

## News

Earlier this term, four budding Year 6 mathematicians took part in the UK Maths Trust's Junior Mathematical Challenge. Olivia, Riitaj, Abigale and Akshara all did fantastically well and took on some really tricky questions. Look at the sample question below to see how tricky it was! A special well done must also be given to Abigale, who has progressed into the next round of the competition. Best of luck, Abigale! More information about the challenge can be found here: <https://ukmt.org.uk/junior-challenges/junior-mathematical-challenge>

Example UKMT question:

Forty furry ferrets weigh the same as fifty fit ferrets. Forty-five fit ferrets weigh the same as fifty-four friendly ferrets. How many friendly ferrets weigh the same as fifty furry ferrets?

A 40

B 55

C 60

D 75

E 80



A big well done to all the children who have been our TTRS winners for their year group since last month's newsletter. In Year 2: Alice, Cillian, Logan, Sophia and Alife. In Year 3: Christopher, Reuben, Johnny, Anna and Kiaara. In Year 4: Charlie, Dexter, Mabel, Araad and Albert. In Year 5: Saivarun, Stella, Olivier, Swati and Ajita. And finally, Year 6: Roshna, George, Tim, Zac and Charlotte.

We are also excited to announce our final TTRS competition for the year. This time, each house is doing battle against each other. The house with the most points at the end of Term 6 will win an afternoon of games on the field with Mrs Ball. May the best house, win!

## Parents and Carers Corner

Each month we are looking at Jo Boaler's work on maths anxiety in children.

### Encourage a strong sense of number

Number sense is a deep and flexible understanding of numbers and involves the ability to perceive numbers, how they relate to each other and how they can be manipulated. Number sense underpins most other mathematical learning, so it is vital that children develop a strong understanding of numbers in the early years of their education. Research has shown that characteristics for number sense correlates with later mathematical achievement, so all young children can benefit from acquiring a strong sense of number.

Number sense does not only involve the ability to count, compare and perform operations on numbers, but also requires understanding and flexible manipulation of numbers. For example, when working out  $29 + 56$ , if you take one from 56 and make it  $30 + 55$ , it is much easier to work out.

Number sense can be improved by encouraging children to make links, reason, giving children opportunities to explore numbers in different ways and move between representations.

This video: <https://www.youtube.com/watch?v=wxE2Kur4AHc> gives a good explanation of what number sense is

# NUMBER SENSE

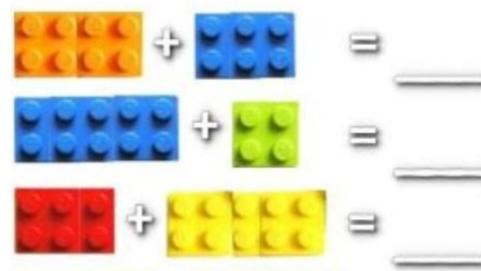
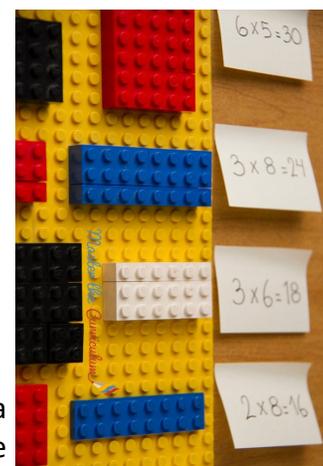
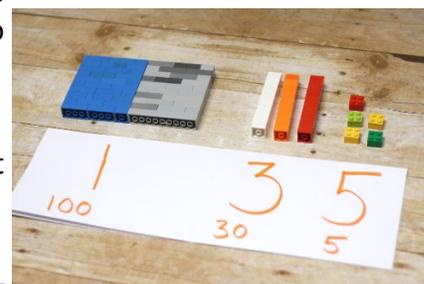
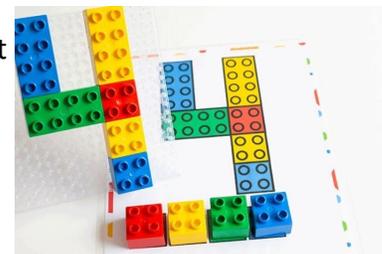
We want to see what maths you get up to at home! Send in pictures of yourself doing maths at home. It could be that you want to do some maths based on the monthly topic (see below), or you might want to come up with your own ideas. Some suggestions might include: making patterns, drawing pictures, using money, cooking and so on. The world is your oyster! Send your photos into [maths@slade.kent.sch.uk](mailto:maths@slade.kent.sch.uk) by Monday 17th June.



