



ENJOY LEARNING TOGETHER

We work hard so that



Maths can be fun for everyone

We believe that...

Curriculum time and *professional development sessions*
provide an excellent opportunity for teachers and SMT members

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- to **develop** the knowledge and **skills** they need to address students' learning challenges



Curriculum time and *professional development sessions* provide an excellent opportunity for teachers and SMT members

- to plan


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Maths Trail around our School
Zabbar A – Kindergarten


A. The Tiles

As you leave the classroom observe the tiles in the corridor.



1. What shape are they?
2. Count the sides and tape around them to make one square stand out.
3. Put tape around 2 squares next to each other. Would it still be a square? Why?
4. What shape will that make? Try this out using tape. Can you make different shapes of the same type? (different rectangles)

B. The Doors




1. Find room number ____
2. What colour is the door?
3. Let's measure ourselves against the door. Are we taller or shorter?

4. Is the teacher taller or shorter?

5. Can you see any shapes on the door?


6. Divide the children in 3 groups and go round a particular floor / corridor. Ask a group of children to count the orange doors. Ask another group of children to count the blue doors. Ask another group of children to count the green doors. Which was the biggest number? There are more _____ doors.

C. The Windows



1. Count the number of windows in each corridor.
2. Look at one of the windows. What shapes can you see?
3. Can you see any curved lines?

D. Fire Extinguishers



1. Count the number of fire extinguishers.
2. Look at the two fire extinguishers near the Library. Are they the same? Spot the difference.

Curriculum time and *professional development sessions* provide an excellent opportunity for teachers and SMT members

- to suggest and share ideas

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numbers
everywhere.....

We believe that...

Adequate resources should be available
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- Annual allocation of funds to buy resources for the teaching of Maths



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*Teachers
know best*

Adequate resources should be available for successful teaching and learning.

- Annual allocation of funds to buy resources for the teaching of Maths
- Teachers are consulted to choose what resources are needed to enhance their teaching



Teachers know best

We believe in...

Catering for the gifted and high-achievers

Catering for the gifted and high-achievers

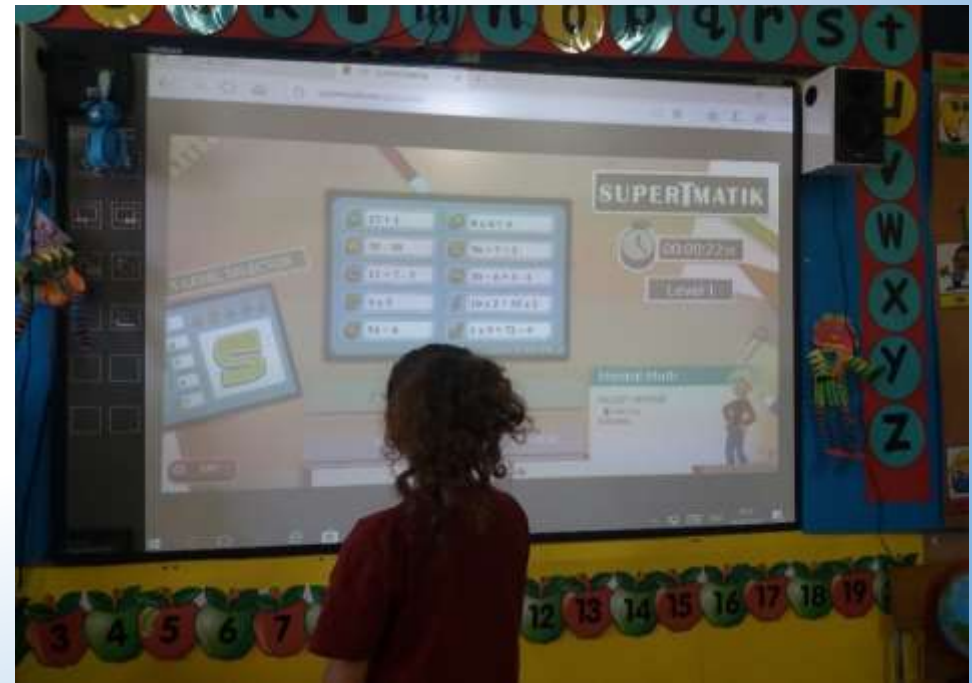
The school is encouraged to develop a whole-school approach in order to cater for the educational needs of gifted learners. This can be achieved by presenting learners with activities and opportunities that challenge and stretch them on a regular basis, in an environment that celebrates excellence.

Post-review action plan

We took part in...

