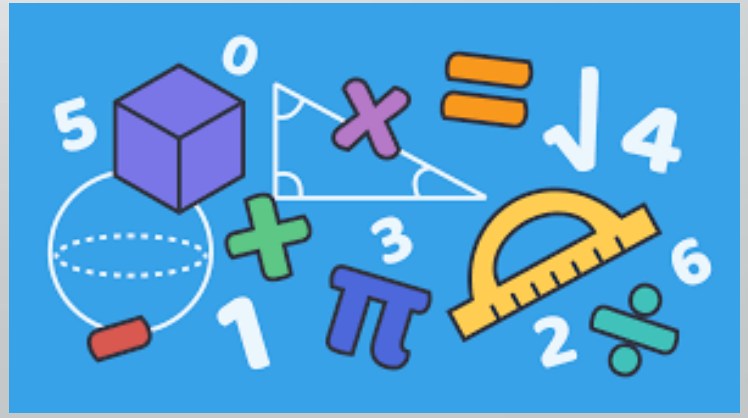
Southfield Park Primary School

KS1 and EYFS maths workshop for parents

Wednesday 22nd October 2025

5.30pm



White Rose Maths

Aims for this session:

- To understand how we do maths at Southfield Park Primary.
- To feel confident to support your child with maths at home.

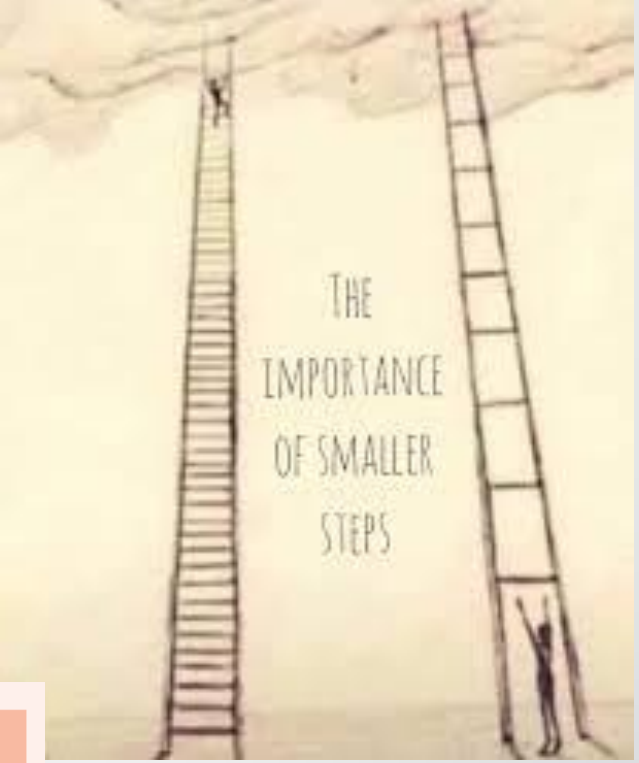
Attitudes to maths

- There is a persistent misconception in our society that maths ability is 'fixed', and that some people (a minority) can 'do' maths and others can't – just about every teacher of maths will have heard a parent say something like: 'I'm not surprised X is struggling in maths, I was always rubbish at it myself'.
- Such parental attitudes can lead some children to feel that there's no point in engaging with learning maths because they are, innately, not a 'maths person'

Charlie Stripp MBE – Mathematical association

Small steps of progression

- In Southfield Park, we follow the White Rose Maths and the small steps of progression.



Year 1 | Autumn term | Block 1 – Place value

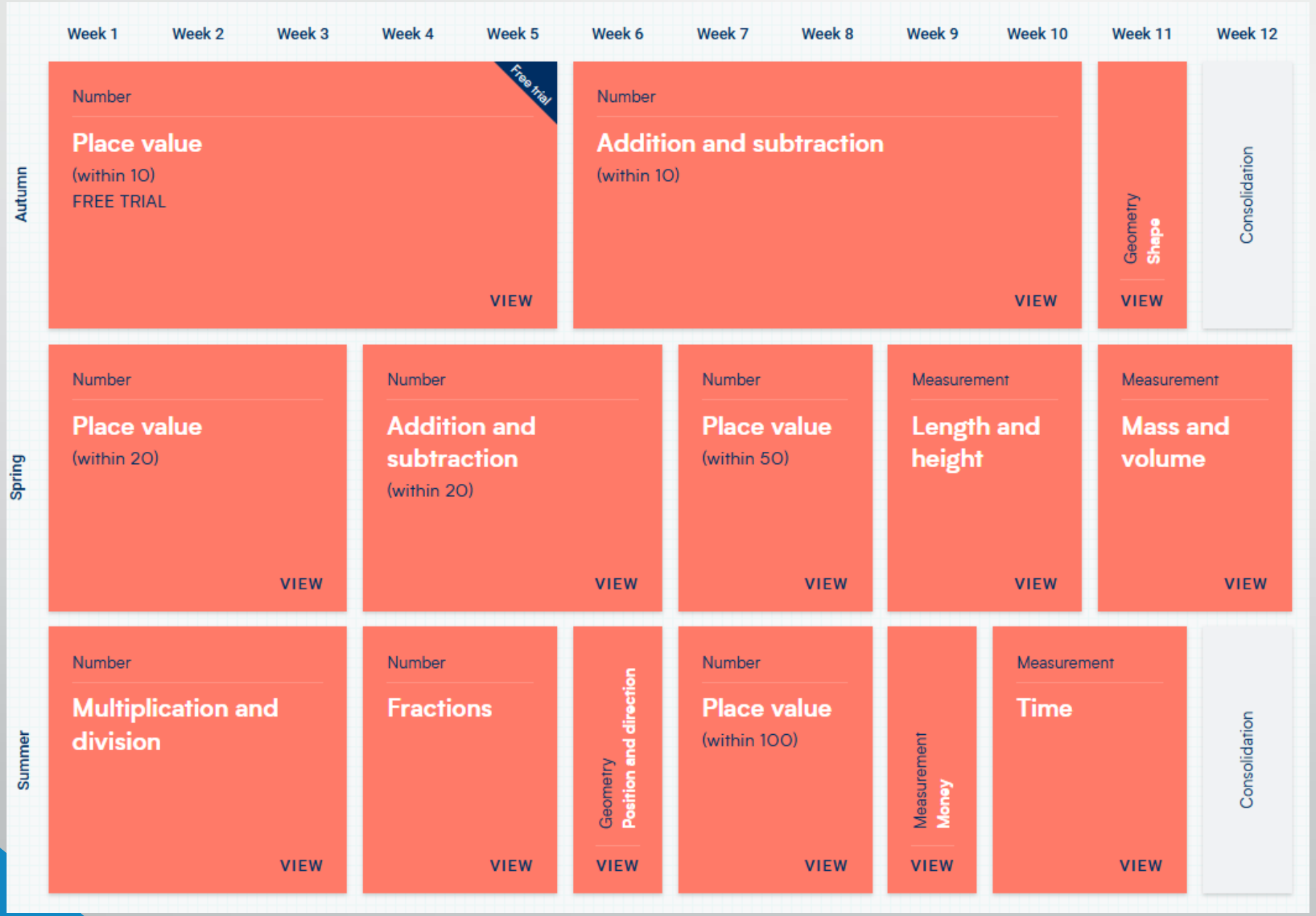
Small steps

Step 1	Sort objects
Step 2	Count objects
Step 3	Count objects from a larger group
Step 4	Represent objects
Step 5	Recognise numbers as words
Step 6	Count on from any number
Step 7	1 more
Step 8	Count backwards within 10
Step 9	1 less
Step 10	Compare groups by matching
Step 11	Fewer, more, same
Step 12	Less than, greater than, equal to
Step 13	Compare numbers
Step 14	Order objects and numbers
Step 15	The number line

