

Mrs L Cooper

Deputy Headteacher

Keep scrolling down to read more on:

- my role in the school
- on my special project to improve children's mental maths speed and skills

Mrs L Cooper - Deputy Headteacher
My role in the school.

I have been at Maryland since January 2002. Although my role has changed and developed over the years, many of my main responsibilities have stayed the same. Those are:

- I deputise for Mrs Jackson, the headteacher, in her absence.**
- I am a member of the senior leadership team and therefore involved in all aspects of school improvement and development, particularly the quality of teaching and learning.**
- I have overall responsibility for the induction of new staff, including tutoring newly qualified teachers and student placements.**
- I oversee the quality and development of assessment, curriculum planning and record keeping.**
- I manage, along with AHT, Mrs Simisaiye, staff professional development and deliver training as well.**

Maths special project

*Please read the background to this ongoing project in the **Our initiatives** section of our website. Click on **Maths project 2013/14**.*

Every family in our school is given a free copy of *Mental Maths 5 a day* for parents to work for 5 minutes a day, every day, with their child to build up their speed with arithmetic facts.

Scroll on to find out why.

MARYLAND PRIMARY SCHOOL

MENTAL MATHS

(Originally presented to parents Sept 2013,
updated for website Sept 2016)

This is a crucial time because:

- new National Curriculum started Sept 2014 ...
- ... which has higher expectations of your children, so there is a need to catch up

We are doing everything we can, but

... we can't do this without **YOU!**

MENTAL ARITHMETIC

THE BUILDING BLOCKS OF

MATHS

- Number bonds (+,-)
- Times tables (x, ÷)
- Should be recalled in 2/3 seconds

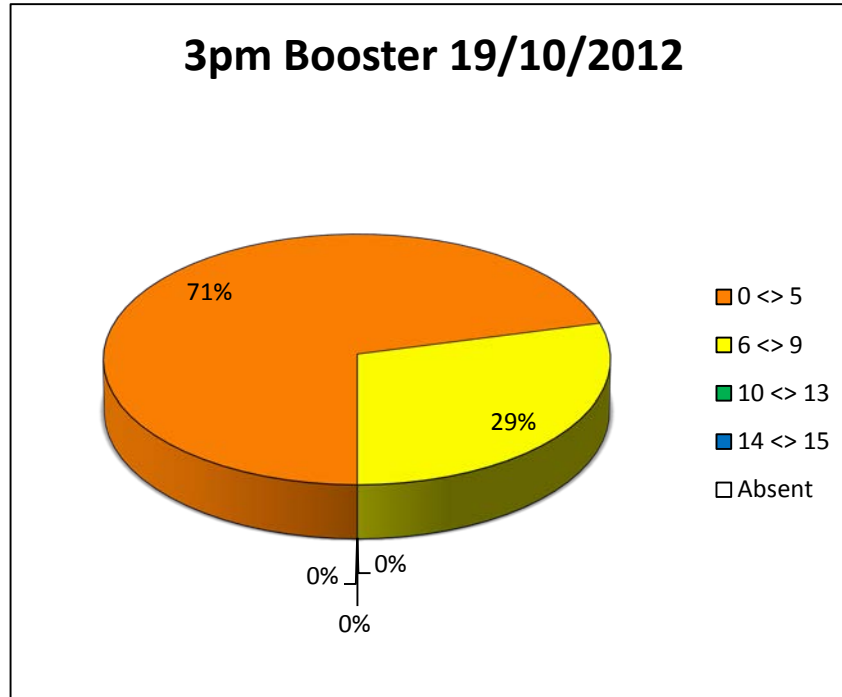
We can't do this on our own.

**5 minutes a day at home –
every day.**

We can prove it works.