SuperTmatik

International Challenge



We did our very best...

and we excelled

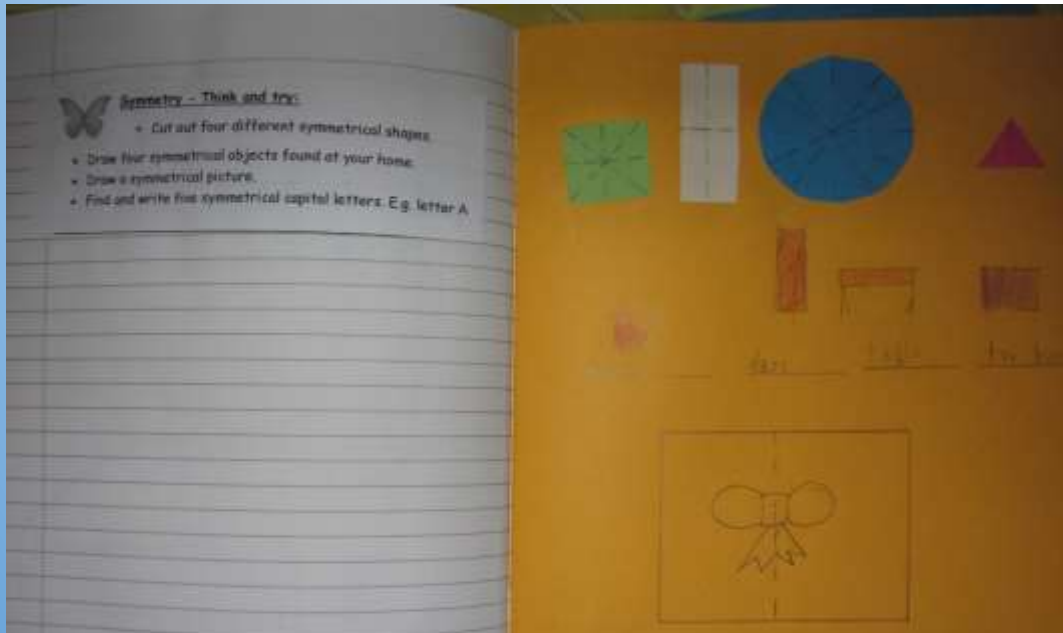
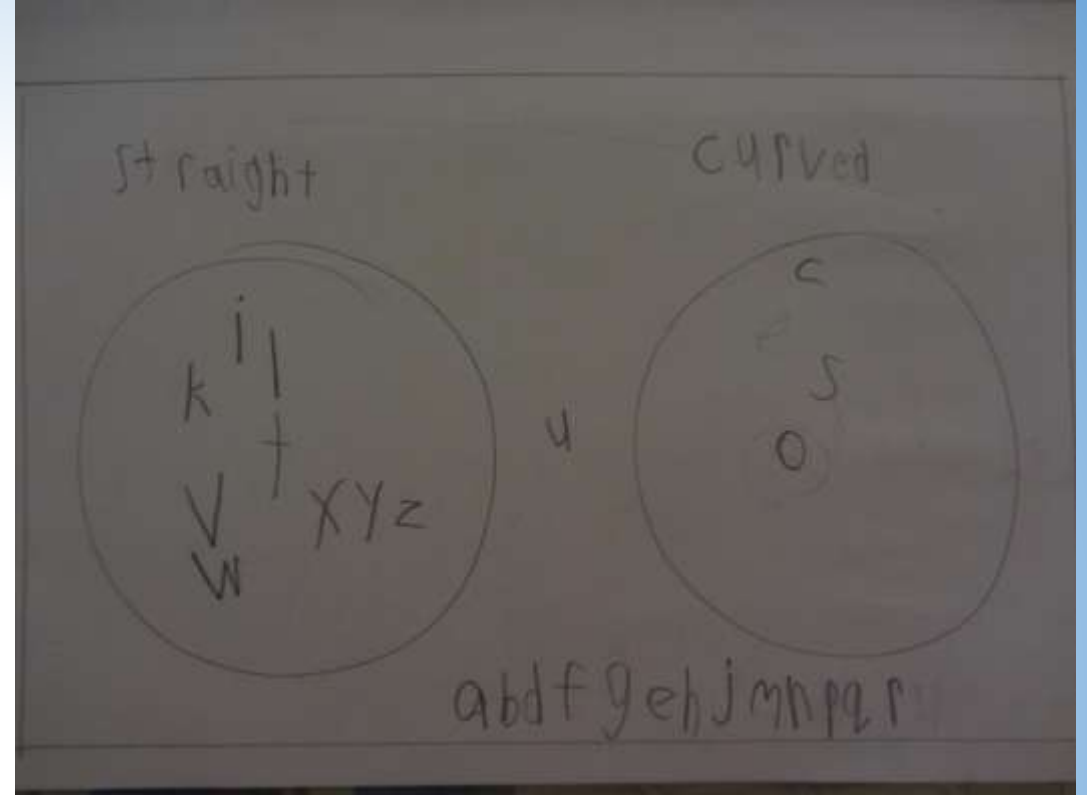
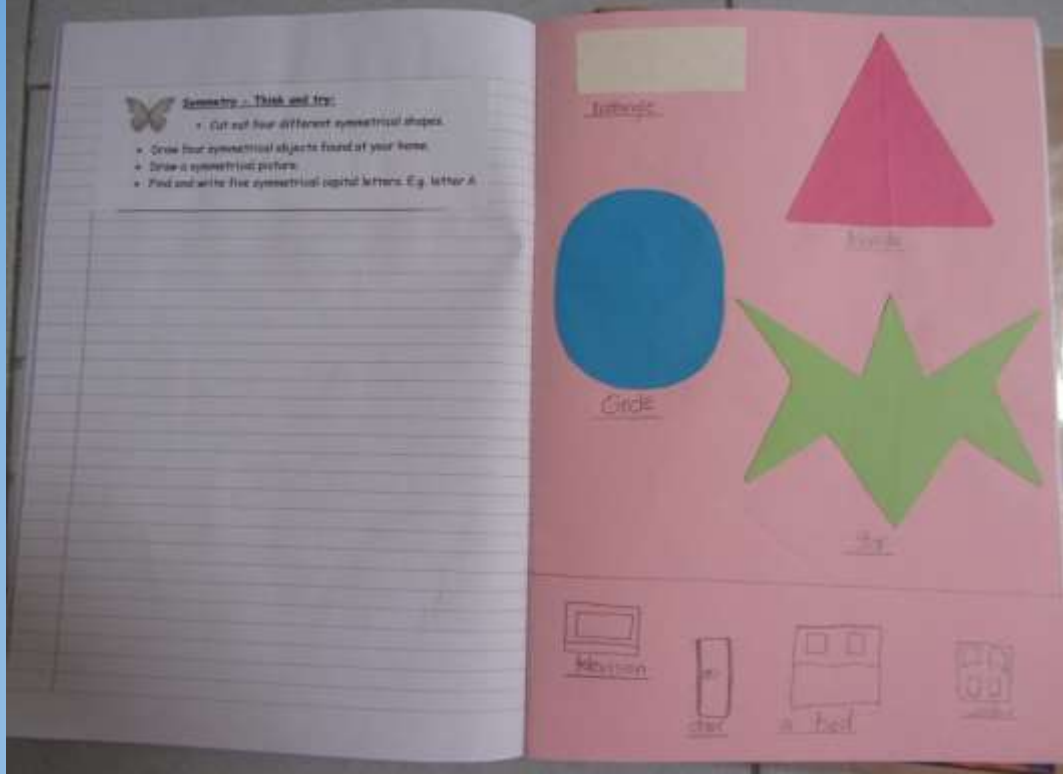
Three Year 2 pupils among world's top 10

