

BIG MATHS

Information for Parents



What is Big Maths?

Daily programme of mental maths with a strong emphasis on learning facts and developing mental agility

It develops core skills. All are taught in the same way, repeatedly, to embed these fundamental skills.

Big Maths highlights how small steps of progress with core numeracy follow on logically from one to the next.



Why should we use Big Maths at Maesybryn Primary School?

- * Clear progression from year to year
- * Consistent methods taught and language used throughout the school
- * Build on prior learning and ensure children are secure in their knowledge
- * Objectives are clearly matched to Curriculum for Excellence
- * Improve mental maths skills and general numeracy across the school



CLIC

Big Maths is taught through the use of CLIC sessions....

Counting
Learn Its
It's Nothing New
Calculations



How does CLIC work?

CLIC is fundamental to mathematical development as it is the learning sequence through which we all develop our numeracy skills.

CLIC provides a constant, daily drive to up-level their numeracy.

- C** Learn to count (**C**ounting)
- L** Learn to remember totals as facts (**L**earn Its)
- I** Learn to apply those facts in new situations through 'switching' the 'thing' being counted (**I**t's **N**othing **N**ew)
- C** Learn to structure all the previous 3 into a formal calculation (**C**alculation)



How will the daily maths lesson be organised?

Monday to Thursday (CLIC Sessions)

Counting – 5 minutes

Learn Its – 5 minutes

It's Nothing New – 5 minutes

Calculations – 5 minutes



CLIC

Counting



Count Fourways

Learning to count out loud in four particular ways rapidly advances a child's numeracy.

The four ways are: counting in 10s, 5s, 2s and 25s.

Use Pim principle to show children how to swap 2s for 20s, or 200s or 0.2s.



Children are also coached to count in ones and therefore 10s, 100, 0.1s etc.

As well as in 5s. So they can count in 50s, 500s, 0.5s etc.

Lastly in 25s, allowing children to count in 250s, 2.5s, 0.25s etc.

Meet Squigglesworth!

- * Squigglesworth, the Place Value Pet!
- * What is that squiggle worth?



CLIC

Learn Its



Learn its : What is a Learn It?

- * Recall of specific number facts – requires NO thinking time
- * A learn it therefore is a number fact that is learnt so well that it can be recalled instantly. Learners should be in no doubt about the expectation of instant recall.



CLIC

It's Nothing
New



It's Nothing New

'It's Nothing New' is the 'Glue' of CLIC. For each 'It's Nothing New' step the teacher makes the learner conscious of two currently held ideas. They will then overlap these ideas and reveal how a third 'new' ideas must be true.

The message that there is 'no new maths' is a critical part of making children conscious of the learning process and helps build their maths confidence.

The 'It's Nothing New' session is typically a group session that uses mainly talk and mini whiteboards. The teacher nudges forward with new concepts, taking the group with them as they go.



CLIC

Calculations

The progression of **Counting**, **Learn Its!** and **Its Nothing New** are consolidated in this part of CLIC.





What will happen on Friday?

Big Maths Beat That and the timed challenge where children answer 'Learn Its' questions. The aim is to beat their previous score or time.

Children self assess by recording the questions they have completed incorrectly onto an assessment chart. Over time the children has see if there is a pattern. This can then be addressed and work given to support the child to overcome any difficulties.

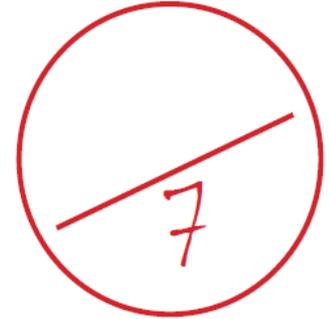


Name:

Steps 1, 2, 3 - 20 seconds

BIG MATHS... BEAT THAT!

My 'Beat That'
score was...