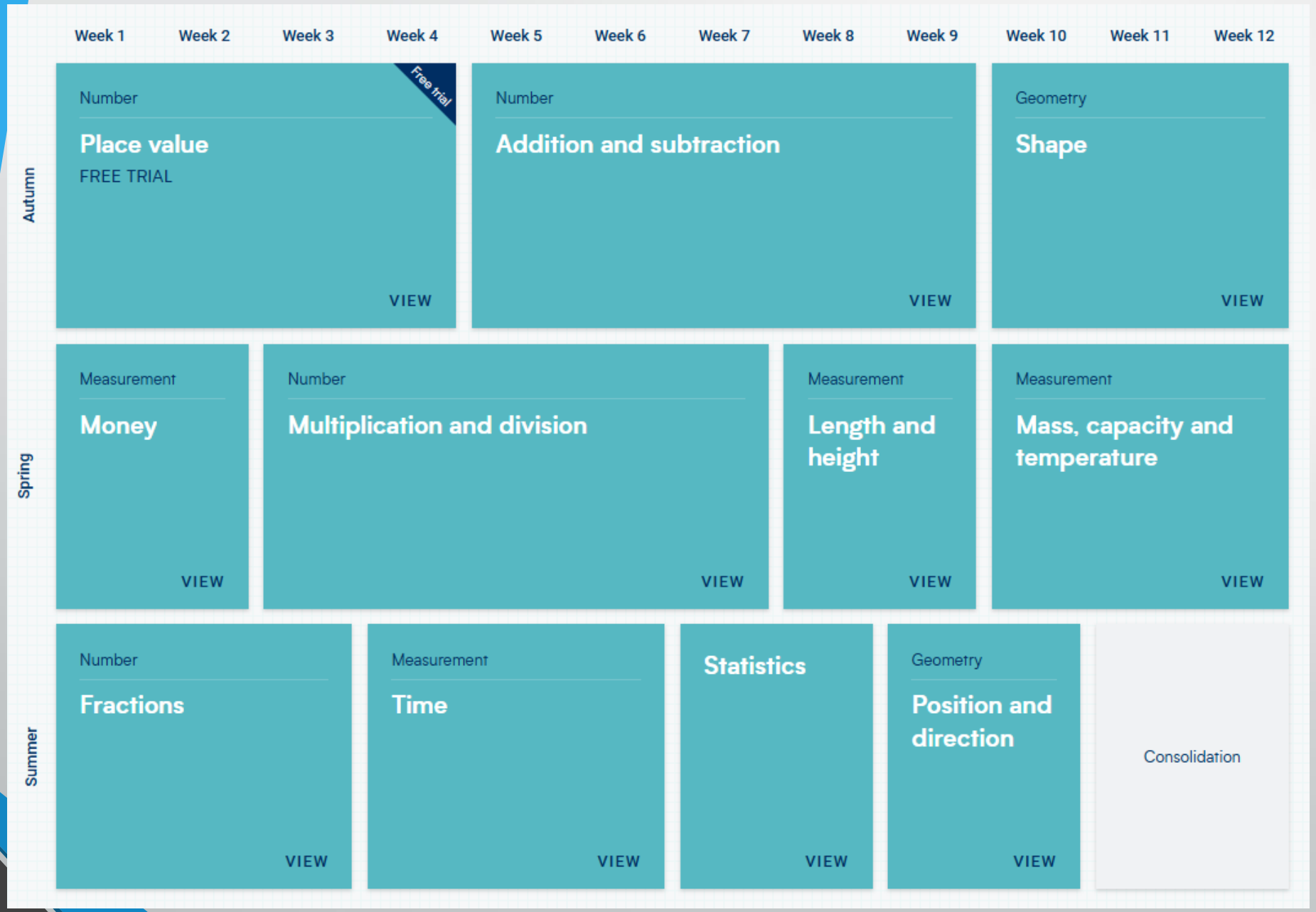
Reception

You will be able to see this overview on the White Rose maths website under the parents and home learning page.

Year 1


Week 1
Week 2
Week 3
Week 4
Week 5
Week 6
Week 7
Week 8
Week 9
Week 10
Week 11
Week 12
Autumn
Number
Place value
(within 10)
FREE TRIAL
Free trial
VIEW
Number
Addition and subtraction
(within 10)
VIEW
Geometry
Shape
VIEW
Consolidation
Spring
Number
Place value
(within 20)
VIEW
Number
Addition and subtraction
(within 20)
VIEW
Number
Place value
(within 50)
VIEW
Measurement
Length and height
VIEW
Measurement
Mass and volume
VIEW
Summer
Number
Multiplication and division
VIEW
Number
Fractions
VIEW
Geometry
Position and direction
VIEW
Number
Place value
(within 100)
VIEW
Measurement
Money
VIEW
Measurement
Time
VIEW
Consolidation

Year 2


Week 1
Week 2
Week 3
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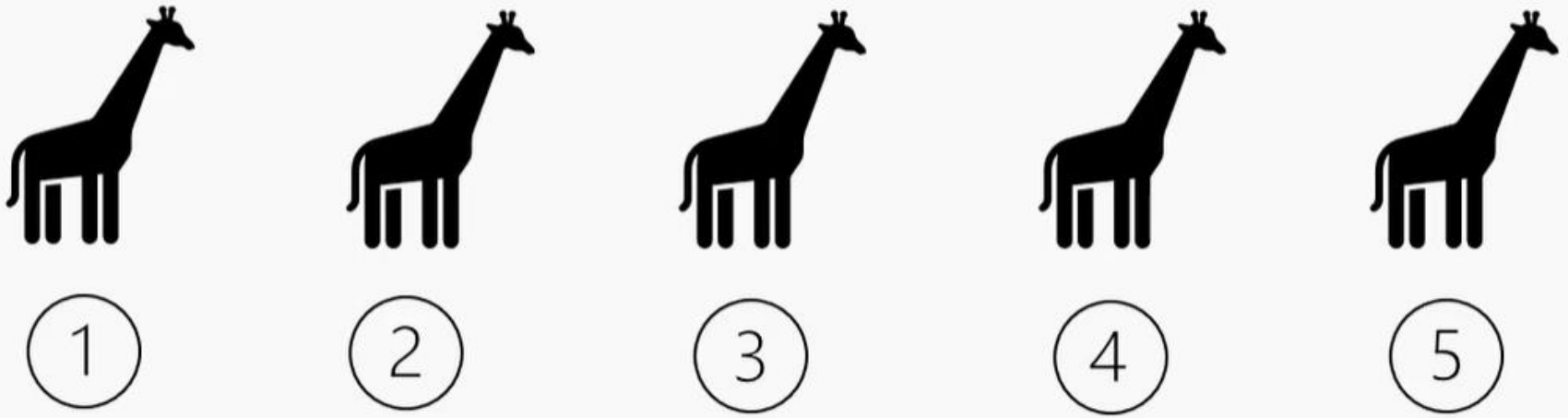
Week 9
Week 10
Week 11
Week 12
Autumn
Number
Place value
FREE TRIAL
Free trial
VIEW
Number
Addition and subtraction
VIEW
Geometry
Shape
VIEW
Spring
Measurement
Money
VIEW
Number
Multiplication and division
VIEW
Measurement
Length and height
VIEW
Measurement
Mass, capacity and temperature
VIEW
Summer
Number
Fractions
VIEW
Measurement
Time
VIEW
Statistics
VIEW
Geometry
Position and direction
VIEW
Consolidation

Counting principles

1

The one-one principle

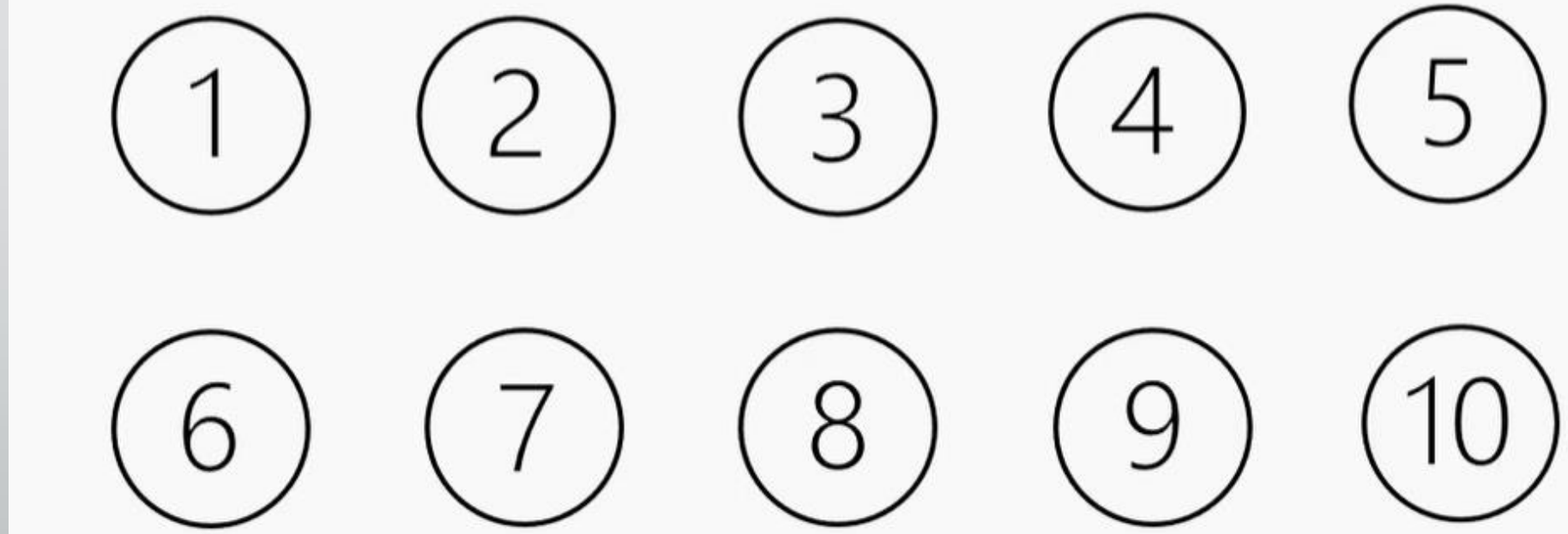


1 The one-to-one principle.

This involves children assigning one number name to each object that is being counted. Children need to ensure that they count each object only once, ensuring they have counted every object.