TOP 10 **SUPERTMATIK**

Mental Math: CAT. 1
XII Mental Math Competition - 11550 participants

1	AIDAN SAROUDIS King's Oak International School 00:00:48.77	6	KELSEY SPITERI Zabbar Primary A Malta 00:01:07.41
2	JAVIER CASTILLO MIRAVALLS-EL REDIN 00:00:52.31	7	NICOLAI MANGION Zabbar Primary A Malta 00:01:08.59
3	JUAN VERICAT MIRAVALLS-EL REDIN 00:00:55.16	8	S001105CMB1 S001105 00:01:18.38
4	CRISTIANO COELHO EB1 Silves N.º2 00:00:58.62	9	JULINHO SOARES Escola Portuguesa de Díli 00:01:22.00
5	PACHECO REBOLA, SERG Colegio "La Reina" 00:01:06.84	10	LIAM BONNICI Zabbar Primary A Malta 00:01:22.97





Maths Journal

We believe in...

Involving all members of the school community

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Teachers and SMT members are supported in the preparation of teaching aids by:

Involving all members of the school community

Teachers and SMT members are supported in the preparation of teaching aids by:

- ancillary staff
- parents
- educators whose class was assigned a student for teaching practice



We are working on...

Maths tool box for every pupil from K1 to Year 2



- During PD session, educators discussed resources to be included in tool box

Kinder 1 and 2	
Units Dice (6 or 10 sided)	Set of Coins
Number Cards/Playing Cards	Lollipop sticks
Number line	Straws
Ten Frames to 10	Clock
Blank Number fan	Timeline (morning, afternoon, evening, night)
Bottle Caps (different colours)	Set of 2D shapes
Dominoes (bought or printed)	Mirror Card
Playdough	
Year 1	Year 2
Units Dice (6 or 10 sided)	Dice - Units and Tens
Number Cards/Playing Cards	Number Cards/Playing Cards
Number line	Number line
Ten Frames to 10	Hundred Grid with helper
Blank Number fan	Ten Frames to 20
Bottle Caps (different colours)	Blank Number fan
Dominoes (bought or printed)	Bottle Caps (different colours)
Set of Coins	Dominoes (bought or printed)
Lollipop sticks	Set of Coins
Straws	Lollipop sticks
Clock	Place Value Cards
Timeline (by the hour)	Clock
Set of 2D shapes	Timeline (by the hour and half hour)
Mirror Card	Set of 2D shapes
Playdough	Mirror Card
Self-assessment resources e.g. <u>smilies</u>	Playdough
Others:	Self-assessment resources e.g. <u>smilies</u>
	straws