$4 + 4 =$	$3 + 3 =$
$5 + 5 =$	$1 + 1 =$
$2 + 2 =$	$2 + 3 =$
$2 + 1 =$	

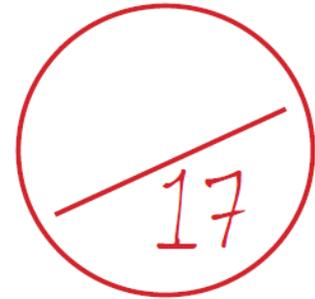
Name:

Steps 4, 5, 6 - 30 seconds

BIG MATHS...
BEAT THAT!



My 'Beat That'
score was...



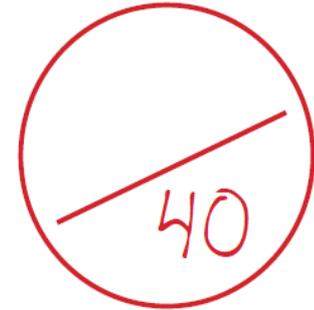
$9 + 9 =$	$8 + 8 =$	$2 + 8 =$
$3 + 7 =$	$6 + 2 =$	$6 + 6 =$
$5 + 2 =$	$7 + 7 =$	$7 + 2 =$
$6 + 3 =$	$4 + 3 =$	$1 + 9 =$
$9 + 2 =$	$5 + 5 =$	$4 + 2 =$
$4 + 6 =$		$5 + 3 =$

Name:

Steps 7, 8, 9 - 90 seconds

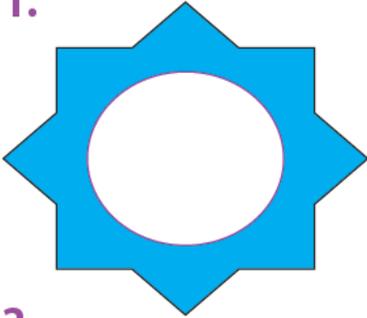
BIG MATHS... BEAT THAT!

My 'Beat That'
score was...



$4+9=$	$7\times 5=$	$6+7=$	$8+9=$	$4+7=$
$3\times 5=$	$7+8=$	$8\times 5=$	$9\times 10=$	$6\times 10=$
$9\times 2=$	$5\times 5=$	$5+9=$	$5+8=$	$5+7=$
$6+9=$	$5\times 10=$	$2\times 2=$	$3+9=$	$4\times 5=$
$9\times 5=$	$8\times 2=$	$4\times 10=$	$2\times 5=$	$6+8=$
$2\times 10=$	$7\times 10=$	$7+9=$	$7\times 2=$	$8\times 10=$
$6\times 2=$	$4\times 2=$	$3\times 2=$	$5\times 2=$	$6\times 5=$
$5+4=$	$3\times 10=$	$3+8=$	$5+6=$	$4+8=$

1.



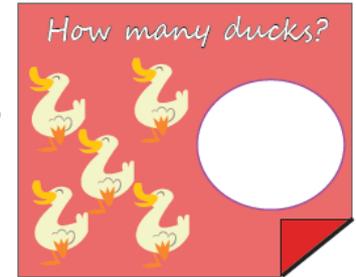
4.



Name: _____

BIG MATHS BEAT THAT!

8.

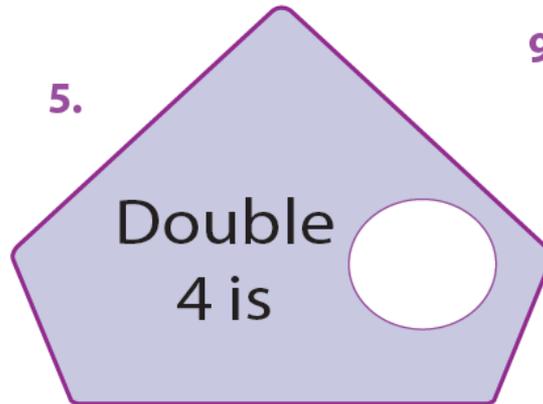


2.