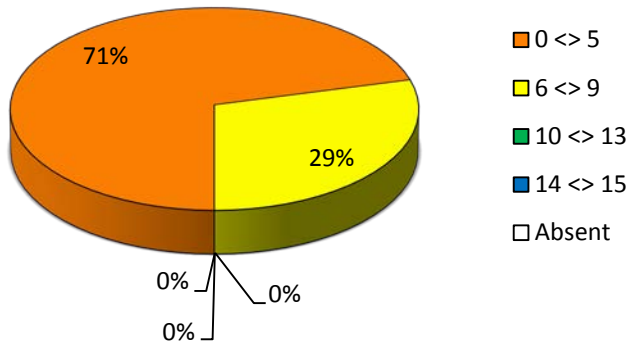
**Results of 5 minutes DAILY booster session 31 pupils
aged 7-11**

15 QUESTIONS PER SESSION, 5 SECONDS PER QUESTION

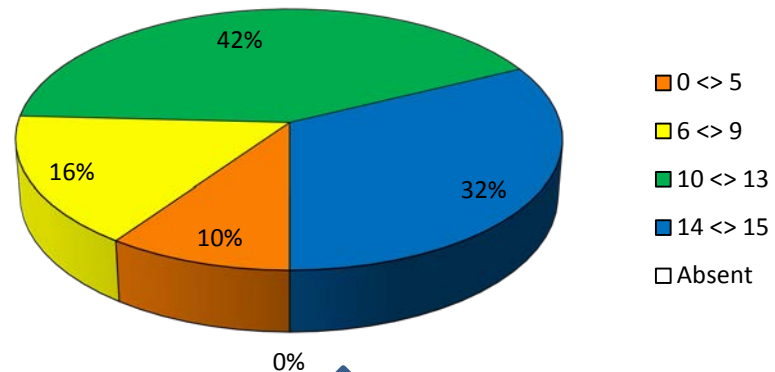


Results of 5 mins booster session over a 5 month period. 31 pupils aged 7-11

3pm Booster 19/10/2012



3pm Booster 07/05/2013

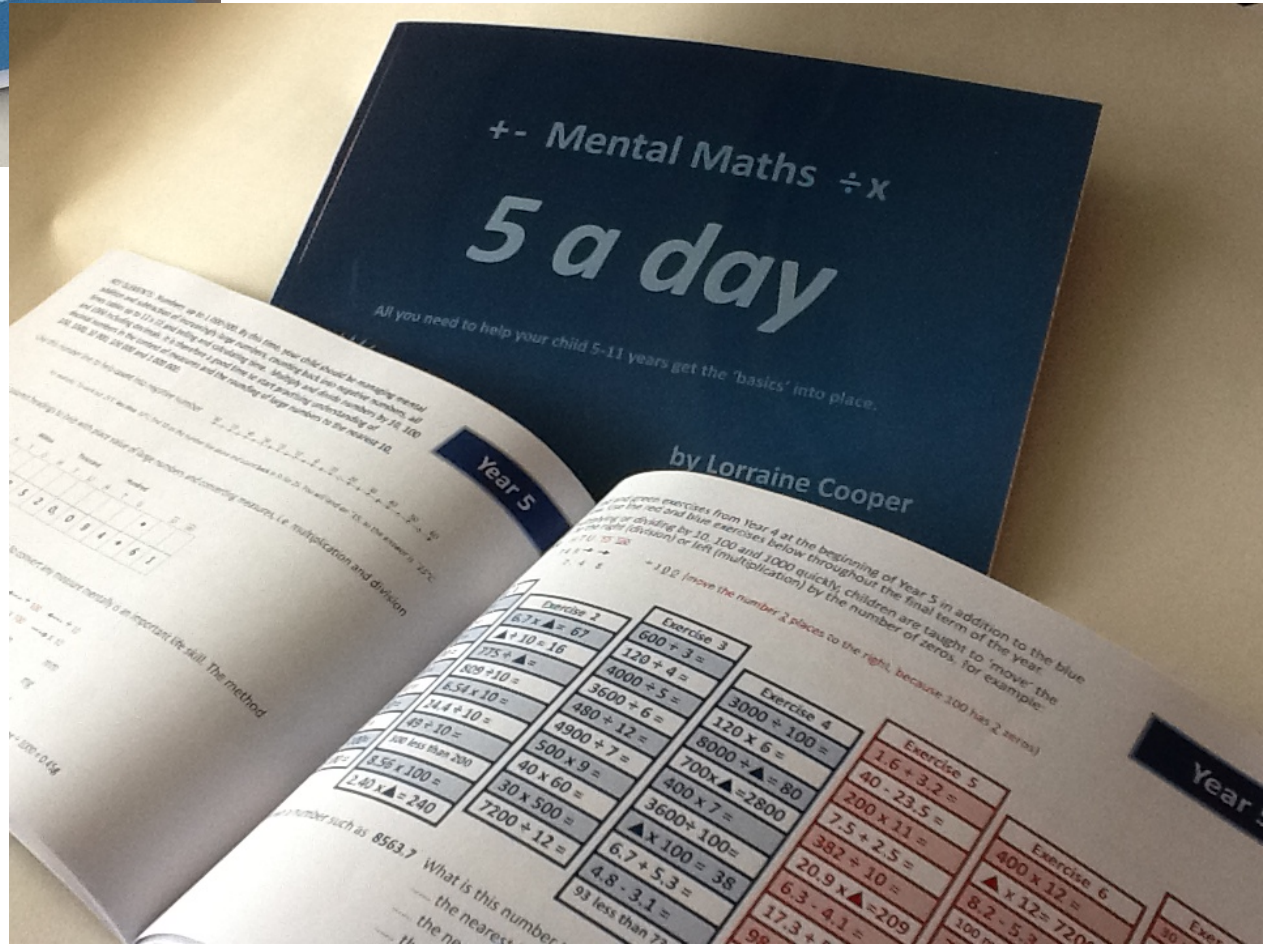
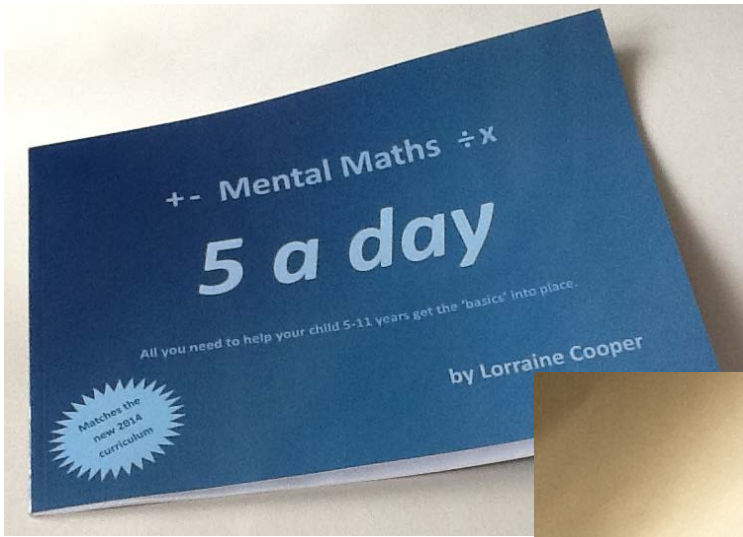


After 5 months, the majority of children were getting most or all correct daily. The remainder had improved. We accept that some pupils with special educational needs will always struggle to achieve the basics, but their performance will improve too.

5 minutes a day – **every** day.

We can help.

We make this **easy** for you.



5 minutes a day – every day.

We can help.