2

The stable order principle

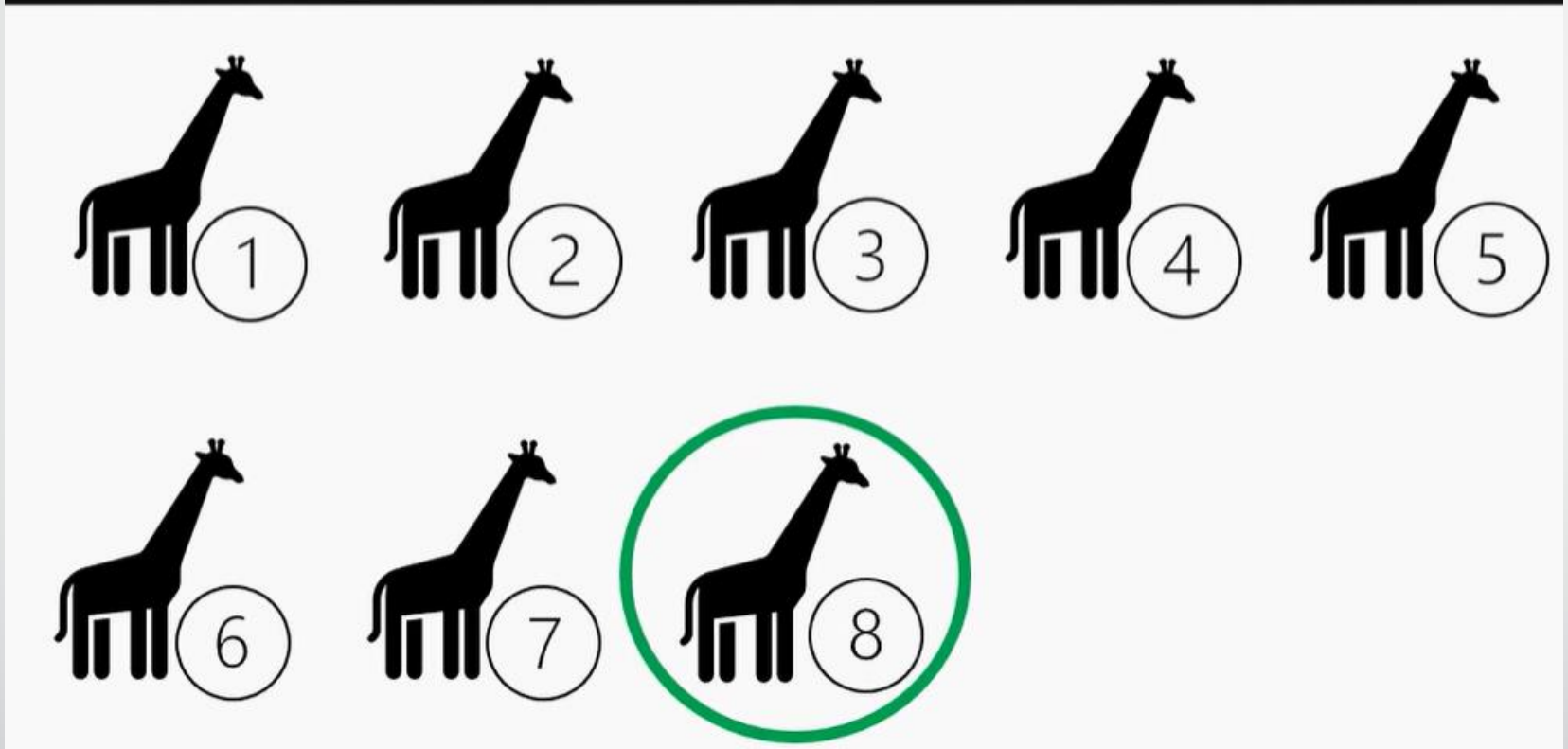


2 The stable-order principle.

Children understand that, when counting, the numbers have to be said in a certain order.

3

The cardinal principle



3 The cardinal principle.

Children understand that the number name assigned to the final object in a group is the total number of objects in that group.

4

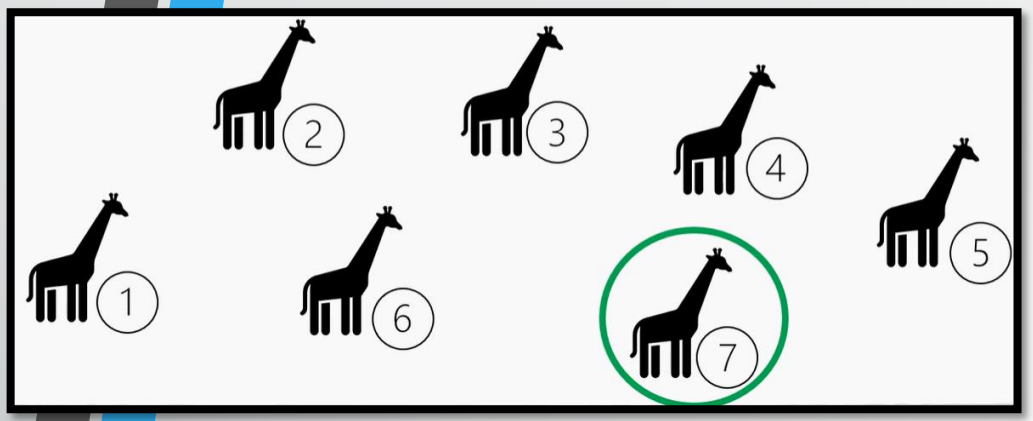
The abstraction principle

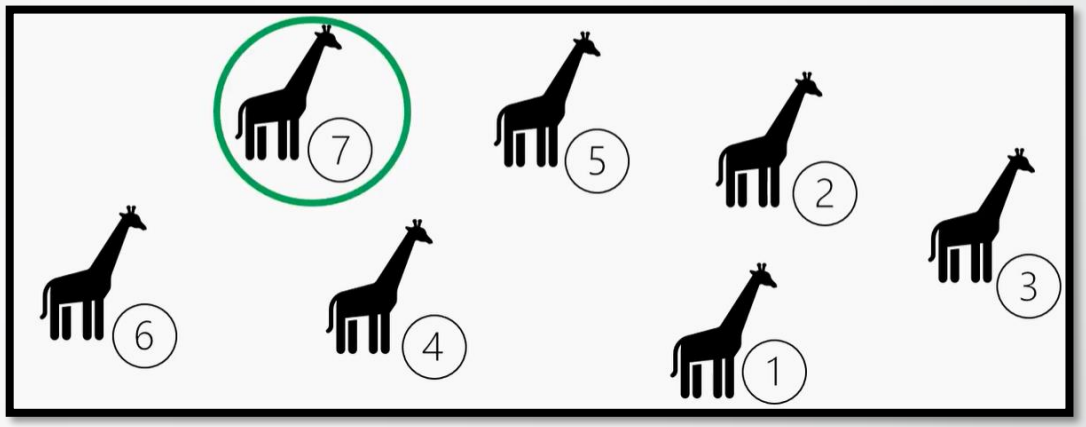
Clicks

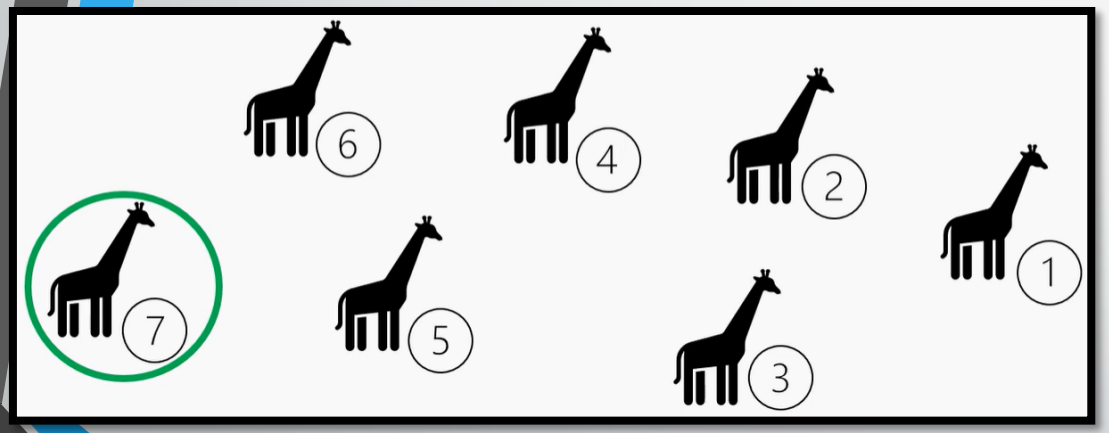
4 The abstraction principle.

This involves children understanding that anything can be counted, including things that cannot be touched, such as sounds and movements e.g. jumps.