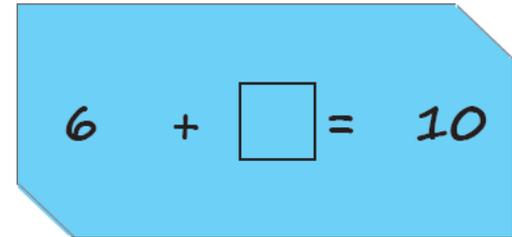
Write these numbers in order

2	4	8
□	□	□

5.



9.



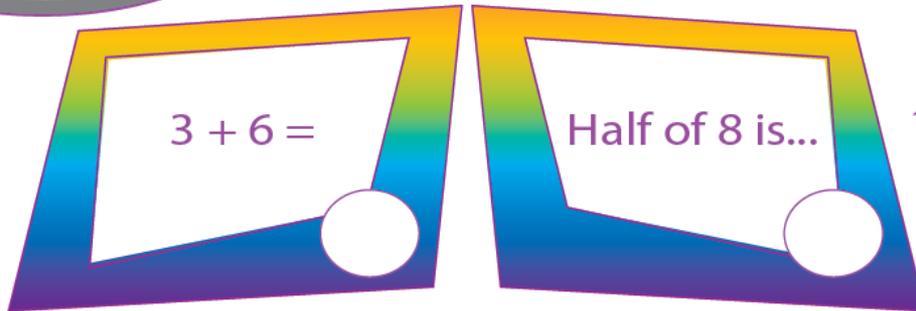
3.



10.

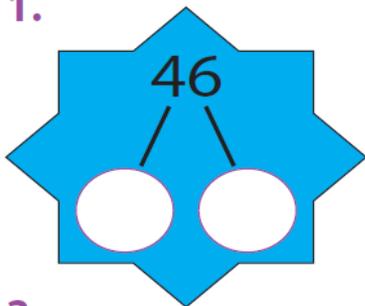


6.



7.

1.



4.

Write out the fact family for:

$8 + 6 = 14$

Name: _____

8.

$30 + 40 =$

BIG MATHS BEAT THAT!

2.

Draw a ring around the **odd** numbers

46 71 19 8

5.

Double 8 is

9.

$36 + \square = 40$

3.

$3 \times 4 =$

10.

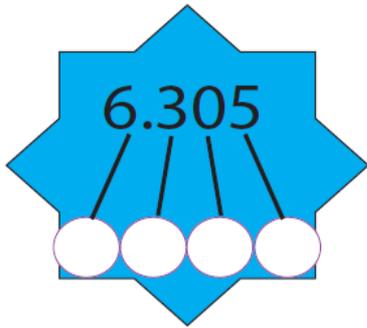
Half of 16 is...

6.

$36 + 7 =$

$65 - 7 =$

7.



$$\frac{1}{2} = \text{ } = \text{ }$$

fraction decimal percentage

Name: _____

$$36 \times 100 = \text{ } \text{ } \text{ }$$
$$479 \div 10 = \text{ } \text{ }$$

BIG MATHS BEAT THAT!

Write a square number between 50 and 70

$$44 \times 66 = \text{ } \text{ } \text{ }$$

$$232 + \text{ } = 1000$$

$$329 \div 5 = \text{ } \text{ } \text{ }$$

$$5.09 + 9.95 = \text{ } \text{ } \text{ }$$

$$3.27 - 2.57 = \text{ } \text{ } \text{ }$$

$$6.4 \times 3 = \text{ } \text{ } \text{ }$$

How can I support my child?

Help your child to practice their 'Learn Its' at home. The class teacher will identify which Learn its to practice. Make sure to Praise! Celebrate the successes.

Remember, it's all about increasing the score each week whether that is 1 or 10 it doesn't matter.

Visit the publishers website:

<http://www.andrelleducation.co.uk/courses/numeracy/big-maths/>