**This month's concept is...Lego!**

## Shape

- ⇒ Who can build the biggest Lego tower? Can you compare towers against other people? Can you measure how tall it is?
- ⇒ Can you make different numbers out of Lego bricks?
- ⇒ Competition time! Give each player a set number of Lego bricks. Each player has 5 minutes to create something. Get someone to judge who has made the best creation!
- ⇒ Can you make your own maths equipment to show different numbers? Look at this picture of someone who has made BaseTen!
- ⇒ Can you measure different items around your house in terms of Lego bricks? Can you measure yourself in Lego bricks?
- ⇒ Can you make a 3D shape? What about a representation of a 2D shape?
- ⇒ Can you show different times table facts using Lego?
- ⇒ Play the Lego board game! The playing board is on the next page!
- ⇒ Play this game with a friend! Get some pieces of Lego and put them into a bag so you can't see them. Pick out 2 pieces of Lego and add together the total. The person with the highest total, gets a point!
- ⇒ Challenge yourself with the above game even further by keeping a running score of your totals. First person to 100, wins! Or, challenge yourself even further by multiplying the totals together!



**There's lots of other ways you can use Lego for maths. We'd love to see your own ideas! Get creative and send in your photos!**



Rules: Take turns to throw a die and move around the board.  
The winner is the person that collects the most Lego bricks.

You can end the game by setting a time limit, moving round the board a number of times, or by collecting a certain number of Lego bricks.

Take 5  
Lego bricks.

Take 6  
Lego bricks

Lose 3  
Lego bricks.

Take 1 brick from an Opponent.

 KEEP CALM AND MISS A TURN

Take 4  
Lego bricks.



Lose 1  
Lego brick.

 Start

Take 3  
Lego bricks

Take 1  
Lego brick.

Lose 2  
Lego bricks.

Take 2  
Lego bricks.



Take 5  
Lego bricks.

Lose 3  
Lego bricks.



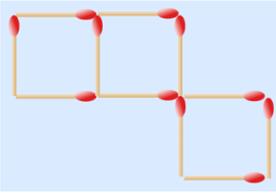
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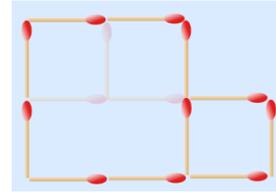
## Puzzle Time

Answers to last month's questions:

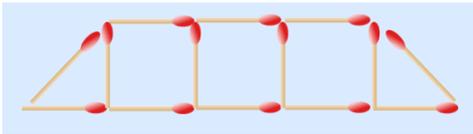
1) In this diagram 11 sticks make 3 squares. Your challenge is to move 3 sticks to show only 2 squares.



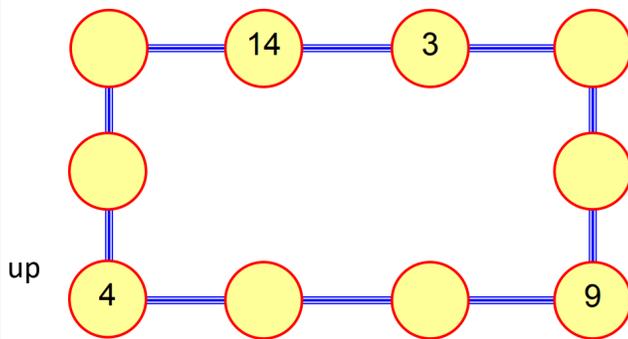
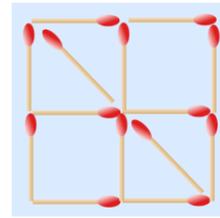
Answer:



2) This diagram shows 3 squares and 2 triangles. Rearrange the sticks to make 5 squares and 6 triangles.



Answer:



**This month's puzzle: Make 20!**

Using any whole numbers as many times as you like, make each line of the rectangle add up to 20.

Can you find more than one way to do this? Can you make your own puzzle like this?

## Maths Websites of the Month

Can you combine the blocks to make the numbers. It's a great way to practice your adding and subtracting and soon gets quite tricky!

How will you get on?

[https://www.mathplayground.com/sum\\_stacks.html](https://www.mathplayground.com/sum_stacks.html)