5 The order-irrelevance principle







5 The order-irrelevance principle.

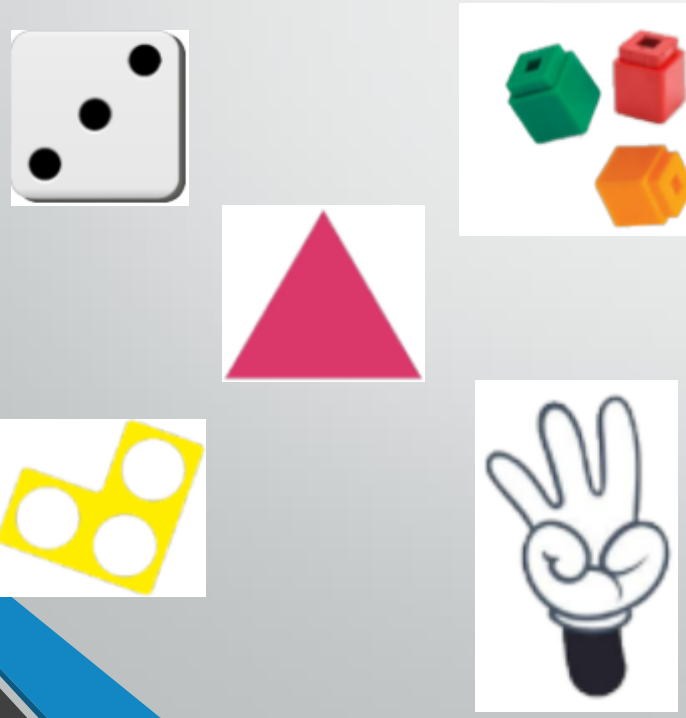
This involves children understanding that the order in which we count a group of objects is irrelevant. There will still be the same number.

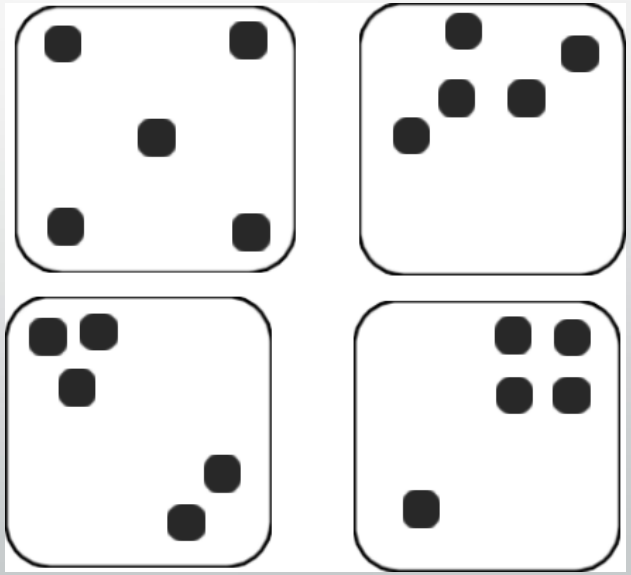
Automaticity

AUTOMATICITY is the ability to effortlessly complete everyday tasks with low interference of other simultaneous activities and without conscious thought to step-by-step process.

- When children are fluent in their understanding of number bonds and times tables, it supports them to access the new concepts and methods more effectively.

Recognising numbers

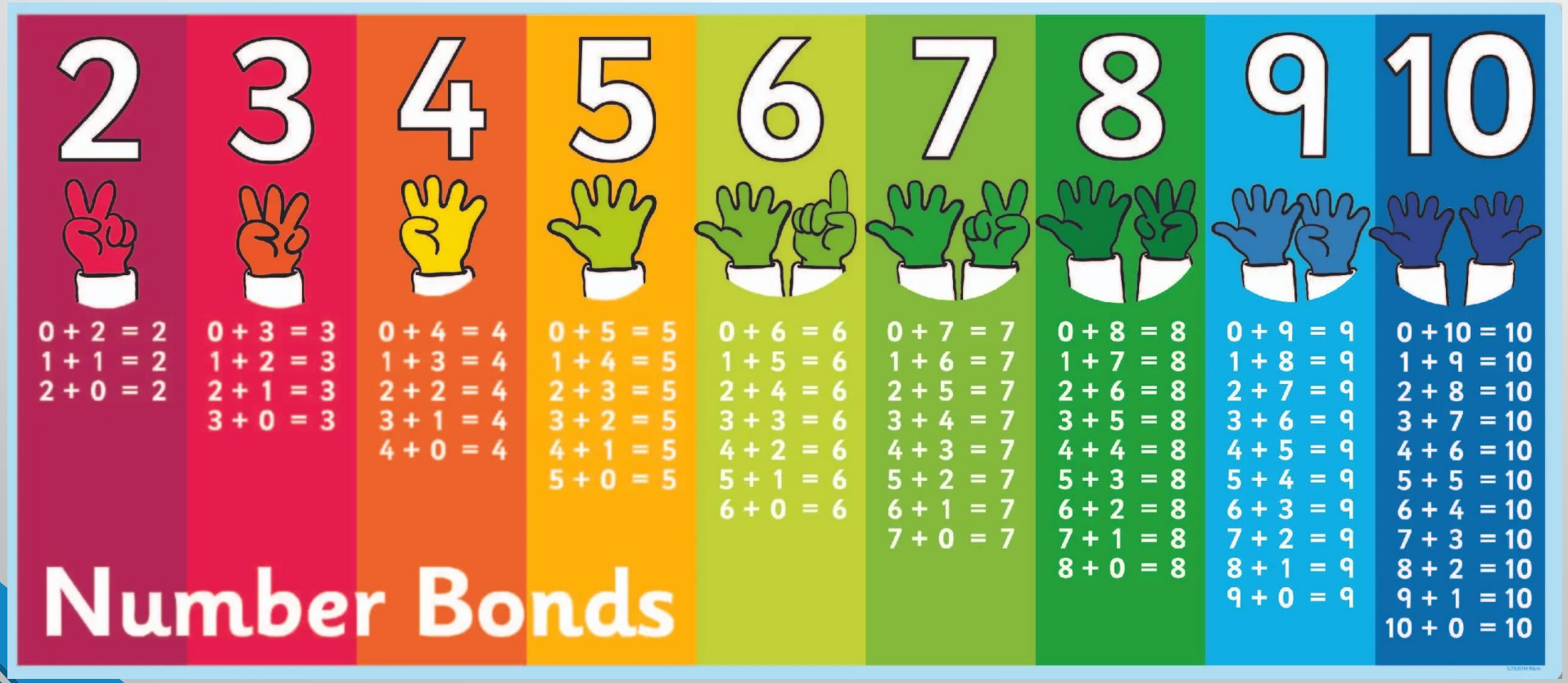




Automaticity

- When children are fluent in their understanding of number bonds and times tables, it supports them to access the new concepts and methods more effectively.

Number bonds not just to 10



Automaticity

- When children are fluent in their understanding of number bonds and times tables, it supports them to access the new concepts and methods more effectively.

Times tables knowledge (year 2)

2 times table

0	x	2	=	0
1	x	2	=	2
2	x	2	=	4
3	x	2	=	6
4	x	2	=	8
5	x	2	=	10
6	x	2	=	12
7	x	2	=	14
8	x	2	=	16
9	x	2	=	18
10	x	2	=	20
11	x	2	=	22
12	x	2	=	24

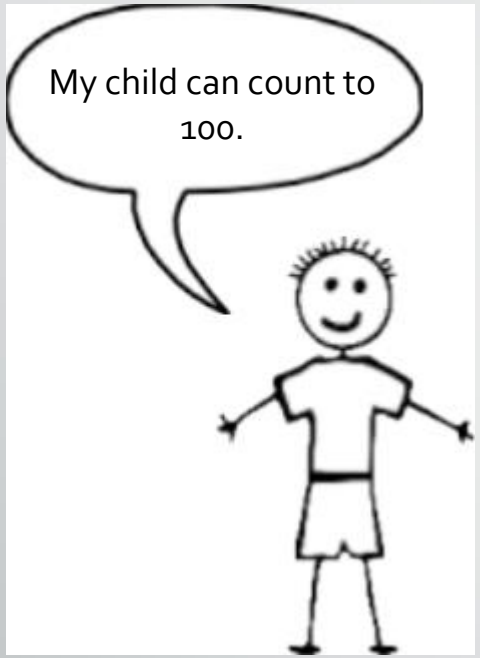
5 times table

0	x	5	=	0
1	x	5	=	5
2	x	5	=	10
3	x	5	=	15
4	x	5	=	20
5	x	5	=	25
6	x	5	=	30
7	x	5	=	35
8	x	5	=	40
9	x	5	=	45
10	x	5	=	50
11	x	5	=	55
12	x	5	=	60

10 times table

0	x	10	=	0
1	x	10	=	10
2	x	10	=	20
3	x	10	=	30
4	x	10	=	40
5	x	10	=	50
6	x	10	=	60
7	x	10	=	70
8	x	10	=	80
9	x	10	=	90
10	x	10	=	100
11	x	10	=	110
12	x	10	=	120

Application of number



Alphabetland

The new number names are:

A, B, C, D,….