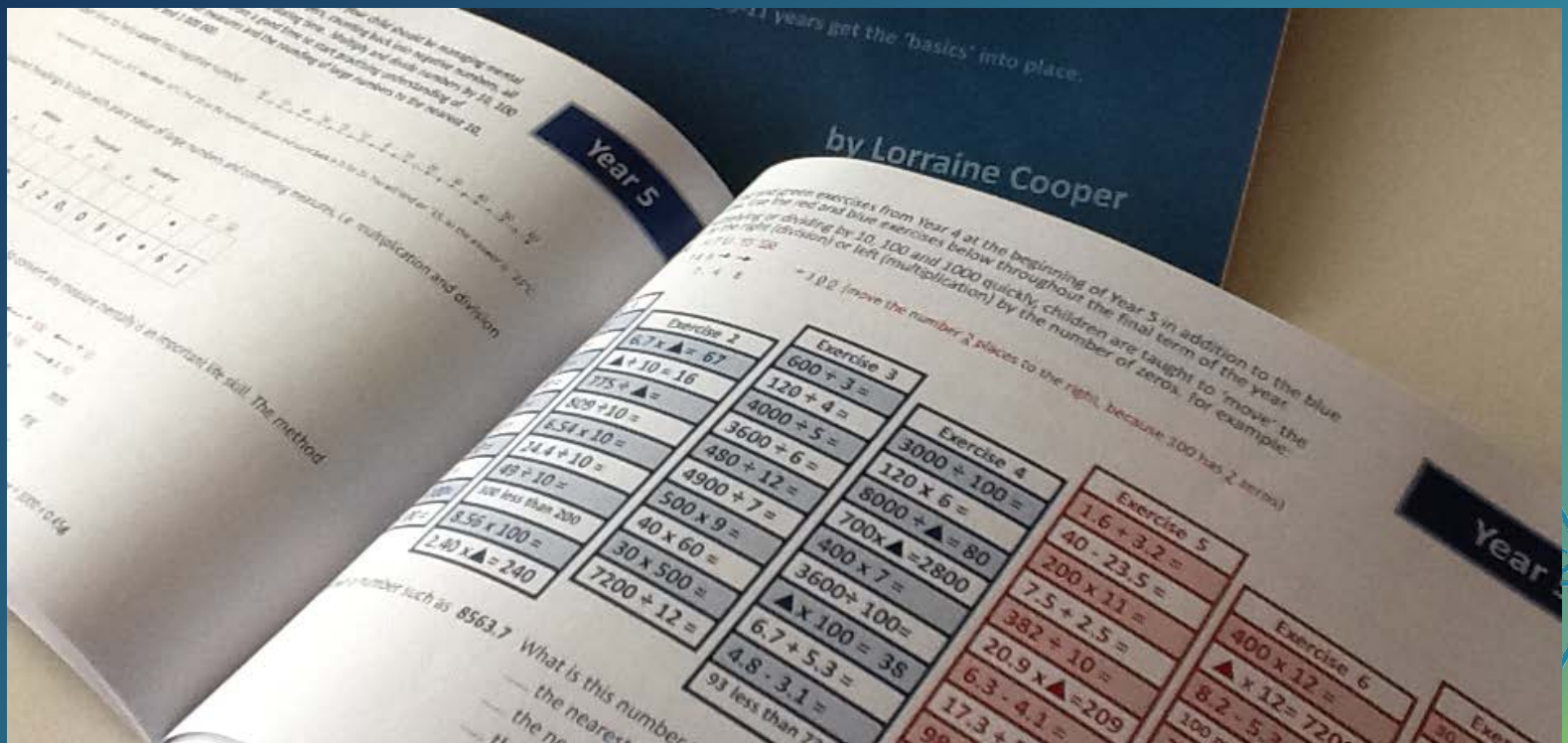
- ✓ **As easy as reading with your child. Just pick up the book.**
- ✓ **You can judge how well your child is doing.**
- ✓ **Infinite number of exercises.**
- ✓ **7 years – whole of your child's primary education.**
- ✓ **Every family will receive a free copy....**
- ✓ **....replaced free when in tatters!**

KEY TO COLOURS USED:

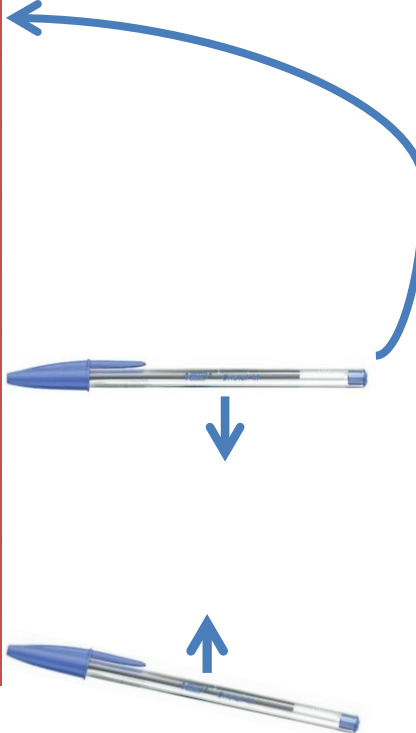
BLUE — exercises to be done all year.