- Educators were given the opportunity to choose preferred templates

Suggested Resources for Toolbox - Year 2

Name of Teacher: _____

Dice - Units and Tens	
Number Cards/Playing Cards	
Number line	
Hundred Grid with helper	
Ten Frames to 20	
Blank Number fan	
Bottle Caps	
Dominoes	
Set of Coins	
Lollipop sticks	
Place Value Cards	
Clock	
Timeline (by the hour and half hour)	
Set of 2D shapes	
Mirror Card	
Playdough	
Self-assessment resources <small>©-8 smiles</small>	
straws	

Suggested Resources for Toolbox - Kinder 1 and 2

Name of KGE: _____

Units Dice (6 or 10 sided)	
Number Cards/Playing Cards	
Number line	
Ten Frames to 10	
Blank Number fan	
Bottle Caps	
Dominoes	
Playdough	
Set of Coins	
Lollipop sticks	
Straws	
Clock	
Timeline <small>(morning, afternoon, evening, night)</small>	
Set of 2D shapes	
Mirror Card	
Set of Coins	

Suggested Resources for Toolbox - Year 1

Name of Teacher: _____

Units Dice (6 or 10 sided)	
Number Cards/Playing Cards	
Number line	
Ten Frames to 10	
Blank Number fan	
Bottle Caps	
Dominoes	
Set of Coins	
Lollipop sticks	
Straws	
Clock	
Timeline (by the hour)	
Set of 2D shapes	
Mirror Card	
Playdough	
Self-assessment resources <small>©-8 smiles</small>	

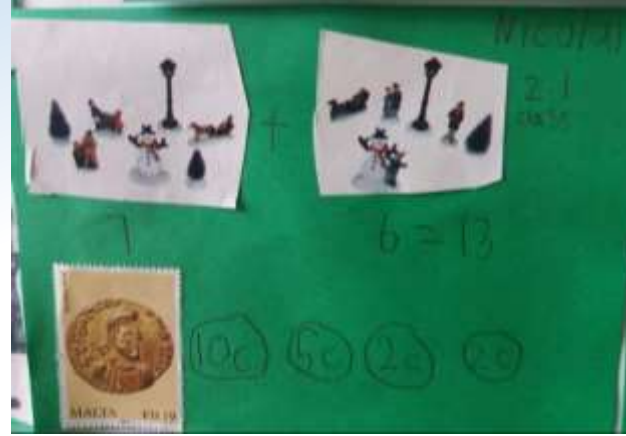
Ancillary staff and parents are:

- photocopying
- cutting
- laminating
- washing and counting bottle caps



We celebrate Maths throughout the year...

ChristMATHS



ChristMATHS

Each child is invited to contribute one idea of how Maths is linked to Christmas.



Finally we put
up our
ChristMATHS
Tree.





Easter egg hunt

K2s

3. Which is smaller 9 or 2?

4. Which is smaller 3 or 8?



Next egg: If we need a bandage or a plaster, this is where we get it from.

Mental Maths Easter egg hunt

Yr 1s & Yr 2s

- Teachers plan mental Maths questions with MST
- Children have fun looking for mental Maths eggs and chocolate eggs

What is one more than 6?	Find the sum of 7 and 3.	Write a number that is between 16 and 20.
Which number comes before 10?	Subtract 2 from 9?	Write the next number: 2, 4, 6, ...
Which is the smallest number 8 or 3?	What is 2 more than 8?	What is 10 more than 7?
What is 5 add 1?	What is 10 count back 4?	What is 8 plus 3?



