



Understanding Maths at Heathfield

Mr Whyley, Year 3F Homeroom Teacher and
Primary Maths Lead.

Notice to Parents and Visitors

To respect the privacy of our students and maintain a focused learning environment, we kindly ask that you refrain from taking photos or videos whilst on school premises.

Thank you for your understanding and cooperation.



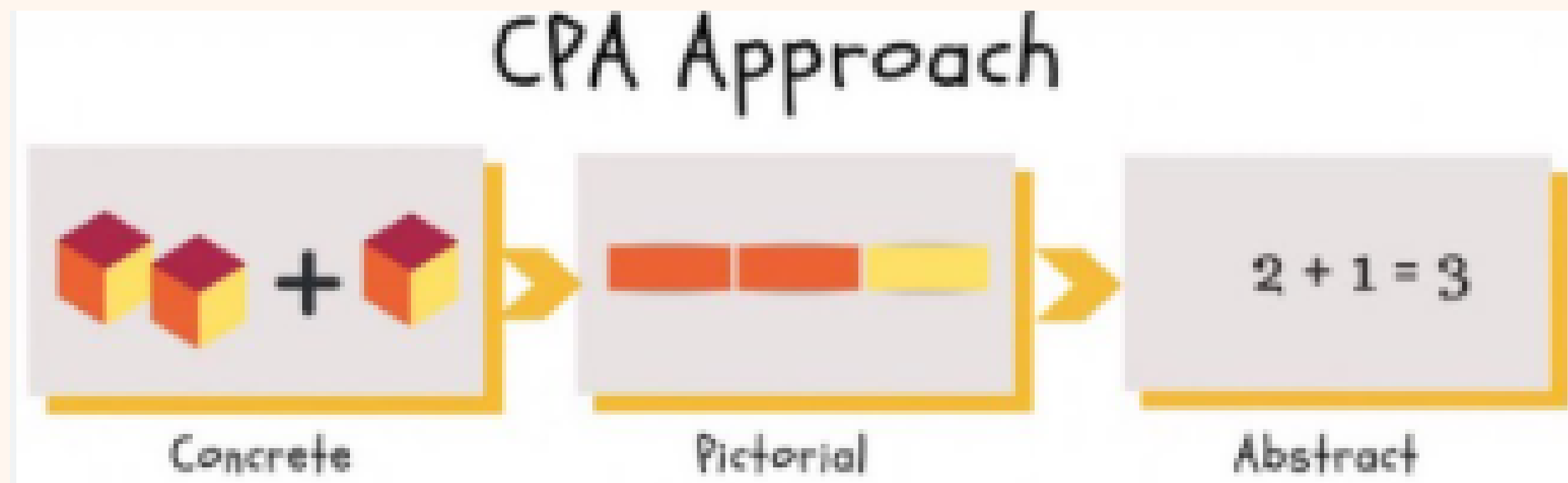


Aims of today:

- Help parents understand how WRM supports their child's maths learning.
- Share how lessons are structured.
- Show how parents can support at home.

What is White Rose Maths?

- A UK-based, mastery-focused maths scheme aligned with the National Curriculum.
- Emphasises understanding, reasoning, and fluency.
- Used by thousands of international schools worldwide.



