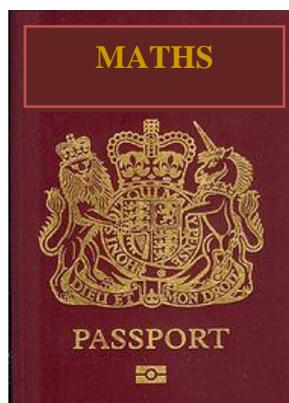


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Dear Parents and Carers,

MATHS PASSPORT SCHEME

As you will be aware, the children have been busy 'Learning to Learn' over the past three weeks. In Maths, much time has been spent assessing and developing the children's mental maths skills, including their confidence in times tables, number bonds and other number facts.

We are now introducing a new 'Maths Passport' scheme. Over the next few days, your child will bring home a certificate with the passport that they are working towards, along with a list of objectives that will enable them to achieve this. Their maths passports (kept in school) will now be used as their targets. They will be given time and resources to work on them in school, but very much encouraged to practise at home too. We are aiming for speed and accuracy. The children will be 'tested' regularly in a range of fun and interactive ways, and rewarded in school with the next certificate and a ceremony to move themselves around the whole-school world display. Do look out for the map in the corridor outside the main library when your visit us on Parents' Evening.

We want to work as a whole-school community to introduce the new scheme and to ensure that those essential number facts, which everybody recognises once learnt and regularly practised, are never forgotten! So, please put the certificate somewhere central (fridge door) and practise a few number facts a day for just a few minutes a day – it really will make a difference.

Targets are progressive and cover the whole range of ability for the entire whole school from Year 1 onwards. Overleaf are some ideas on how you can help at home.

As always, thank you for your support in this – I am happy to answer any queries. Please come and find me at the end of the school day in 5B.

Kind regards,

Mrs H Benarous

There is a wealth of activities and advice on the internet, Apps for the iPad and, of course, Mathletics. Some terminology is dealt with below!

- Multiples** These are the numbers in the chosen times table, e.g. the multiples of 4 are 4, 8, 12, 16 etc.
- Factors** These are the numbers that divide exactly into a number, e.g. the factors of 12 are 1 and 12, 2 and 6, 3 and 4.
- To partition** means to break a number into its place value, e.g. 456 is 4 hundreds, 5 tens and 6 ones or $400 + 50 + 6$.
- What are number bonds?** Number bonds are also often referred to as 'number pairs'. They are simply the pairs of numbers that make up a given number.

Number bonds to 10

$1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5$

Number bonds to 20

$1 + 19, 2 + 18, 3 + 17, 4 + 16, 5 + 15$

Children start to learn about number bonds when they might be given a number such as 5 and are asked to select two groups of objects that will add up to that number. They then move on to number bonds to 10, 20 and 100. They also need to be confident with the corresponding subtraction facts, e.g. $20 - 13 = 7$). Finally, children move on to being able to work out number bonds to 1000, e.g. $450 + 550$ and number bonds to 1, e.g. $0.8 + 0.2$).

It is a good idea to show children the connection between number bonds to 10, 20 and 100, e.g.

$$1 + 9 = 10 \quad 1 + 19 = 20 \quad 10 + 90 = 100$$

How to practise number bonds at home:

- Give your child 10 counters (Lego bricks, pasta shapes, buttons, sweets) and ask them questions such as: What do you add to 3 to make 10?
What do you add to 2 to make 10?
Encourage them to use the counters to work it out.
- Use number cards and ask your child to match them up into number pairs or number bonds. This can be done as a game of Snap.
- Write a list of 10 numbers, then time your child to see how long it takes them to write down the other number that makes up each pair, e.g. 2 and 18, 5 and 15, 4 and 16.

Knowledge of number bonds is essential when it comes to harder calculations involving addition and subtraction, so it is vital that the children get a firm grounding.

- Times tables** We are aiming for speed and accuracy in order to say that the child is secure. It is important that children know their division facts as well as their multiplication facts, e.g. what is 6×6 or how many 6s in 36?