- Teachers use mental Maths questions for follow-up in class

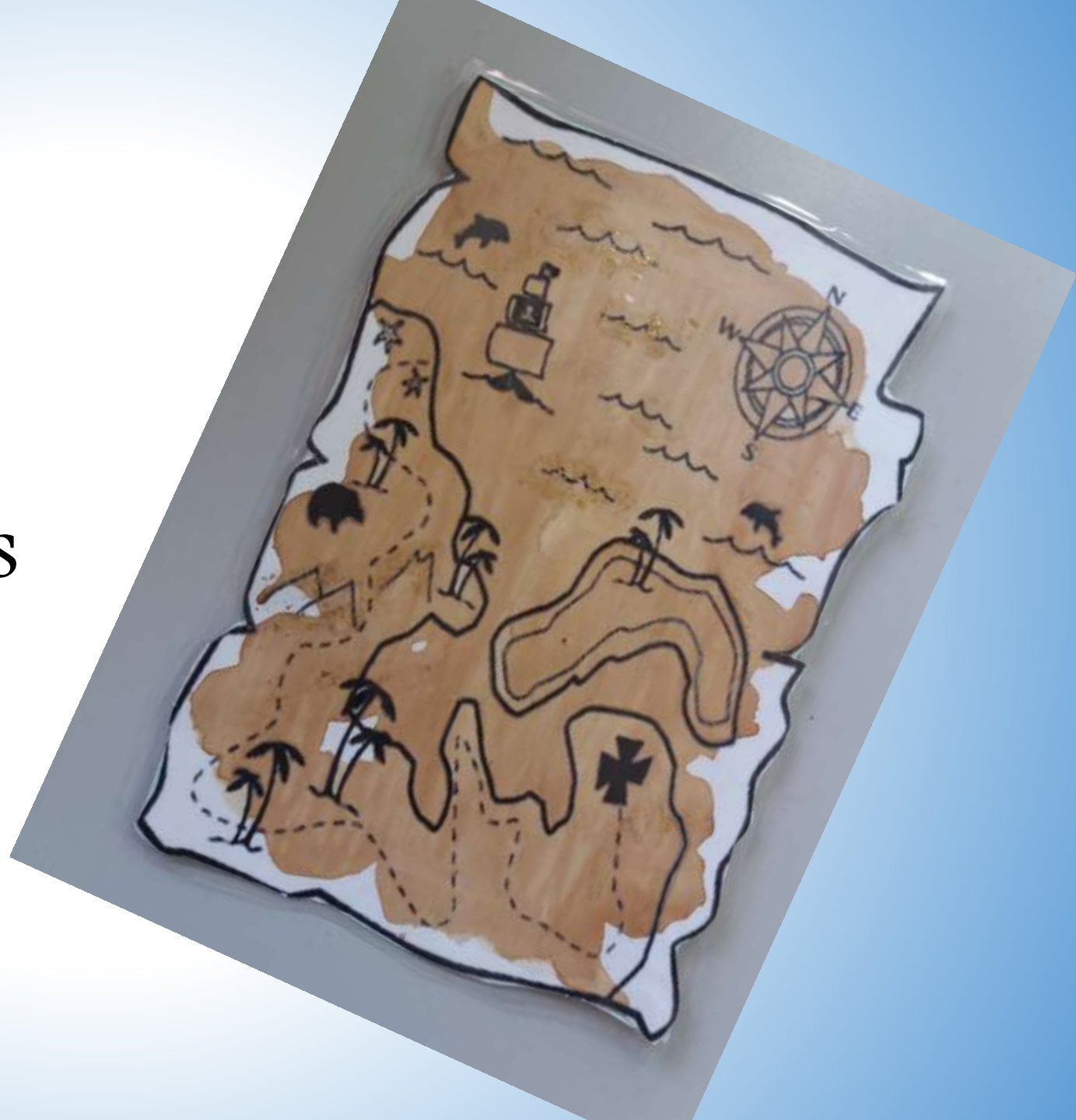




Easter eggs are decorated and displayed around the school.



