



MATHS AT SOUTH HILL

PARENT WORKSHOP



Concrete, Pictorial and Abstract (CPA)



Each of the teaching sequences here at South Hill focus on a three-tiered process of learning.

Concrete – The initial phase of any new learning is centred around the use of objects and manipulatives.

Pictorial – Secondly, children begin to show representations of numbers and problems through pictures and diagrams.

Abstract – Also known as the ‘symbolic’ phase, the abstract process is a more formal, written representation of a calculation.

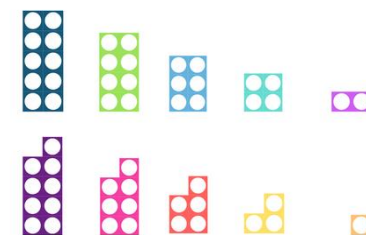
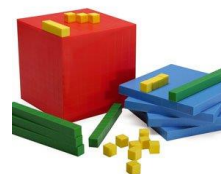
Why use these approaches?

The CPA approach brings Maths to ‘life’ by allowing children to experience and handle objects/concrete materials before moving on to traditional written methods.

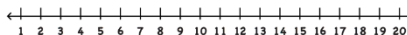
Throughout learning children will go back and forth through the CPA stages reinforcing understanding.

Resources your child will use

- ❖ Dienes (“base ten”)
- ❖ Numicon/tens frames
- ❖ Bead strings
- ❖ Number lines
- ❖ Multi link
- ❖ Counting bears
- ❖ Hundred square
- ❖ Cuisenaire
- ❖ ...



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Resources you could use at home



Pennies



Grapes



Sweets



Pebbles or stones

Pasta pieces



Maths in the Early Years

- ❖ In Reception we teach Maths 4 times a week, however mathematical learning opportunities are available across the indoor and outdoor provision, which children can access every day.
- ❖ We build strong foundations of mathematical understanding and work towards children achieving the Early Learning Goals by the end of the year.
- ❖ Children will explore mathematical concepts through stories, songs and rhymes, concrete resources and games.



Maths in the Early Years



- ❖ The Maths Early Learning Goals are ‘Number’ and ‘Numerical Patterns’
- ❖ Children who achieve these goals by the end of Reception will have a strong understanding of the key mathematical skills and concepts, which will be built upon in Key Stage 1.

Number ELG: Have a deep understanding of number to 10, including the composition of each number

Number ELG: Subitise (recognise quantities without counting) up to 5.

Number ELG: Automatically recall (without reference to rhymes, counting or other aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

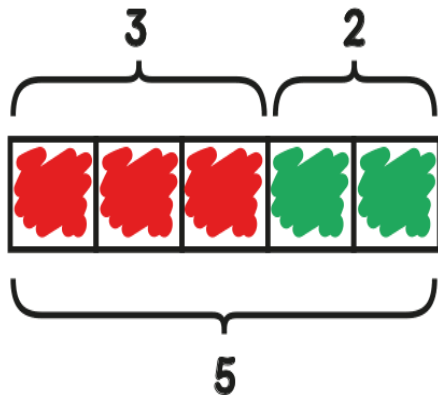
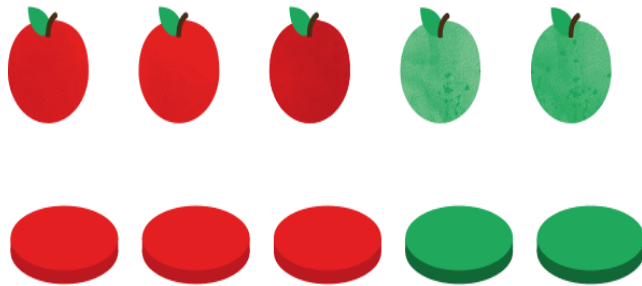


Numerical Patterns ELG: Verbally count beyond 20, recognising the pattern of the counting system.

Numerical Patterns ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.

