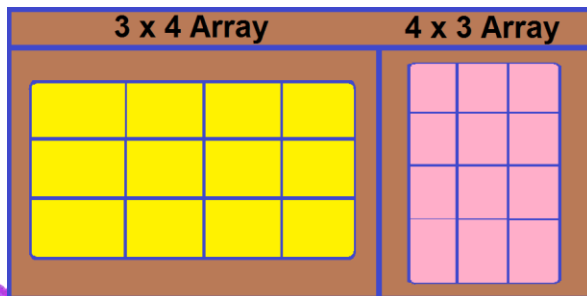


Multiplication

At Ravenscote we use two methods of multiplication:

Long and short

Children are taught these two methods but can choose which one to use based on what they prefer



Long multiplication

Multiply a 3 digit by a 1 digit

	4	8	3
X			5
<hr/>			



Long multiplication

Multiply a 3 digit by a 2 digit

	3	6	5	
X		5	2	
<hr/>				



Short multiplication

Multiply a 3 digit by a 1 digit

	4	8	3	
X			5	
<hr/>				
<hr/>				



Short multiplication

Multiply a 3 digit by a 2 digit

	3	6	5	
X		5	2	
<hr/>				



Addition

Representations we use to help your child

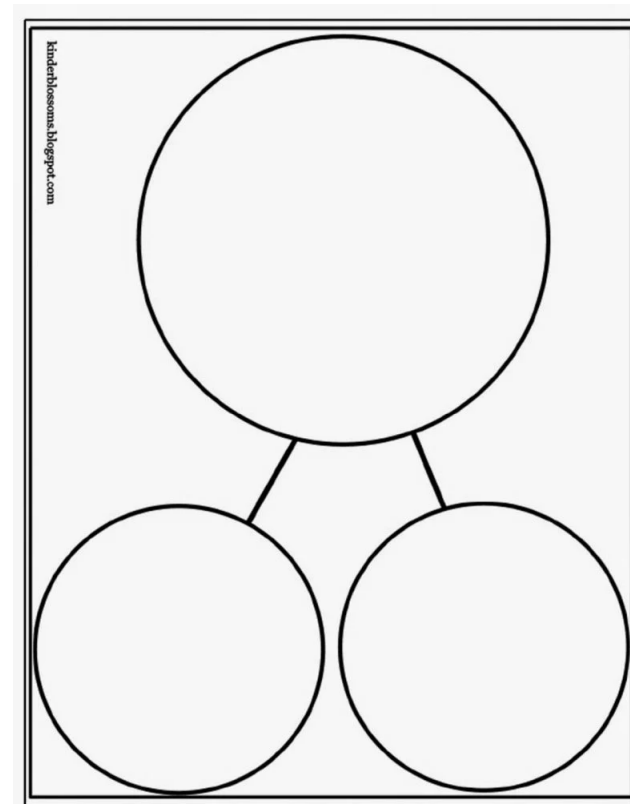


$$5 + 5 + 5 + 5 = 20$$

$$5 \times 4 = 20$$

$$20 \div 4 = 5$$

$$20 \div 5 = 4$$



Addition

Column addition – 3 digit plus 2 digit

	7	3	1	
+		4	6	
<hr/>				
<hr/>				

	7	4	6	
+		8	5	
<hr/>				
<hr/>				



Subtraction

Column addition – 3 digit subtract 2 digit

$$\begin{array}{r} 947 \\ - 34 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 841 \\ - 63 \\ \hline \\ \hline \end{array}$$



Reasoning – Year 6

Mo buys seven sandwiches costing £2.15 each and six drinks costing 95p each.

He will get change from a £20 note.



Reasoning – Year 5

If you divide any whole number ending in a 2 or a 7 by 5, you will always get a remainder of 2



Reasoning – Year 4

Tommy has 8 boxes of cakes with 24 cakes in each box.

Eva has 4 boxes with 48 cakes in each box.

They have the same number of cakes.



Reasoning – Year 3

The place value chart represents the calculation.

Hundreds	Tens	Ones
100 100	10 10	1 1
100	10 10	1 1
	10 10	1 1
	10 10	1 1
	10 10	1 1
		1 1

	² 3	¹ 0	⁹ 2
–		3	6
	2	6	6



Thank you for coming

- Our next sessions are on:
- 11th February – Fractions, decimals and percentages (Year 5 and 6)
- 1st April – Fractions (Year 3 and 4)

- Times tables are paramount to progress in maths so this is always a good place to start with practice.