RED — exercises for 2nd term onwards.

GREEN — exercises for final term onwards.



Exercise 8
$14 + \blacktriangle = 20$
$16 + \blacktriangle = 20$
$19 + \blacktriangle = 20$
$12 + \blacktriangle = 20$
$17 + \blacktriangle = 20$
$11 + \blacktriangle = 20$
$10 + \blacktriangle = 20$
$13 + \blacktriangle = 20$
$15 + \blacktriangle = 20$
$18 + \blacktriangle = 20$



An infinite number of exercises.
They can be done and re-done in
different order. Repetition is
important.

Some points before you start:

- You'll need to **go back** to last year's work – possibly earlier.
- Mark the place where your child is most able, i.e. takes approximately 5 seconds to answer most of the questions (see next screen)

Year 3

Jay - Sept 2013
Aged 9
We started
HERE! (Red)
(Page 16)

Exercise 8
$363 + 50 =$
$160 + 60 =$
$480 + 78 =$
$24 + 570 =$
$48 + 799 =$
$299 - 30 =$
$490 + 82 =$
$777 + 50 =$
$910 - 60 =$
$175 - 40 =$

Exercise 9
$20 + \blacktriangle = 145$
$\blacktriangle - 50 = 150$
$7 \times \blacktriangle = 28$
$\blacktriangle \times 9 = 36$
$\blacktriangle \times \blacktriangle = 16$
$175 - 40 =$
$\blacktriangle \div 8 = 10$
$95 + 120 =$
$700 - 85 =$
$460 + 80 =$

Exercise 10
$36 + \blacktriangle =$
$8 \times \blacktriangle =$
$410 + \blacktriangle =$
$3 + 3 =$
$0 \times 11 =$
$\blacktriangle \times 5 = 15$
$350 + 75 =$
Quarter of 48
$\blacktriangle + 150 = 188$

$300 + 700 =$
$300 + \blacktriangle = 800$
$\blacktriangle - 800 = 200$
$620 + 200 =$
$880 + 100 =$
$900 - 600 =$
$960 - 600 =$

Exercise 12
$\blacktriangle + 400 =$
$3 = 12$
$\blacktriangle \div 8 =$
$\blacktriangle + \blacktriangle = 750$
$189 + \blacktriangle = 689$
$424 - \blacktriangle = 242$
$885 + 100 =$
$904 - 700 =$
$80 \div \blacktriangle = 8$
$\blacktriangle + 600 = 786$

Exercise 13
$40 \times 5 =$
Half of 60
$80 \times 3 =$
$9 \times 30 =$
$60 \times 4 =$
$40 \times 7 =$
$20 \times 12 =$
$20 \times \blacktriangle = 220$
$\blacktriangle \times 8 = 320$
$90 \div 3 =$

Exercise 14
$20 = 60 = \blacktriangle$
$120 - 80 =$
$525 + 400 =$
$631 + \blacktriangle =$
$40 + 10 =$
$\blacktriangle \times 5 =$
$30 \times \blacktriangle =$
$4 \times 5 = 20$
$36 = 12 =$
$878 - 200 =$

- How much change will I get from £1, if I spend 54p? 75p? 25p? 67p? 81p? 44p? 98p?
- What 3 coins can I use to make 50p? 75p? 15p? 90p? 25p? 60p? 31p?
- If an item costs 98p, how much more do I need if I only have 65p? 77p? 80p? 47p? 50p? 18p? 33p?
- How many pence do I have, if I have £3 and £1 and 72p? £5, 32p and 10p? 50p, £4 and 36p?
- How many whole pounds do I have if I have 450p? 602p? 923p? 780p? 999p? 506p? 105p?