You must not translate these number names into banned number names one, two, three,

Can you count from A-Z?

Can you count from R-Z?

Can you count backwards from U?

Can you add D to H?

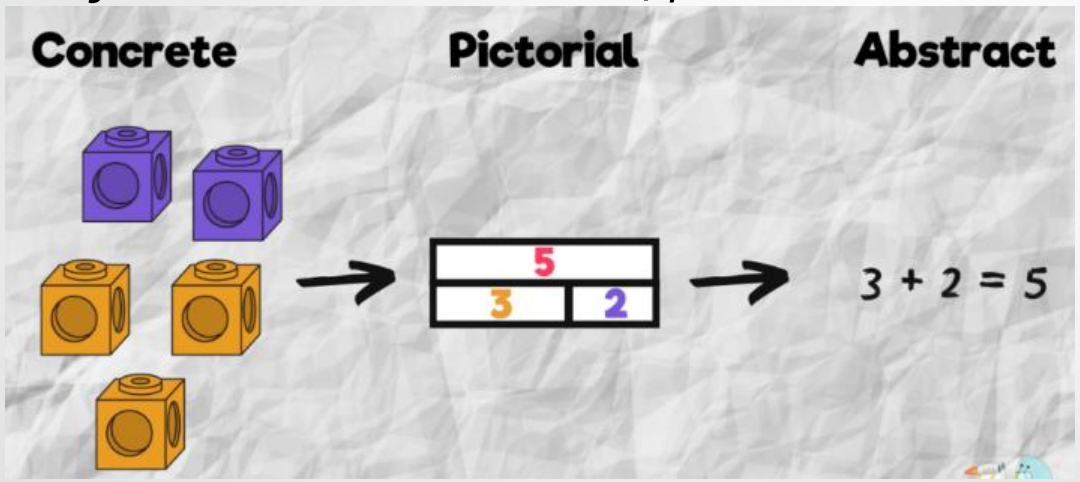
Can you subtract J from Y?

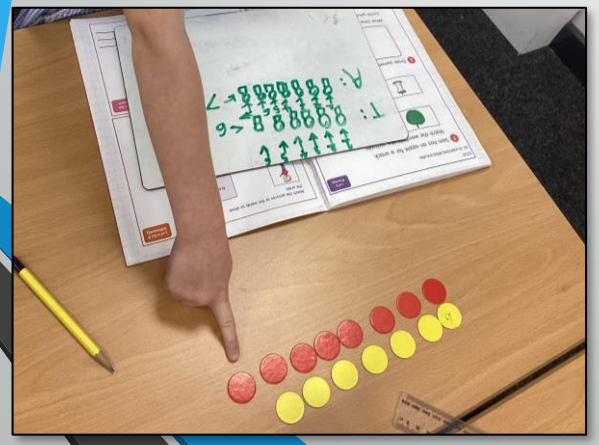
Children need to have a very deep understanding of number to be able to apply their knowledge of number into different contexts.

Concrete, pictorial and abstract

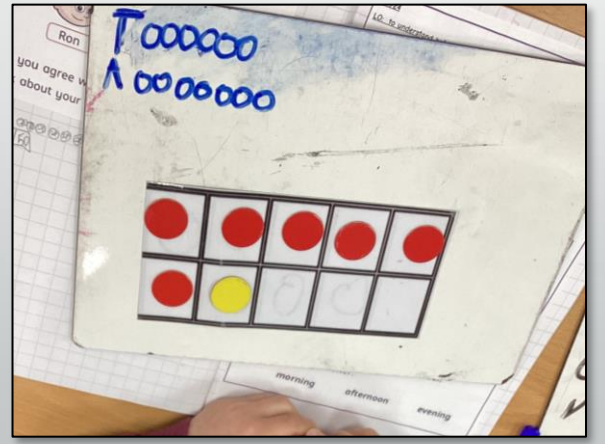
The concrete, pictorial and abstract approach is used in Southfield Park Primary School to secure your child's understanding and prepare them for real life.

Here is an example of how we use the concrete, pictorial and abstract in our school.

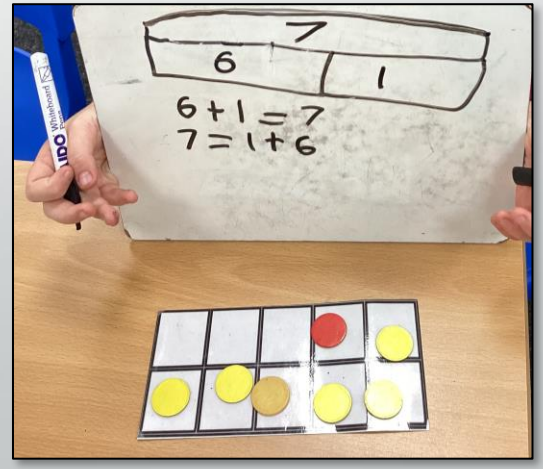




Concrete



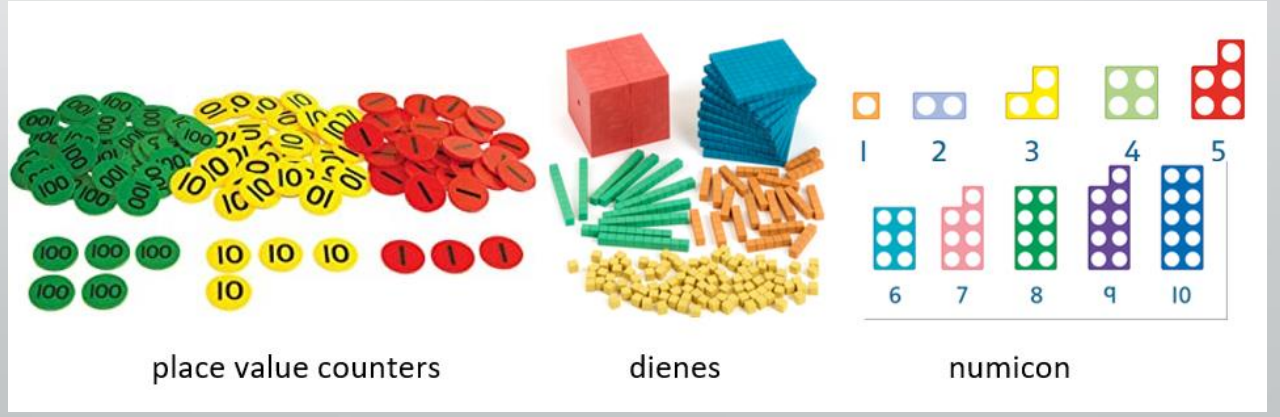
Pictorial



Abstract

Concrete

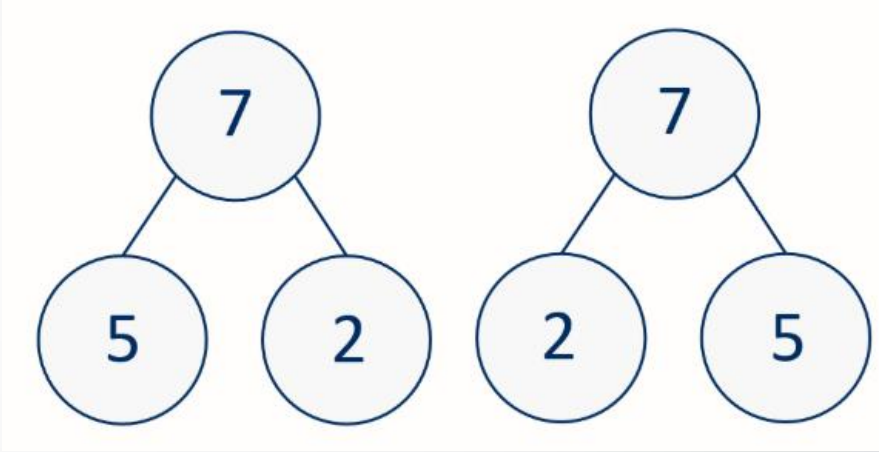
- The Concrete stage encourages the use of manipulatives (physical resources) to physically show the process behind what is being taught.
- This can be as simple as using counters to represent numbers, allowing children to visualise the idea of more or less or comprehend what 3 (or any given number) actually is.
- All of the main mathematical operations can be introduced and explored in this way.

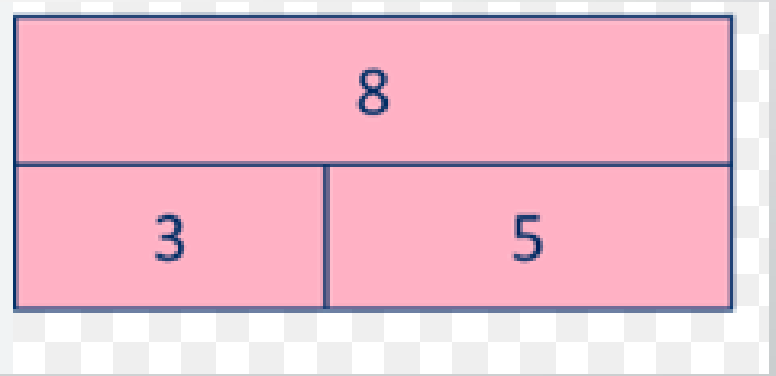


place value counters dienes numicon

Pictorial

- Once secure with understanding at the concrete stage, pupils move on to pictorial based problem-solving and expression. Teachers move the children on from using physical resources onto pictorial resources.
- Pictorial support such as ten frames, bar models and part whole representations are used for pupils to show their understanding through answering questions using these visuals.
- The pictorial stage is essential for learners to consolidate and secure their understanding of topics. It bridges the gap between getting to grips with a concept (quite literally) and knowing how to combat more abstract ideas.

