





#### Big Maths At Broomhill School 2016/17







#### Aims

- You will become familiar with structure of Big Maths sessions that staff recently received training on.
- Parents are familiar with "Learn Its" and are confident in helping children at home with these.
- Parents understand how children's progress is assessed and tracked through weekly maths 'quizzes'.

#### Mental Maths Attainment

	<b>P2</b>	P4	<b>P6</b>
Broomhill School	+ 1 Month	+ 8 Months	- 1 Month
Aberdeen City	- 1 Month	+ 1 Month	- 5 Months



# Why Big Maths?



- Clear progression from year to year
- Common methods taught and language used throughout the school
- Build on prior learning and ensure children are secure in their knowledge
- Clear links with AiFL so evidence can be gathered easily to inform planning/assessment
- Improve mental maths skills and general numeracy across the school

### What is CLIC?

- The four elements of CLIC are:
- 1. Counting
- 2. Learn Its
- 3. It's Nothing New
- 4. Calculation



CLIC is fundamental to mathematical development because this is the learning sequence through which we all develop Numeracy. First: Learn to count (Counting)

Second: Learn to remember totals as facts (Learn Its)

Third: Learn to apply those facts in new situations through 'swapping' the 'thing' being counted (It's Nothing New)

Fourth: Learn to structure all the previous three into a formal calculation (Calculations)

CLIC is a sequential programme of daily basic skills for Numeracy. It provides a constant, daily drive to up-level children's Numeracy.

# How is the daily maths lesson organised?



Monday to Thursday: Counting - 5 minutes Learn Its - 5 minutes It's Nothing New - 5 minutes Calculations - 5 minutes

# What happens on a Friday?

- Big Maths Beat That timed challenge where children answer 'Learn Its' questions. The aim is to beat their previous score.
- CLIC test 10 questions relating to concepts taught at children's individual level. Once they have got 10 out of 10 three weeks in a row, they move onto the next level.



 Problem solving activities – opportunities to apply taught/known strategies.

# Learn It Test





#### Steps 10, 11 4 12

Name:

Class: Date:

ſ	Step 10		1 9	Step 11		1	Step 12	
	9 x 3 =	2 x 3 =		7 x 4 =	5 x 4 =	1	8 x 7 =	10 x 8 =
	8 x 3 =	3 x 1 =		4 x 9 =	4 x 8 =	1	2 x 8 =	1 x 8 =
	10 x 3 =	7 x 3 =		1 x 4 =	10 x 4 =	ł	8 x 4 =	8 x 8 =
	3 x 4 =	3 x 6 =		4 x 6 =	2 x 4 =		8 x 3 =	8 x 9 =
	5 x 3 =	3 x 3 =		4 x 4 =	3 x 4 =		6 x 8 =	5x8=
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## **CLIC** test



### Strategies Used in Big Maths

Addition	Subtraction	Multiplication	Division
With Objects Number Lines Hundred Squares Partitioning Partitioned Column Column	With Objects Number Lines Hundred Square Blank number line- (Counting on)	Grouping objects Drawing dots Repeated Addition Using known facts Smile Multiplication	Sharing Halving Sharing Equally Groups of Using objects to solve Using Times table facts Using coin facts

#### Supporting and Extending Children's Learning

- Each area of learning or 'step' has different chunks attached to them.
- These are called progress drives.
- They are used for differentiation by pitching above or below for challenge and support work.

#### Meet Pim!

This friendly alien is PIM, the 'principle of irrelevant matter'! That means that number facts stay the same and it doesn't matter what you are counting:

3+4=7 is true if you are counting dogs, chocolates, metres, boys, girls or teachers!



#### Meet Pom!

Pom is Pim's friend. He helps children learn the maths vocabulary so that they can talk about their maths. The space on his tummy is for multiples! Pom helps the children to learn about factors, square numbers and prime numbers.

When Pom is left with only two factors the number on his tummy is a prime.

#### Meet Squiggleworth!



#### It's Nothing New!

Some of the key elements of this aspect of CLIC are:

Adding with PimJigsaw NumbersCoin MultiplicationSmile Multiplication

### Adding With Pim

There is no new maths involved when we add multiples of ten together.



### **Jigsaw Numbers**





#### **Coin Multiplication**

Children start by completing a 1 & 10 Coin Card

Then a 1, 2, 5, & 10 Coin Card

They then progress onto the full Coin Card



# How can I support my child?

- Help your child practise their 'Learn Its' at home.
- Support with homework using the examples given by the teacher. Ask your child to talk through the examples and relate this to work they have been doing in class – encourage them to teach you!
- Praise! Celebrate the successes.



#### Thank you for coming!