Treasure Hunt K1s





Treasure Hunt K1s

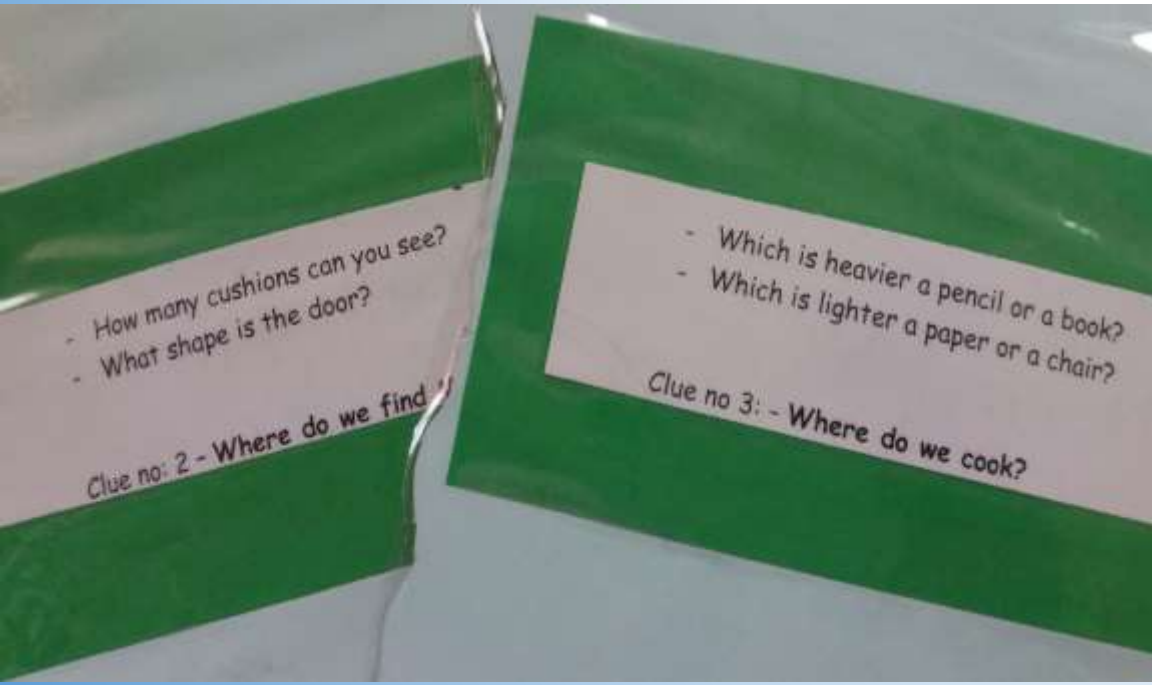


Treasure Hunt K1s



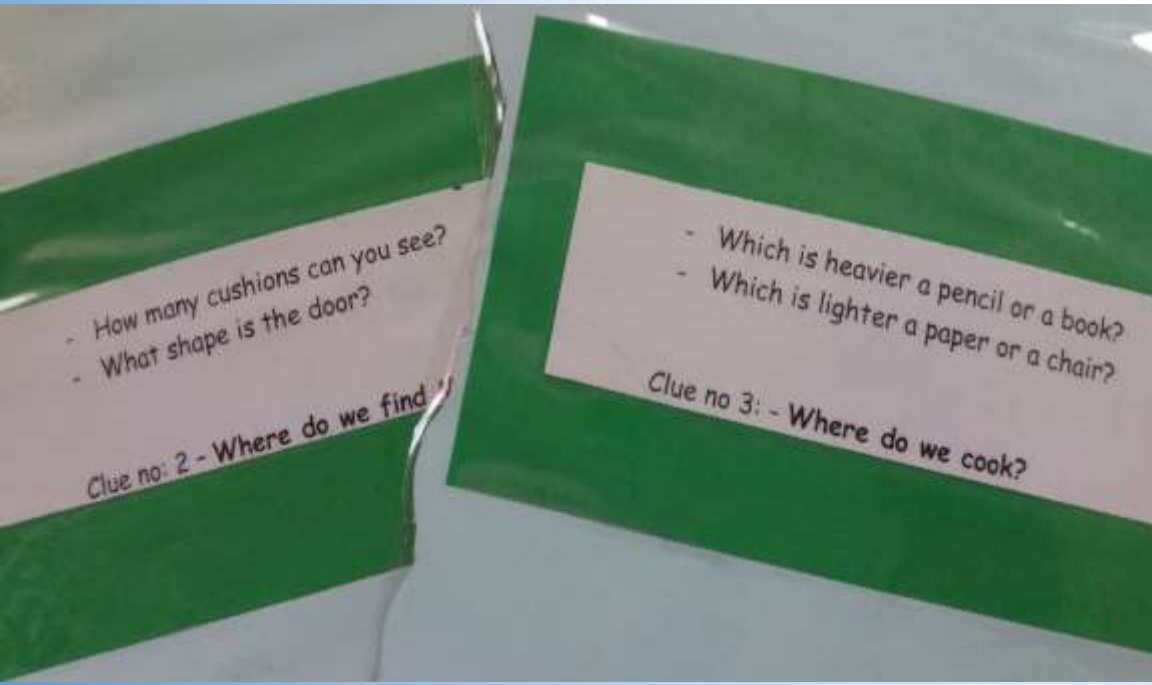


Treasure Hunt K1s

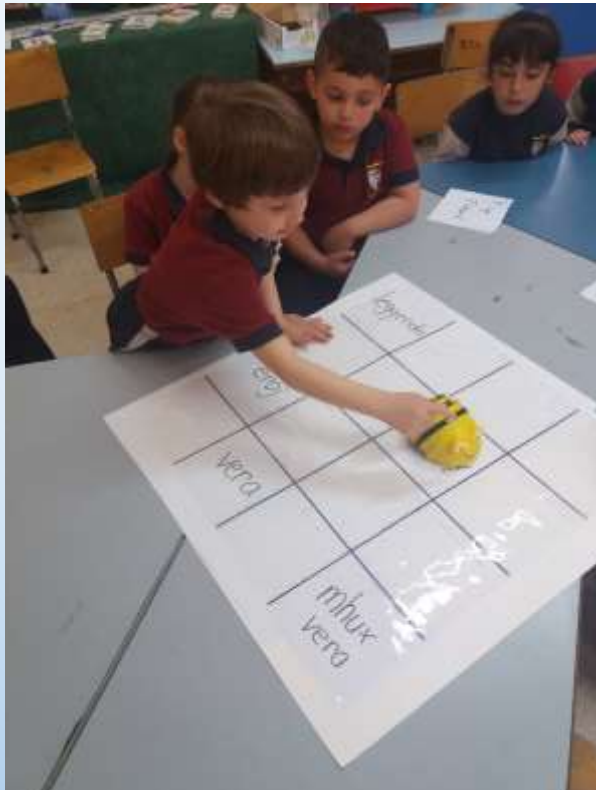