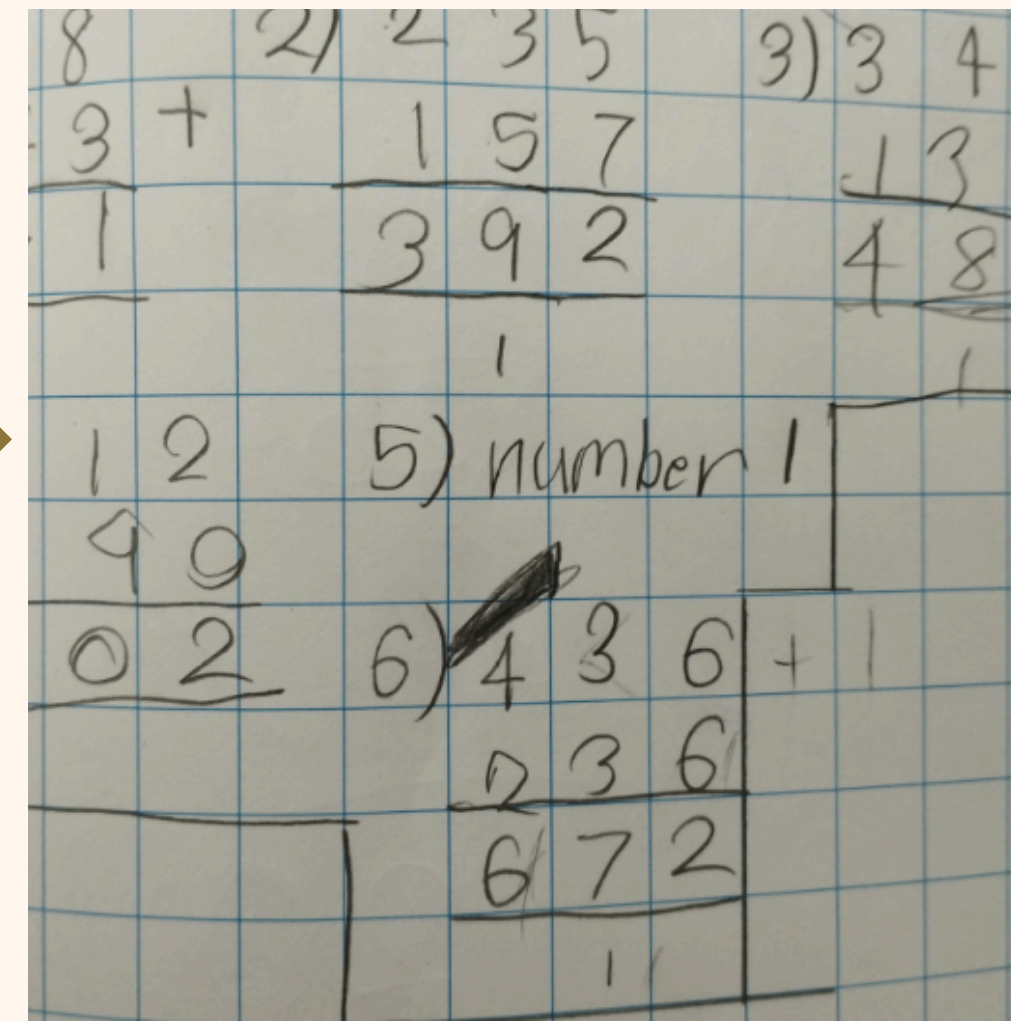
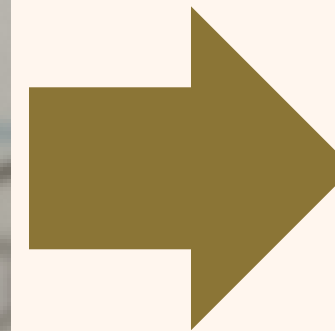
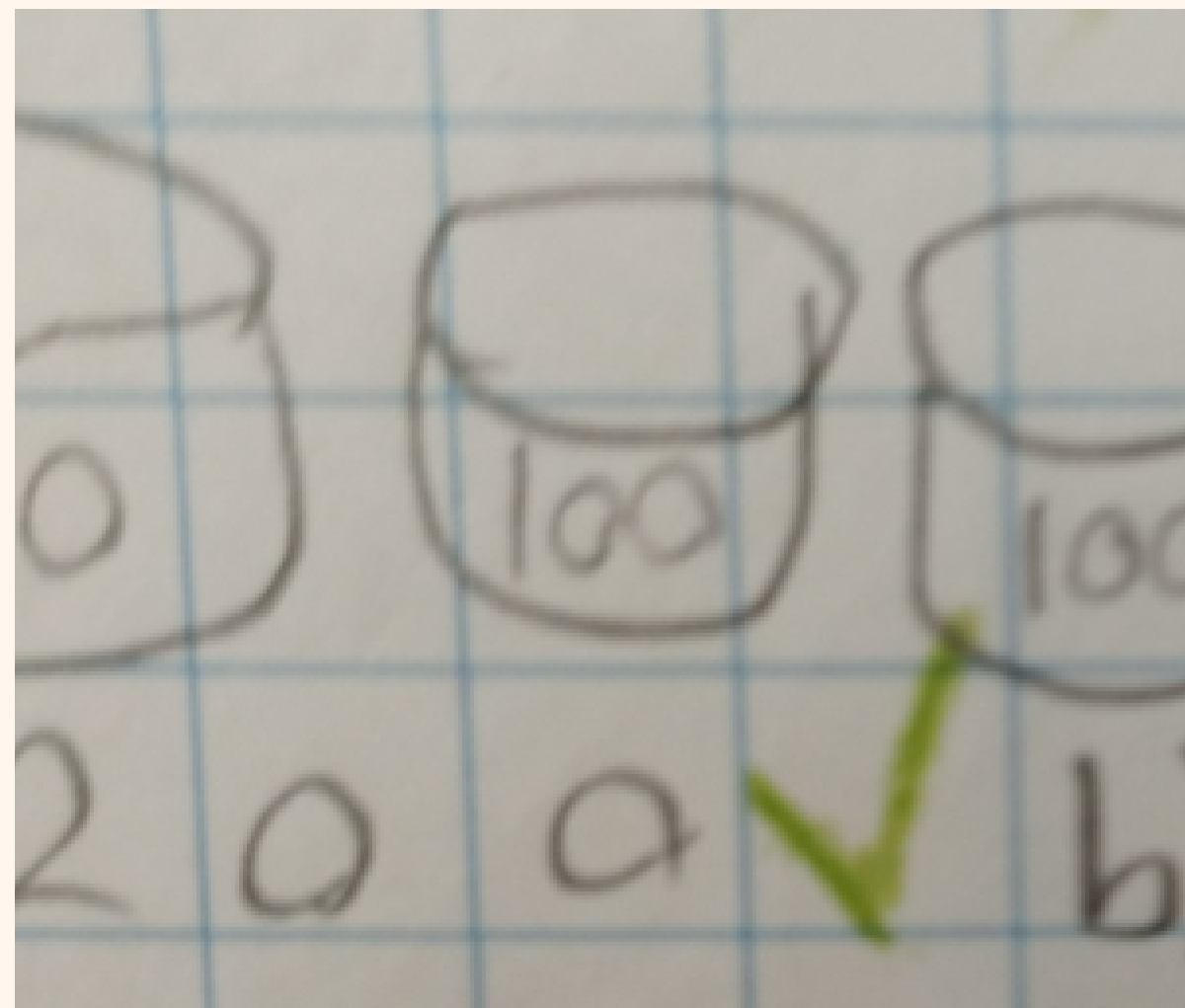
