

## CONFERENCE WORKSHOPS

### Morning Workshop Choices:



**Session Title: How can 10 also be 1 or 2 or a half? Exploring the development of the concept of unitising across the primary curriculum.**

*Led by - Vicki Giffard*

Unitising is a critical building block in Mathematics - but it is often a concept that does not have sufficient emphasis. In this session, we will explore how we can support children with this shift of perspective so that they are able to construct units by restructuring a quantity into conveniently-sized pieces. Examples will be taken from place value, multiplication and proportionality and, through these, we will begin to analyse how a focus on unitising can help children develop their number sense by deepening their understanding of number and quantity.



**Session Title: Teaching Number and Place Value Through Measurement**

*Led by - Clare Christie*

This workshop will focus on how the teaching of measurement and place value can be integrated. The Ready to Progress guidance published in June 2020 doesn't have an explicit 'measurement' strand, however there are repeated references made to measurement within the place value strand. This workshop will explore the links between measurement and our number system, particularly looking at the NPV strand of the Ready to Progress guidance. It will also provide practical examples from the school I work in of how we have used measurement to teach children about the number system. We will look at examples from school, but with a particular focus on using practical measurement activities to introduce, and support the understanding of, decimal numbers in Year 5.



**Session Title: Supporting Early Career and Recently Qualified Teachers in their maths teaching**

*Led by - Keith Ellis*

This workshop is designed to support maths subject leaders working with ECTs and RQTs in their school. It will draw on the work of a NCETM work group developing subject knowledge for ECTs and give practical ideas for how to support them in their development as a teacher of maths. Time will be spent exploring how the Early Career Framework can be adapted to ensure it is focused on maths-specific pedagogical approaches.

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### Afternoon Workshop Choices:



**Session Title: How to use the Ready to Progress document to secure the understanding of fractions?**

*Led by - Afshah Deen*

Has the lockdown had an impact on teaching of fraction units in your school? This workshop will look at the fraction knowledge pupils may have missed over the past two years due to the lockdown in the Spring Term. Unpick the key essential knowledge our pupils need to know in the topic of fractions using the Ready to Progress statements, and much more!



**Session Title: What's a Rekenrek?**

*Led by - Rebecca Mukiza*

Do you want to build your children's number sense and confidence? Do you want to improve 1-2-1 correspondence and subitising? Of course, your answer will be yes! There is such beauty in the simplicity of this tool which should begin or deepen every child's knowledge of number and it's value, all at your finger tips!

**Session Title: Prioritisation Materials - How can these support learning?**

*Led by - Nicky Moksa*

This workshop will explore the NCETM Prioritisation Materials and how this resource provides coherent sequencing for the primary maths curriculum. It draws together the DfE guidance on curriculum prioritisation, with the high-quality professional development and classroom resources provided by the NCETM Primary Mastery PD materials. This session will look at these materials in more depth and explore the structure of them to support pupils learning. We will look at how these materials link to the Five Big Ideas of Mathematics and the Ready to Progress Criteria and explore how they can be used in your schools.



**Session Title: Problem solving in the early years: developing creative and critical thinkers in practice**

*Led by - Sue Gifford*

Continuing from the Keynote – we will look at developing more detailed progression in problem solving and support for characteristics of effective mathematical learning in a range of early years contexts. How do we help young children to become confident at mathematical problem solving - and why is it important?

What should we look for in young children's strategies and how do we recognise development? Given appropriate contexts and support, all young children can be successful mathematical problem solvers.

They can be creative and critical thinkers, often in surprising ways, demonstrating key Characteristics of Effective Learning.

Developing young mathematical problem solvers who can think creatively and critically is an important current challenge, for teachers of older children too.



**Session Title: Maths and Century Tech - Live Experience.**

*Led by - Jo Stone*

This workshop will explain how the schools in Discovery Schools Trust use Century Tech as a teaching tool, a learning tool, for assessment, to close the learning gaps and to help children to consolidate their learning. There will be the opportunity to hear from representatives at Century Tech, listen to our Discovery Ambassador, hear from the teachers and to watch a live 'teacher led' demonstration.