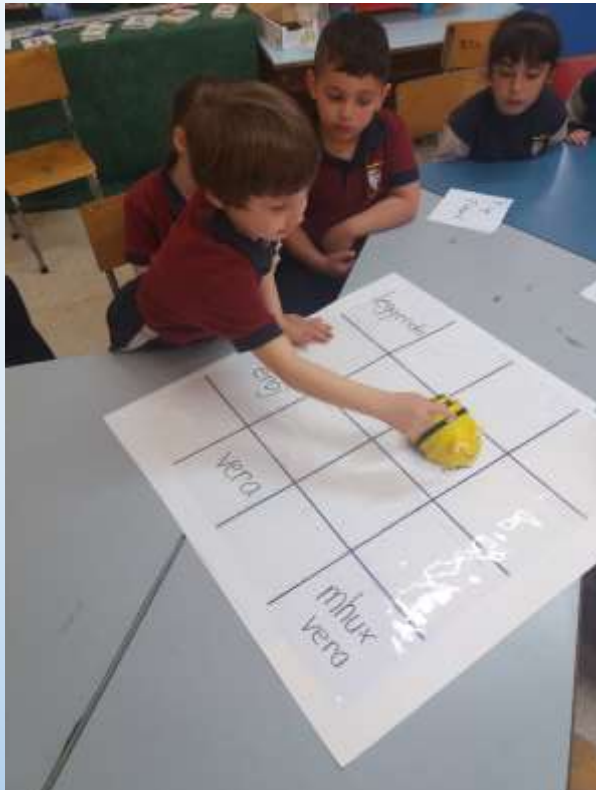
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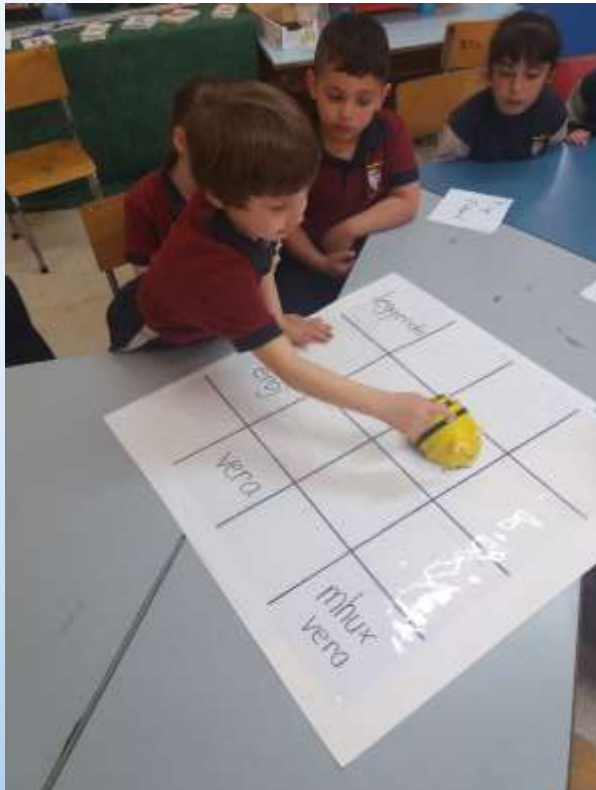
Numeracy
linked to
literacy
during
book week