Tell these times in the
What will the time be
Look at the clock in your
time? 20 minutes ago



How many seconds are there in
How many hours in a day
How many days are there in a year

Some points before you start:

- You'll need to **go back** to last year's work – possibly earlier.
- Under 5 seconds to answer and the work is about right. 6-10 seconds and the work is too difficult. Go back.
- 2/3 seconds is unlikely at first. That is your aim.
- Your child might manage only some (+, - but not X or ÷)
- Once recall is fast, the use of fingers is usually eliminated.
- Homework will be set, but your child may not manage, so keep going back as well.
- There is an answer sheet for Years 3-6 provided with the book, but is available on the school website in the *Learning at home* area.

Mental Maths 5 a day

- ✓ Homework will be set so you get used to using the book in a variety of ways.

Mark page of "Mental Maths" where your child is answering in 5 seconds. Start Yr3.

Week commencing: 16 Sept 2013
Cl. 9+10

1. ENGLISH
-Reading daily *Book of choice, newspaper.*
Check speed and expression.
-SFA/RWI: 1. Punctuation worksheet
2. Spelling words 3. Grammar exercise.
-Extended writing: *Diary entry.*
Feature list sent home.

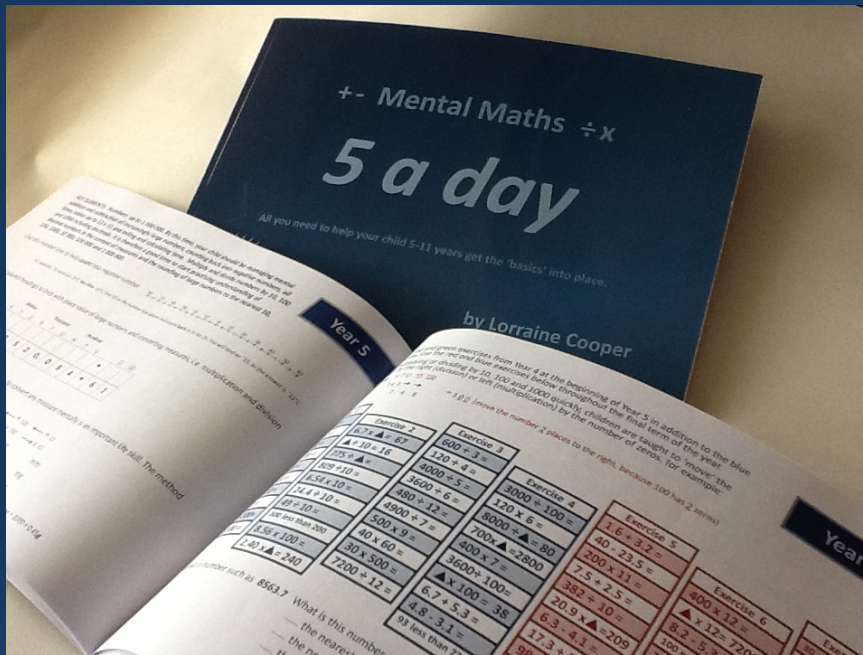
2. MATHS
Mental Maths 5 a day: Page *Yr3, pgs 15+16*
Fri *pg 15 Ex 1+2* Sat *pg 15 Ex 3+4*
Sun *pg 15 Ex 5+6* Mon *pg 15 Ex 7+8*
Tue *pg 16 Ex 9+10* Wed *pg 16 Ex 11+12*
Thu *pg 16 Ex 13+14*

Mathletics *"Adding tens"*

Written homework:
NHM page 10 4A, B; 5 A, B

3. OTHER:
-Start research project *Guidance letter sent home.*
-Watch ABC Thu. 6pm programme on *Queen Elizabeth.*

Parent signature: _____



You can view Mrs. Cooper's 10 minute video on YouTube by following this link:

<https://www.youtube.com/watch?v=MPnPx-bk8Pw>