Numerical Patterns ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Addition CPA



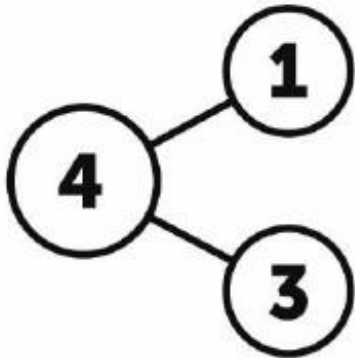
$$3 + 2 = \boxed{5}$$

Here we have 3 red apples and 2 green apples which equals 5 altogether. We would then progress to representing this with 3 red cubes and 2 green cubes.

Then we move to the 'seeing' stage – pictorial. Using visual representations/models of a real life situations makes a mental connection and encourages a better understanding making abstract problems accessible. 3 red circles add 2 green circles equals 5 altogether.

Once there is a thorough understanding in the concrete and pictorial stage the abstract stage is introduced – teachers will introduce abstract concepts including symbols $+$, $-$, \times , \div to represent the pictorial stage.

CPA

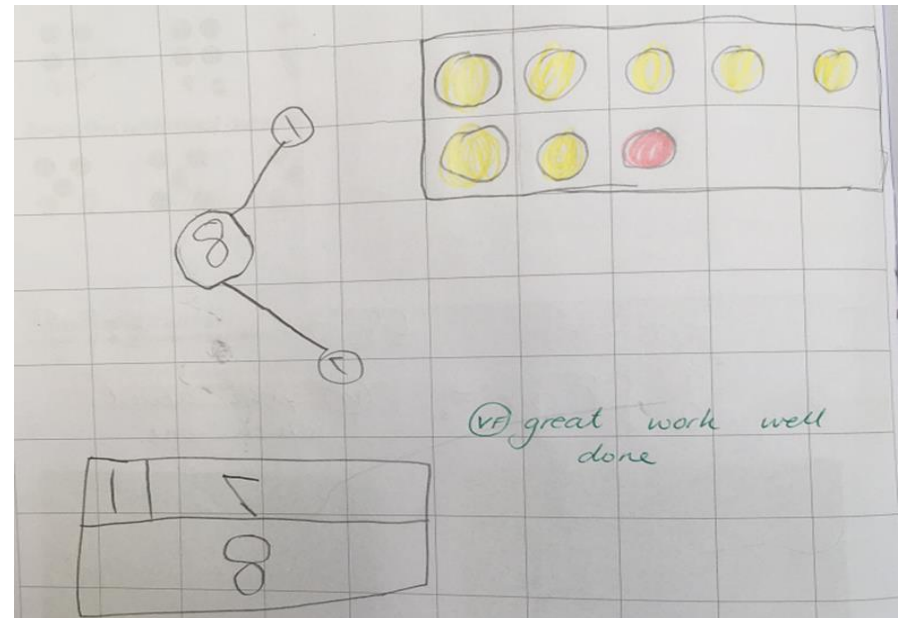


$$3 + 1 = 4$$

$$1 + 3 = 4$$

$$4 - 1 = 3$$

$$4 - 3 = 1$$



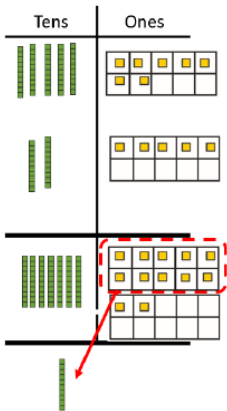
An example of strategies used to teach addition in KS1.

Part-Whole Models are a great way to expand learning for the visual learner.

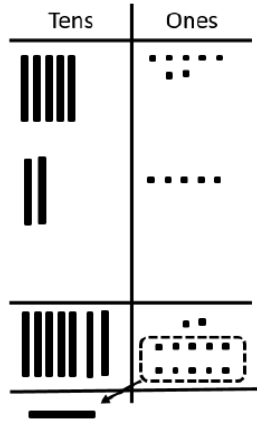
Progression of addition



Concrete



Pictorial



Abstract - Written symbolic

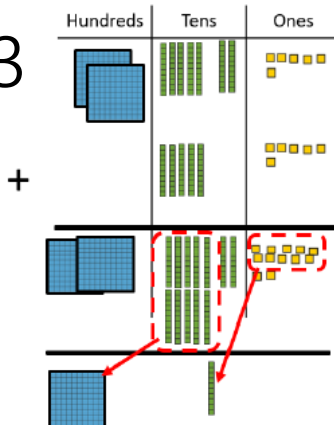
$$\begin{array}{r} 50 + 7 \\ + 20 + 5 \\ \hline 80 + 12 \\ \hline 10 \end{array}$$