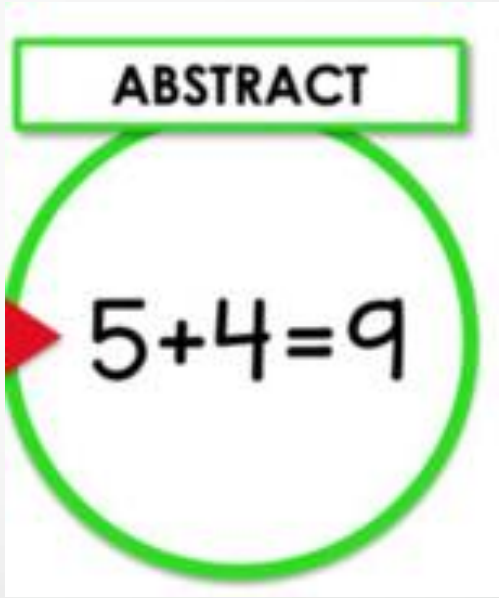




Abstract

- The abstract stage is when children face questions using numbers and symbols, or key vocabulary alone. For example, 2+3 = 5

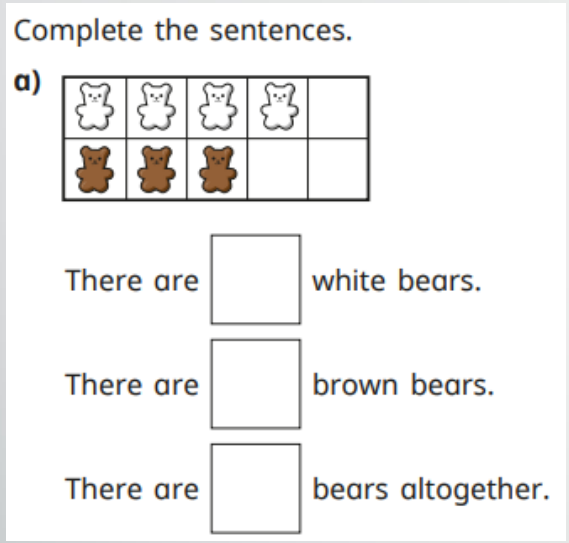
- At this stage, pupils are expected to have a depth of knowledge which can now be applied without the need for physical or visual support strategies.



Fluency, reasoning and problem solving

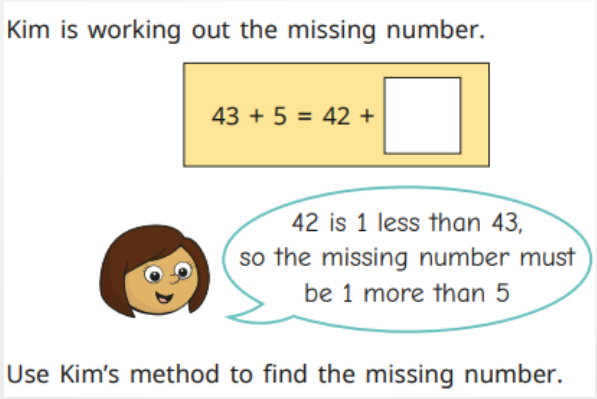
- Our lessons at Southfield Park involve fluency, reasoning and problem solving to deepen the children's understanding.

Fluency



Fluency the ability to calculate accurately and efficiently, while also having the flexibility to choose the best strategy for a given problem

Reasoning



Mathematical reasoning is the process of using logical thinking to solve problems, make connections, and justify conclusions

Problem Solving

Ron has 2 dogs and 3 cats.
How many pets does he have altogether?

Mathematical problem solving is the process of applying knowledge, logic, and reasoning to find a solution to a challenge that is not a routine exercise

