Key Stage 1 TA’s

we have the foundation children counting themselves off our pretend bus

13:45:55 From Alison Butler to Everyone:

visual- large equipment to show the whole and perts

13:46:05 From Rachel Beaumont to Everyone:

using the visual aids is useful

13:46:21 From Rebecca Jarmola to Everyone:

practising with the manipulatives lots and getting the base numbers secure in different forms.

13:46:32 From Cookham Rise School to Everyone:

our take away would the reasoning and not so much the answer.

13:46:43 From St. Luke's to Everyone:

showing numbers in different ways when subitising

13:46:45 From Lucy Mungal to Everyone:

The cubes on a plate game, using the window to split the numbers and explaining the number line - thinking about which number to put first

13:46:59 From Alwyn Infants to Everyone:

Allowing the children to come up with their own ways of solving a pproblem and being able to verbailse it

13:47:08 From Boyne Hill Infant and Nursery to Everyone:

Showing variations of the way numbers/sums can be shown.

That children might not answer the same way you would.

Using visual aids

13:47:20 From dcomley to Everyone:

number bonds are key and same vocabulary. practical/visual aids always help

13:47:36 From Holy Trinity to Everyone:

Showing children theres more ways to build the same number

13:48:05 From Eton Wick to Everyone:

using different of configurations to aid subitising so the children learn number not pattern

KS2 Take Aways

From Marielle Patterson WSL Primary / MKP Solutions to Everyone:

use real life units more

14:49:45 From Lisa Warburton to Everyone:

connections model

14:49:47 From Homer first school to Everyone:

Visualise

Small steps

14:49:56 From St. Luke's to Everyone:

Unitisation first, relation to real life situations

14:50:15 From St. Luke's to Everyone:

Using pictures

14:50:15 From Wraysbury School to Everyone:

visualise when possible

14:50:22 From Wessex to Everyone:

using everyday objects for LA, distributive law

14:50:39 From Jodie to Everyone:

ensuring the child understands the work and does not just focus on correct answer

14:50:46 From Ceri’s to Everyone:

Grouping and sharing and the models of the multiplications both ways - 2x5 and 5x2

14:50:59 From Jodie to Everyone:

visualisation

14:51:00 From St. Luke's to Everyone:

vocab matters

14:51:03 From Wessex to Everyone:

using relationships for fluent calculation