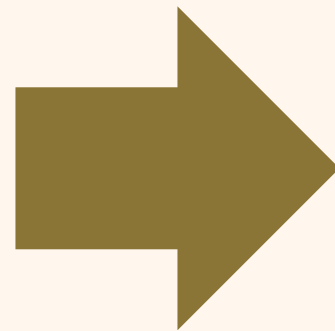
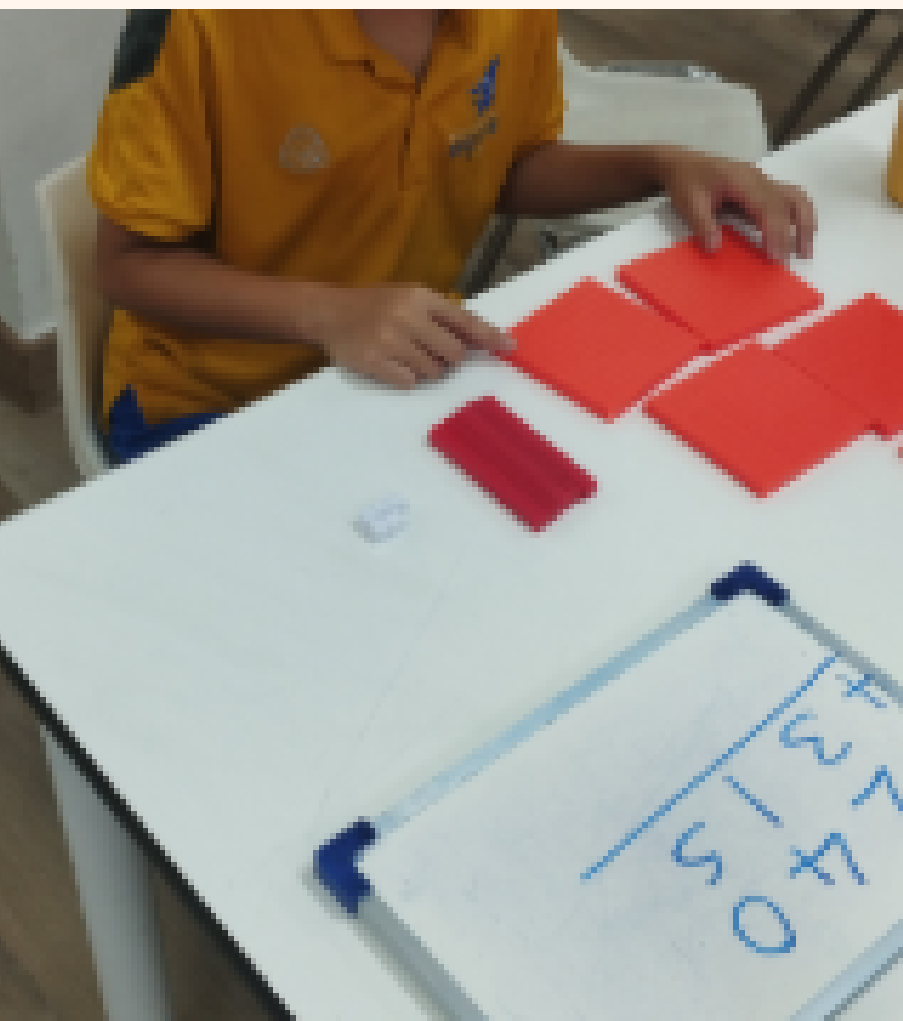
The Maths Mastery Approach