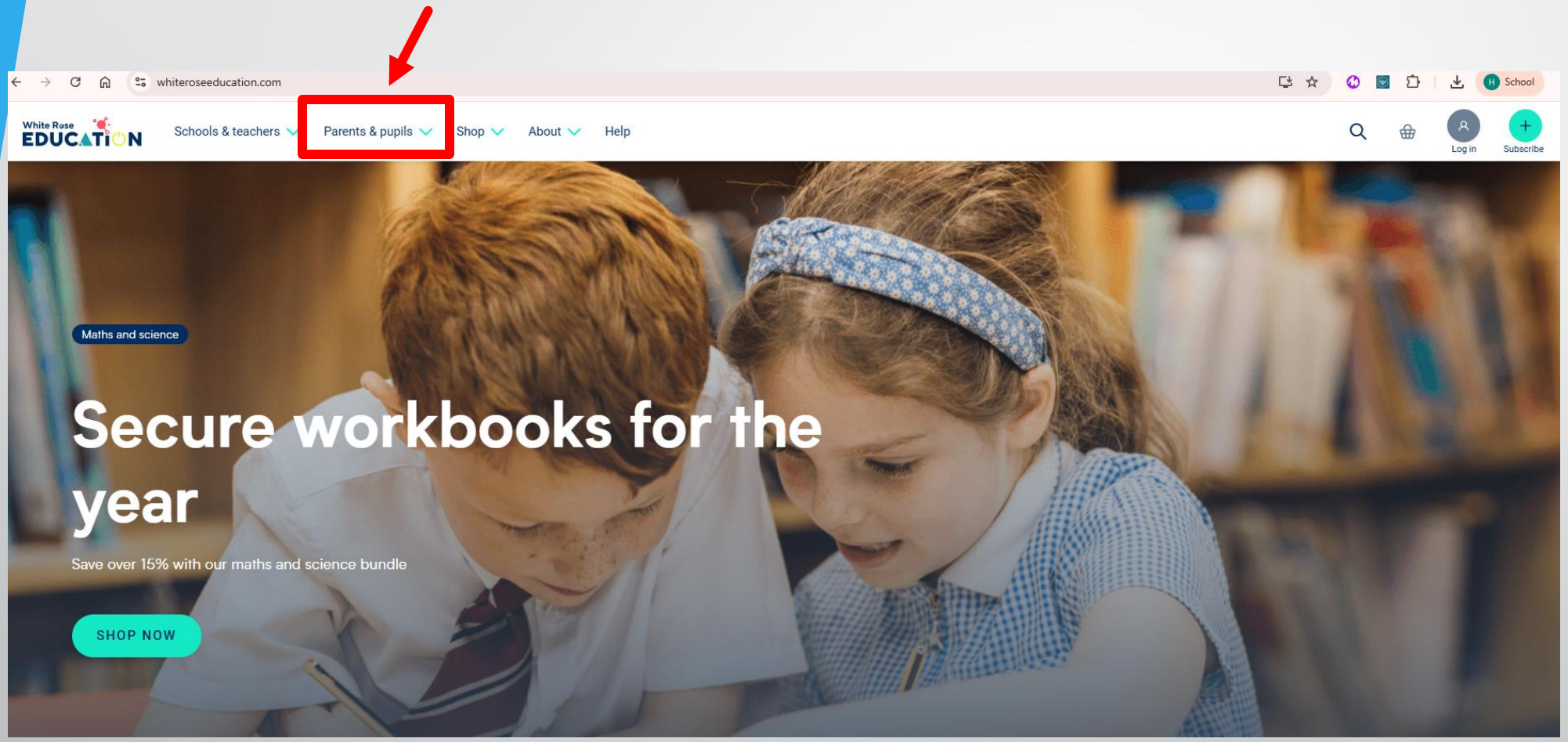
Vocabulary

Borrowing

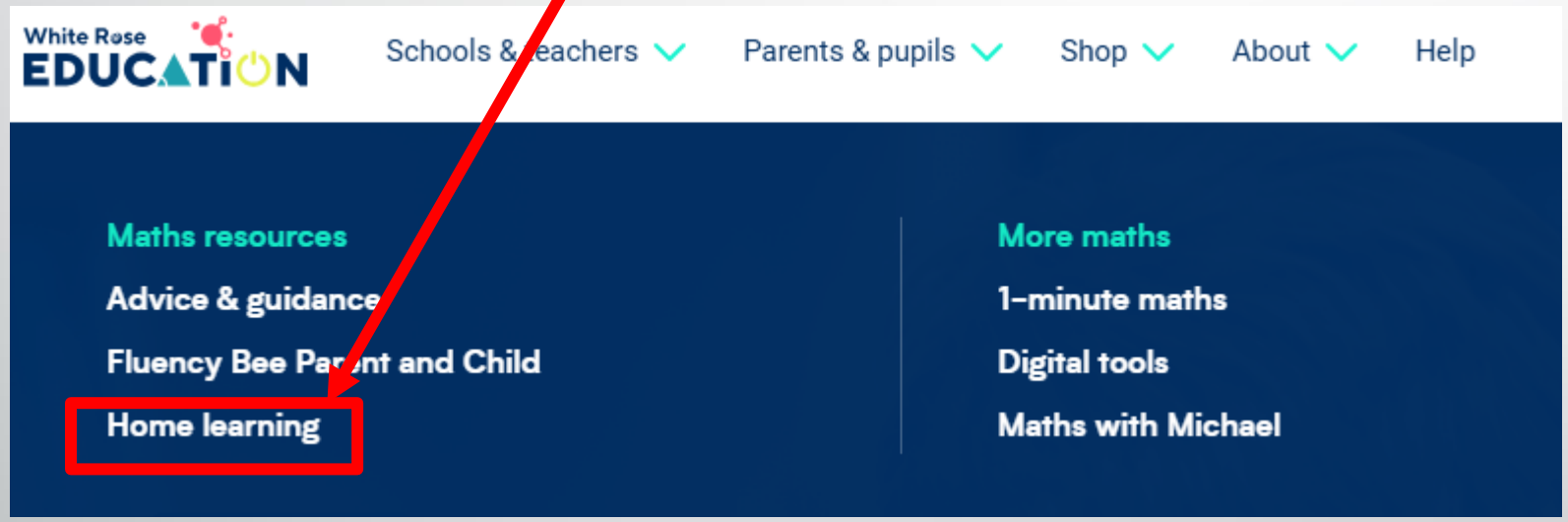
Carrying

Exchanging

White Rose Maths videos to use at home



White Rose Maths videos to use at home



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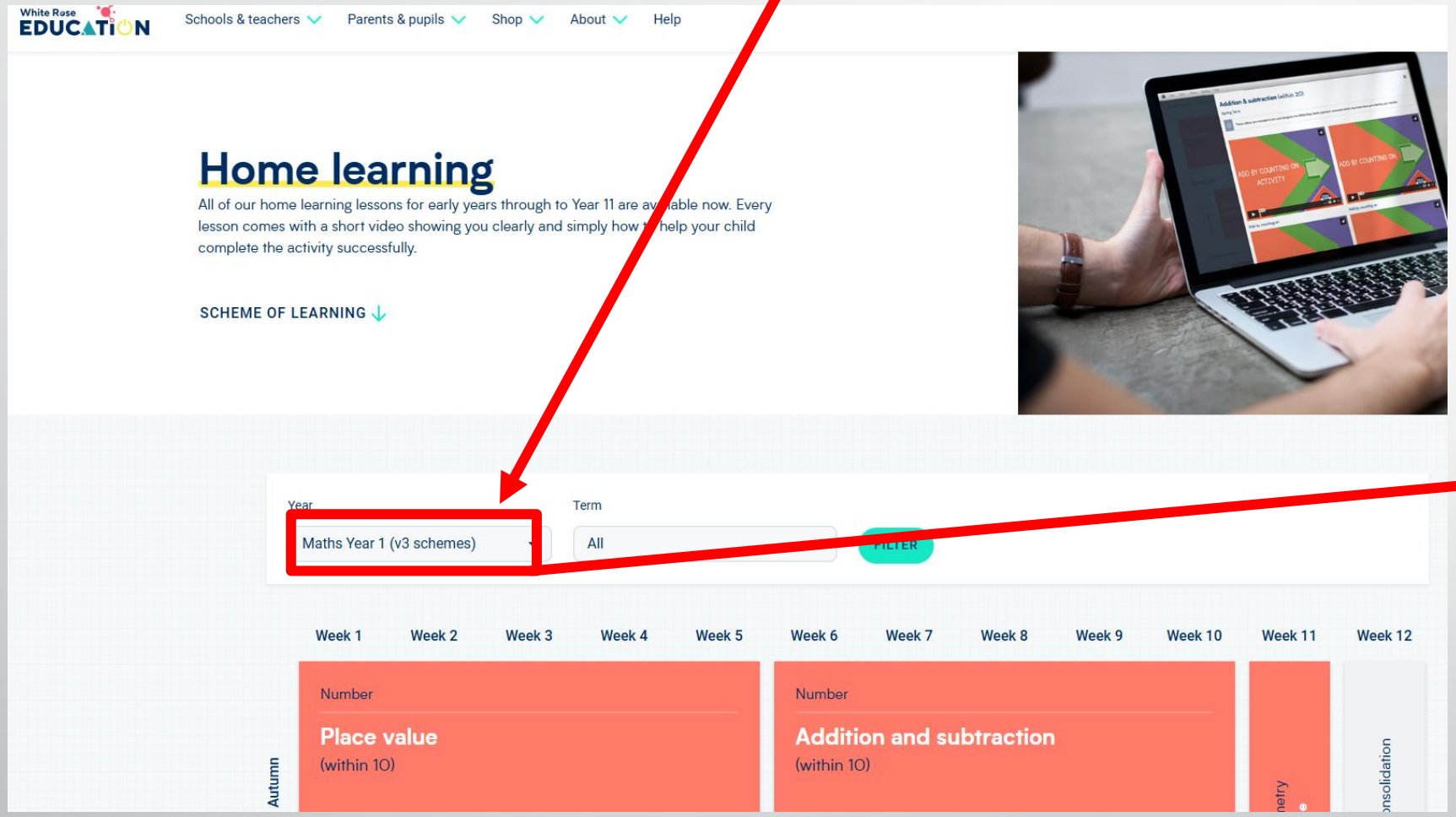
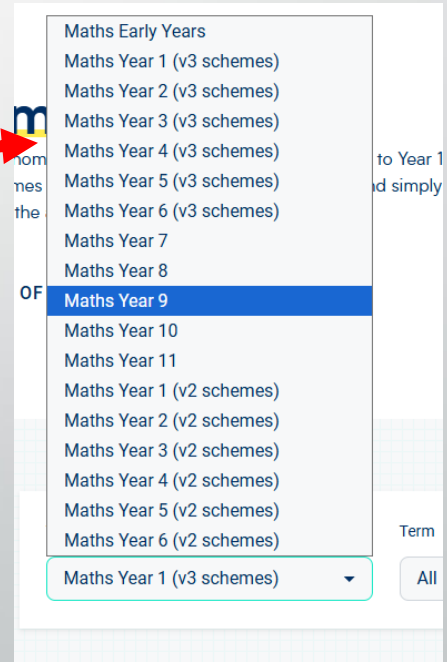
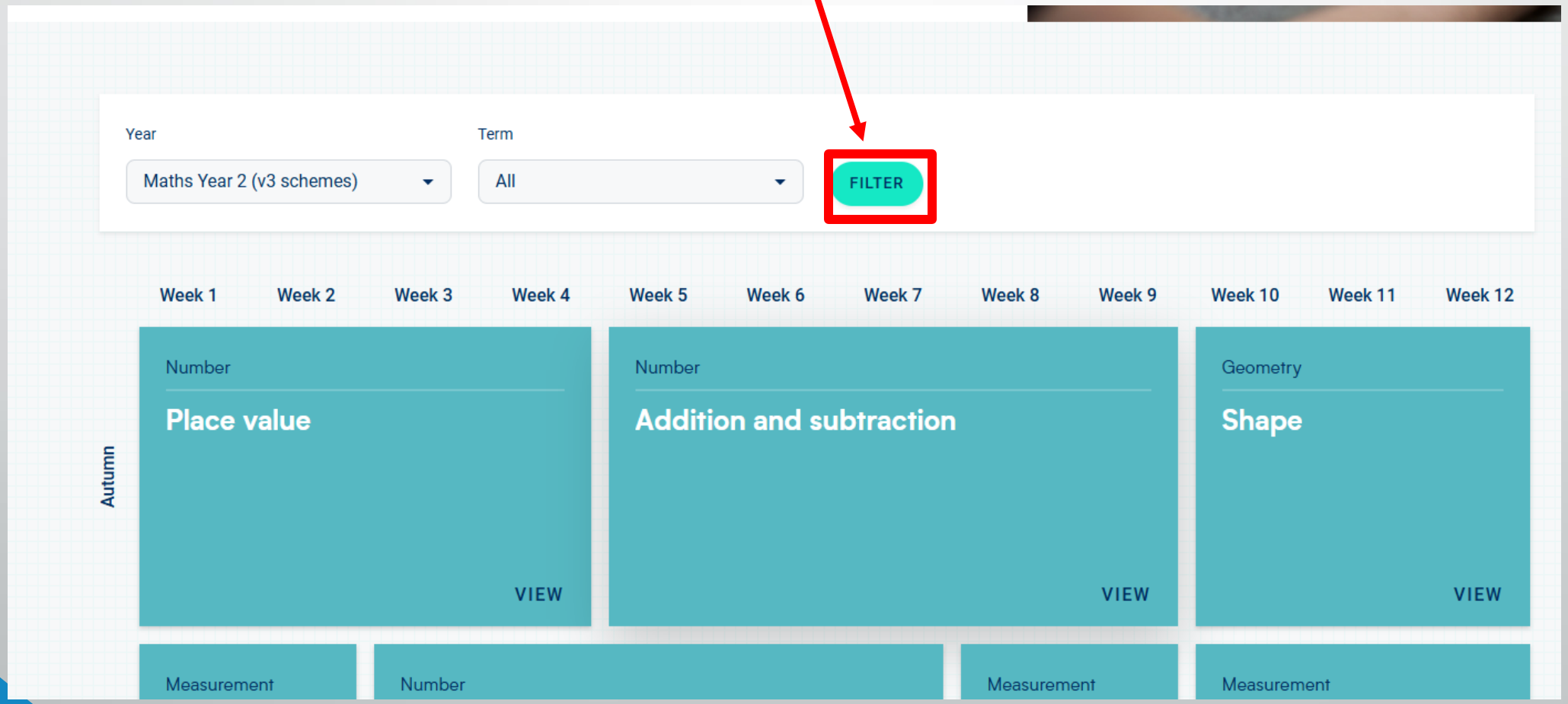


Select your child's year group V3 means version 3.