YEAR 2

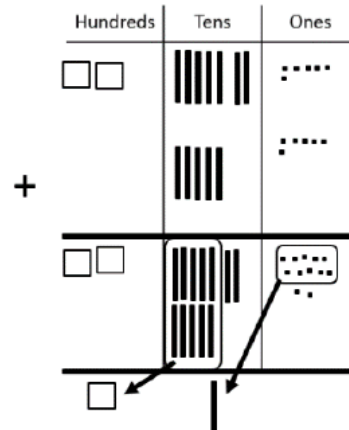
$$57 + 25 = 92$$

Concrete

YEAR 3



Pictorial



Abstract - Written symbolic

$$\begin{array}{r} 276 \\ + 56 \\ \hline 332 \\ \hline 11 \end{array}$$

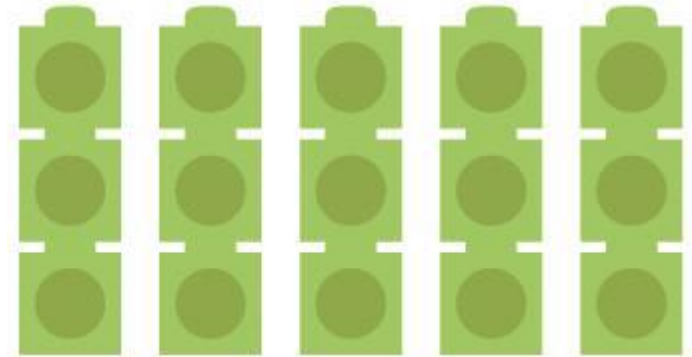
$$276 + 56 = 332$$

Progression of subtraction



Concrete	Pictorial	Abstract - Written symbolic																		
<p style="text-align: center;">Concrete</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">Tens</th> <th style="width: 50%;">Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Tens	Ones					<p style="text-align: center;">Pictorial</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">Tens</th> <th style="width: 50%;">Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Tens	Ones					<p style="text-align: center;">Abstract - Written symbolic</p> $\begin{array}{r} 80 + 7 \\ - 30 + 4 \\ \hline 50 + 3 \end{array}$ <div style="text-align: center; background-color: #e0f0e0; padding: 10px; border-radius: 10px; margin-top: 10px;"> $87 - 34 = 53$ </div>						
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Tens	Ones																			
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The importance of vocabulary



“I have built an array, this shows multiplication.

I have five columns, each with three rows.

This is also $5 + 5 + 5$

Five groups of three is fifteen.

I know that $5 \times 3 = 15$ ”

Year 3 Student

Not only does the Concrete and Pictorial phase allow the children to explore the maths, it also supports the language being used.



The importance of vocabulary



addition	division
approximate	divisor
calculate	fraction
calculation	halve
common multiple	inverse
consecutive	< (less than)
decimal number	method
decimal place	minus
decomposition	> (more than)
decrease	multiple
difference	multiplication
digit	numeral

Counting in Multiples Speaking Frame

We are using to count in multiples of \square

The \square multiple of \square is \square

This could also be $\square + \square + \square + \square \dots$

\square groups of \square is \square

This is also $\square \times \square =$

Each step of learning is supported by a speaking frame. Here we have an example of how to explain multiplication within groups.

Here we have included some of the key words of the KS2 curriculum of terms children should be confident in using across the topics. ***This is 1/12 of the list!***

Maths at home



Have fun with maths

Play games that involve numbers, such as bingo, dice, card games and board games. Play 'Guess My Shape' – you think of a shape, and your child asks you questions in order to guess the shape. You can only answer 'yes' or 'no'. Whatever your age, songs can be an enjoyable way of practising number skills. Try a backwards counting song like '10 in a Bed'.