Key principles:

All children can achieve in maths.

Deep understanding over quick progression.

Use of small, carefully sequenced steps.



What a Lesson Looks Like

- Fluency warm-up
- Teacher input with modelling
- Guided practice (partner talk, manipulatives)
- Independent task
- Reflection / reasoning questions

Shack 4

Week 6 | Day 4

4:00

White Rose MATHS

Find the sum of 225 and 316 2×5

Subtract 6 from 372

Order the numbers from smallest to greatest.
392 , 329 , 293 , 493

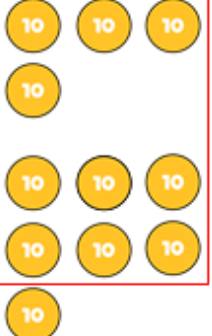
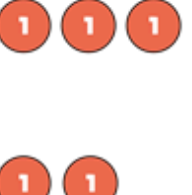
What is the mass of Amir?



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I

$243 + 172 = 41$

Hundreds	Tens	Ones
		
4	11	5

100

We

Dexter scores 371 points in a game.
Rosie scores 263 points.
How much do they score altogether?

Hundreds	Tens	Ones
		
		
6	3	4

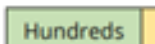
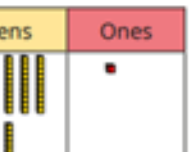
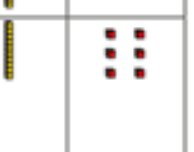
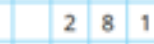
H	T
3	7
+	2
6	3
1	

100

4:00

1 Complete the column additions.

a)

Hundreds	Tens	Ones
		
		

H	T	O
2	8	1
+	4	3

b)

Hundreds	Tens	Ones
		

H	T	O
3	9	2

Rosie scores 277 points on her first turn.

She scores 114 points more on her second turn.

How many points does Rosie score in total?

Example of a Question

Students are encouraged to explain their thinking, not just give an answer.

Example:

“True or False: $3,402 = 3 \text{ thousands} + 4 \text{ tens} + 2 \text{ ones}$ ”

Supporting All Learners

How differentiation works in WRM:

Same concept, different levels of support and challenge.

Use of scaffolds, manipulatives, reasoning extensions.

Encourage high-ability stretch through “Why?” and “What if?” questions.

Assessment and Feedback

Ongoing formative assessment during lessons.

End-of-block assessments from WRM.

Use of self-marking, peer reflection, and teacher feedback.

Version B

White Rose MATHS

Addition and subtraction

Name: _____

1 Complete the part-whole models.



2 Alex has 181 stickers.
She buys 5 more stickers.
How many stickers does Alex have now?

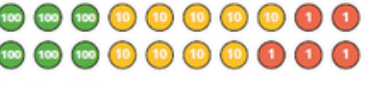
3 Complete the number sentence.

$$346 \div 7 = \square$$

4 Work out the calculations.

$$12 + 65 = \square$$
$$84 - 19 = \square$$
$$147 + 61 = \square$$

5 Tommy makes this number.



He subtracts 300.

What is Tommy's new number?

Handwritten student work on grid paper.