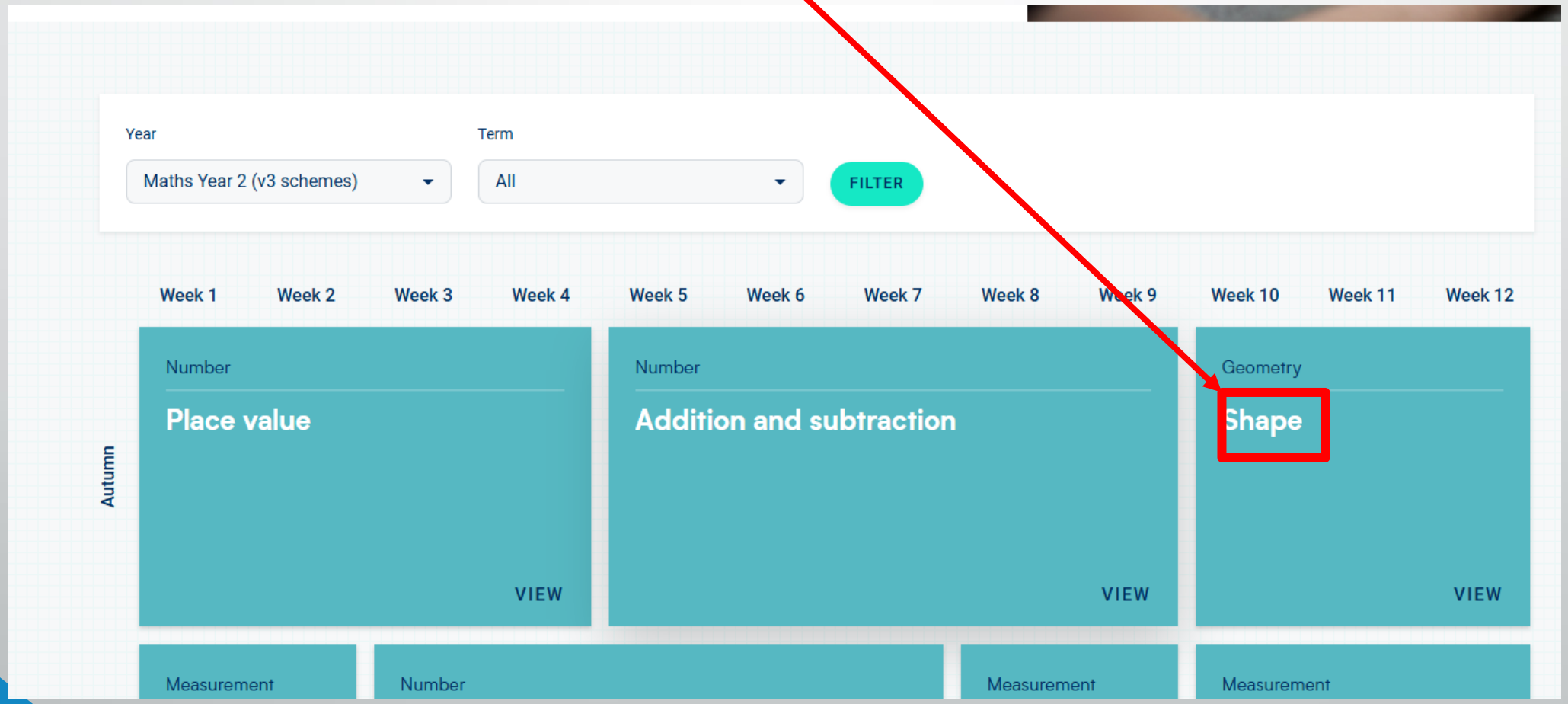
White Rose Maths videos to use at home

Once you have selected you year group you may click filter



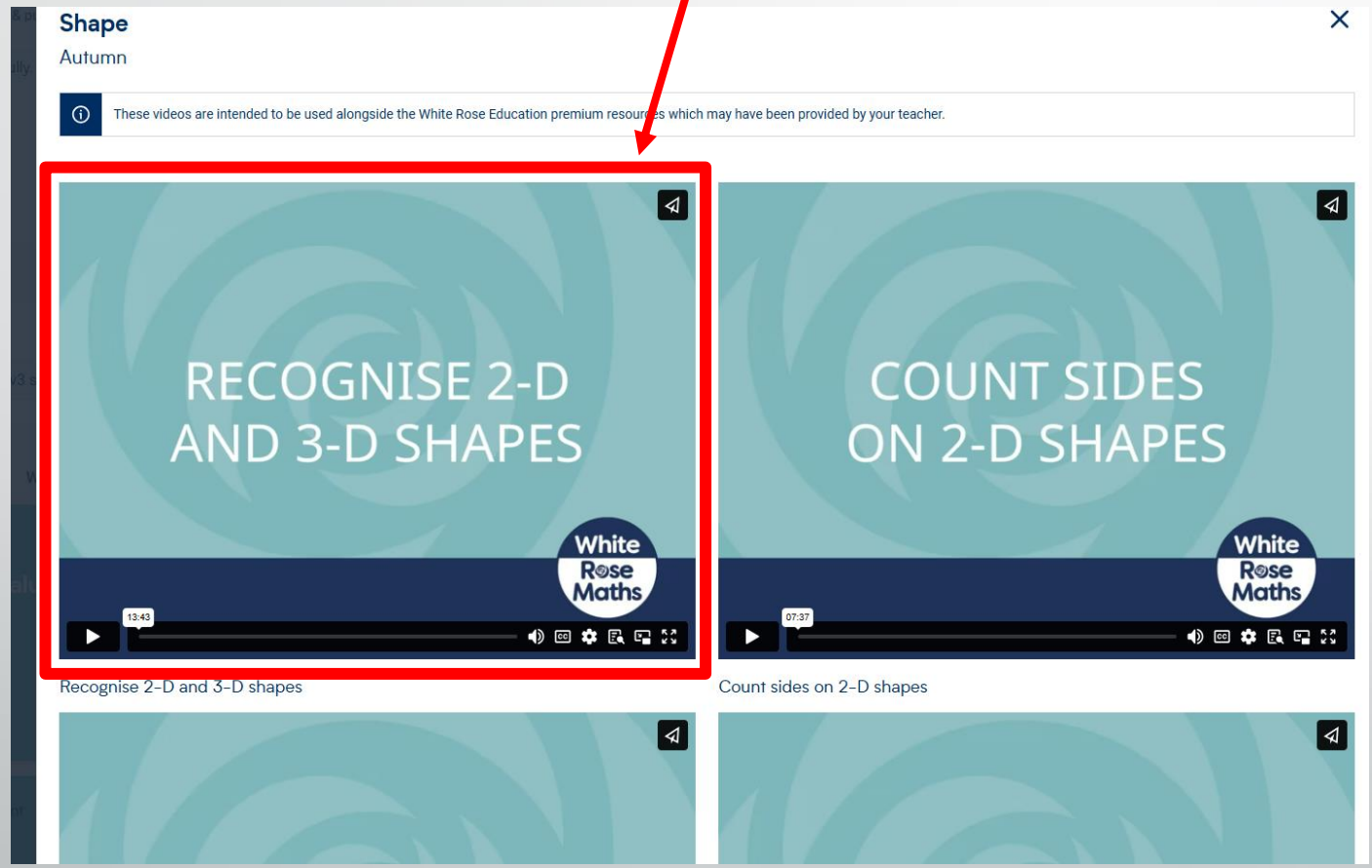
White Rose Maths videos to use at home

You may then select the unit they are currently on.
This will be clear by the term down the side and the weeks along the top.



White Rose Maths videos to use at home

This will then show you a range of videos for each small step of the children's learning.



How can I support my child at home?

TTRS

- Numbots

White Rose Maths – Home learning videos on the parent area

Any questions?