Read together

Reading a book together is a great chance for your child to talk about the maths they can see on the page when reading. As well as this, lots of traditional tales and rhymes lend themselves to activities beyond the book. You could use modelling dough to make currant buns as in 'Five Currant Buns in the Baker's Shop', or make models of the animals used to pull Cinderella's coach and put them in order by size. Use building blocks to build a house for the little pigs and focus on the use of first, second, third etc. Or you could make a tower for Rapunzel and talk about how many bricks and which colour(s) you used.

Talk about maths

Talking with your child about maths is important for building confidence. Whenever you can, try to talk about how you use maths in everyday life. Talking about recipes is a great way of doing this – you can count and measure ingredients, or, for example, share out banana slices equally between cakes and tomatoes equally between kebab sticks. You can also help your child to follow instructions, understanding first, second, third etc, or you could set a timer and talk about the amount of time needed to complete a recipe.

When you do the washing, separate items of clothing: all the socks in one pile, shirts in another, and trousers in another. Divide the socks by colour and count the number of each. Ask your child to sort their toys into groups, then ask them to tell you how they sorted them.

Practise number skills

As your child's understanding and knowledge of number develops, ask them to count in 2s, 5s and 10s. Ask them to sort objects, making groups of 3, 4, 5 or 6 things. Then ask them to make '8' in as many ways as they can (e.g. 4 and 4; 5 and 3; 2 and 6). Play matching games with number fridge magnets and objects. Match the fridge magnet to the correct number of things (e.g., the '8' magnet with 8 objects). Ask your child to look at dominoes and find all the ones that have a certain total: 'Find all the dominoes that have 10 dots altogether.' Then ask them to find a domino with more or less than that number of dots.

Maths at home



Measure up

Help your child to practise using a ruler for drawing straight lines and measuring. Make a picture using straight lines. Help your child to hold the ruler carefully as they draw. Play 'How Long?' or 'How wide?'. Work together to measure the length or height of everyday objects in the house (in metres or centimetres). Point out the starting and finishing number on the ruler and read the measurement together. Help your child line the object up with the 0 on the ruler or tape when they measure.

Order objects by height or length and use the words 'longer/taller than', 'shorter than', 'longest/tallest' and 'shortest'. Choose some items from your kitchen cupboard. Weigh them together and put them in order. Use the words 'heavier than', 'lighter than', 'heaviest' and 'lightest'.

Practise times tables

We start with the 2, 5 and 10 times tables and then move to more difficult tables in Key stage 2. You can help your child by showing them real-life examples of a times table. For example, a muffin tin will normally have four rows of three muffin cups each, showing the multiplication 4×3 . Find opportunities to sing and chant times tables together, for example, in the car or on the walk to school. Play TTRS regularly.

Use maths in everyday life

Build your child's confidence in mathematics by talking about and using maths together. You could measure ingredients for recipes together, using scales to do so. You could look at the clock together: 'If the party is at 5 o'clock we need to leave in half an hour. That'll be half past 4.' You could talk about how much things cost, paying and getting change when you go shopping. If you are making a picnic or snack together, you could talk about how many people are eating and how food items can be shared out equally. Make fruit drinks and talk about how much fruit juice there is compared to water: 'We put in a little bit of juice. Then we topped up with water. We put in about 10 times more water than juice.'

Have fun with fractions

Cake, pizza, or any foods with a regular shape can help children understand what fractions are and how they work. Ask your child questions like, 'If I cut our cake into 8 pieces, what fraction will each piece be?' Foods that people might eat a few of are good for helping your child to understand how to find fractions of amounts: 'We've 12 fish fingers in the packet. There are 4 of us. What fraction of the fish fingers can we each have? How many fish fingers would that be?'

Useful online resources



www.topmarks.co.uk

www.ictgames.co.uk

<http://www.bbc.co.uk/bitesize>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://whiterosemaths.com/1-minute-maths#download>

(White Rose 1-minute maths app)

<https://home.oxfordowl.co.uk/kids-activities/fun-maths-games-and-activities/>



Thank you for your attendance.

Please feel free to join your child in their class as they show Maths in action.

If you have any questions, please do not hesitate to ask.