26 - 09 = 25

1. 30 ✓

2. 10 ✓

3. + three hundred eighty +

4. 85 ✓

5. 50 ✓

5/5 I

12542 = 127 ✓

0234 + 9 = 237 ✓

0325 - 3 = 322 ✓

477 488 4

How Parents Can Help at Home

Be practical:

- Ask your child to explain how they solved something.
- Play quick maths games (mental maths, estimation, times tables).
- Avoid saying “I wasn’t good at maths” – promote growth mindset.

Common Misconceptions

Examples of where methods may differ from parents' schooling:

- Vocabulary
- Visual models (bar models, place value charts)
- Importance of reasoning over rote memorisation

we use negative numbers in real-life con

1) 2

I think I have done well because I got most of the questions right.

①

-7 -6 -5 -4 -3 -2 -1 0 1 2 3 4

a) 9°C b) 3°C c) 11°C d) 15
 -11°C
 e) -1°C f) -11°C 21°C

a) 5 more than -3 is 2.
 b) 4 less than 1 is -3.

2/10/25

10. Find missing numbers.

S.C. F.B.

1. $A = b + c$ $A = c + b$ $c = A - b$ $b = A - c$

2. 7296 $3.445.000$

3. $+ 4907$ 4.25
 $\underline{+ 2203}$

Store

$47 + 74 = 46 + 75$

$2.342 - 676 = 2.542 - 876$

I

$47 + 74 = 79 + 42$

1. a) 200 d) 17,743 8. a) Tiny has made the sums equal but the sum bigger.

b) 30 e) 16,643

6) $\begin{array}{r} 0281 \\ 3987 \\ \hline 4268 \end{array}$ ✓

8/10/2025

10. Subtraction with no exchange.

S.C. : I think I have done well cause I worked with my friend.

1) $\begin{array}{r} 3323 \\ \hline 5624 \end{array}$ ✓

2) $\begin{array}{r} 2211 \\ \hline 2304 \end{array}$ ✓

3) $\begin{array}{r} 4612 \\ \hline 3412 \\ 1201 \\ 2211 \\ 4927 \\ 315 \\ \hline 4612 \end{array}$ ✓

f) No because she put the

away and crosses

10.

1. a) 2 ✓ b) 20 ✓ c) 19 ✓ d) 18 ✓ e) 17 ✓ f) 16 ✓

2. b) 15 ✓

3. a) 5 b) 6 c) 9 d) 8 e) 6

4. a) 17 b) 28 c) 16

to a given number.

Independent

1. $\begin{array}{|c|c|c|c|c|} \hline \bullet & \bullet & \bullet & \bullet & \bullet \\ \hline \bullet & \bullet & \bullet & \bullet & \bullet \\ \hline \end{array}$ $9 + 1 = 10$ ✓

2. $\begin{array}{|c|c|c|c|c|} \hline \bullet & \bullet & \bullet & \bullet & \bullet \\ \hline \bullet & \bullet & \bullet & \bullet & \bullet \\ \hline \end{array}$ $10 + 0 = 10$ ✓

3. $\begin{array}{|c|c|c|c|c|} \hline \bullet & \bullet & 0 & 0 & 0 \\ \hline & & & & \\ \hline \end{array}$ $2 + 3 = 5$ ✓

4. $\begin{array}{|c|c|c|c|c|} \hline \bullet & \bullet & \bullet & 0 & 0 \\ \hline & & & 0 & 0 \\ \hline \end{array}$ $3 + 4 = 7$ ✓

5. $\begin{array}{|c|c|c|c|c|} \hline \bullet & \bullet & \bullet & \bullet & \bullet \\ \hline \bullet & 0 & 0 & 0 & \\ \hline \end{array}$ $6 + 3 = 9$ ✓

6. $\begin{array}{|c|c|c|c|c|} \hline \bullet & \bullet & \bullet & \bullet & \bullet \\ \hline \bullet & \bullet & 0 & 0 & \\ \hline \end{array}$ $7 + 2 = 9$ ✓
 $5 + 2 = 7$

7. $\begin{array}{|c|c|c|c|c|} \hline \bullet & \bullet & \bullet & \bullet & \bullet \\ \hline 0 & 0 & & & \\ \hline \end{array}$ $5 + 2 = 7$ ✓

Key Messages

Keep it simple:

- Maths is about understanding not speed.
- We use small steps and reasoning to build confidence.
- Home support = encouragement and curiosity, not just homework.



Questions?



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Thank you for coming