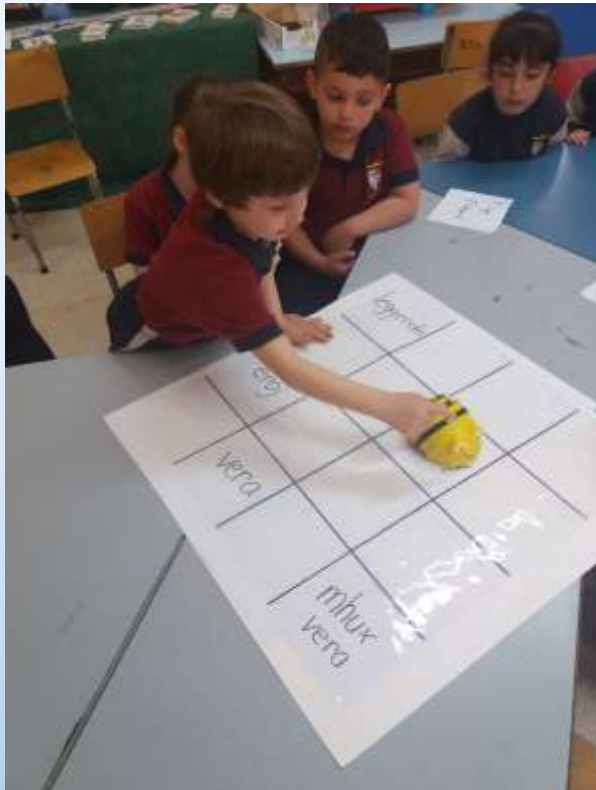
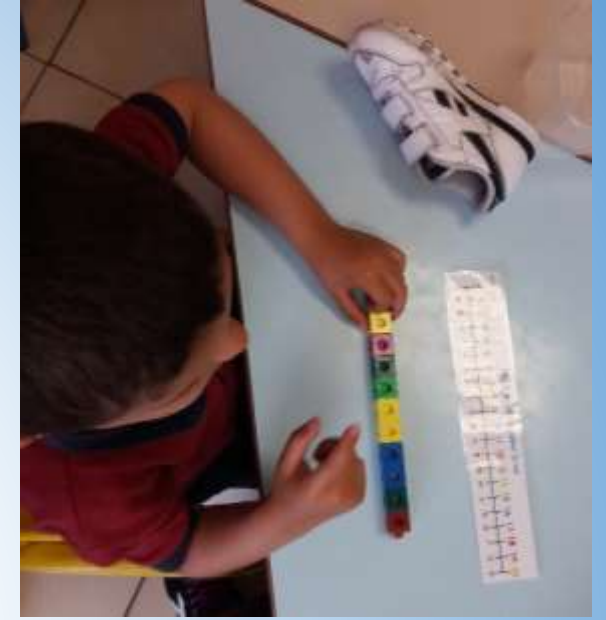
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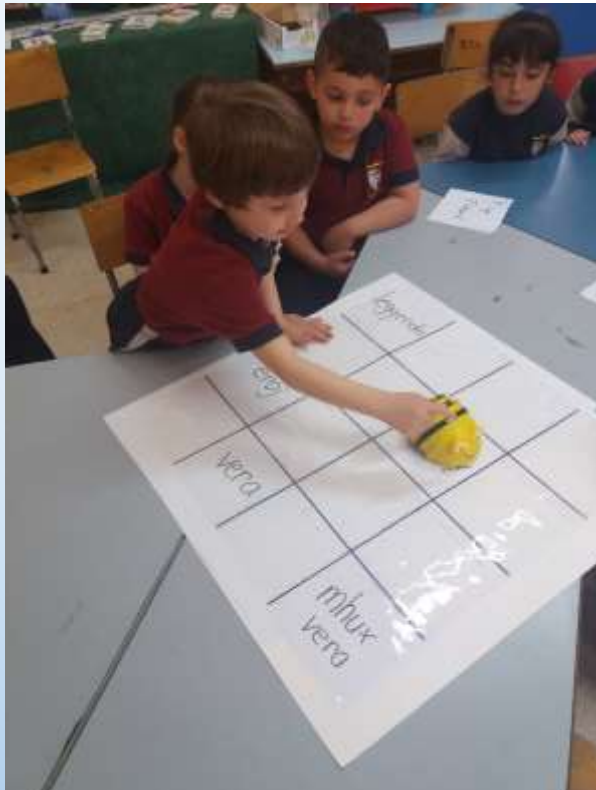
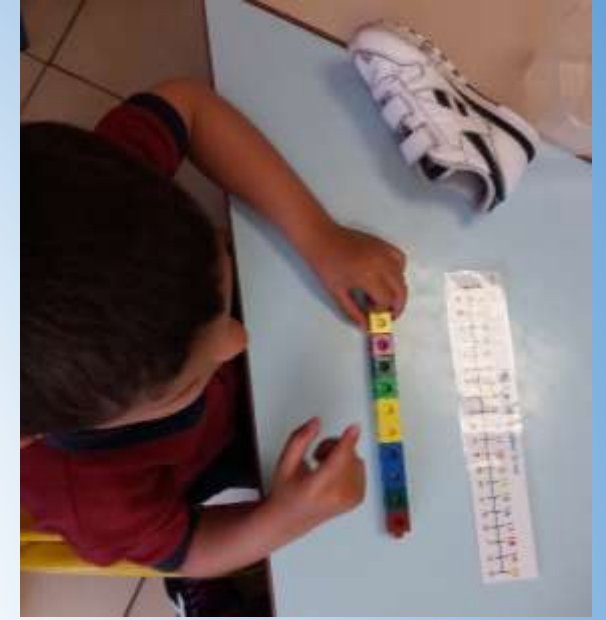
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Numeracy
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literacy
during
book week





Numeracy
integrated
with
physical
education

We experience...

Maths in the real world


Maths Trail – Kinder

Planned and
prepared by
KGEs

Maths Trail around our School
Zabbar A – Kindergarten


A. The Tiles

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Maths Trail – Year 1 & 2

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At school



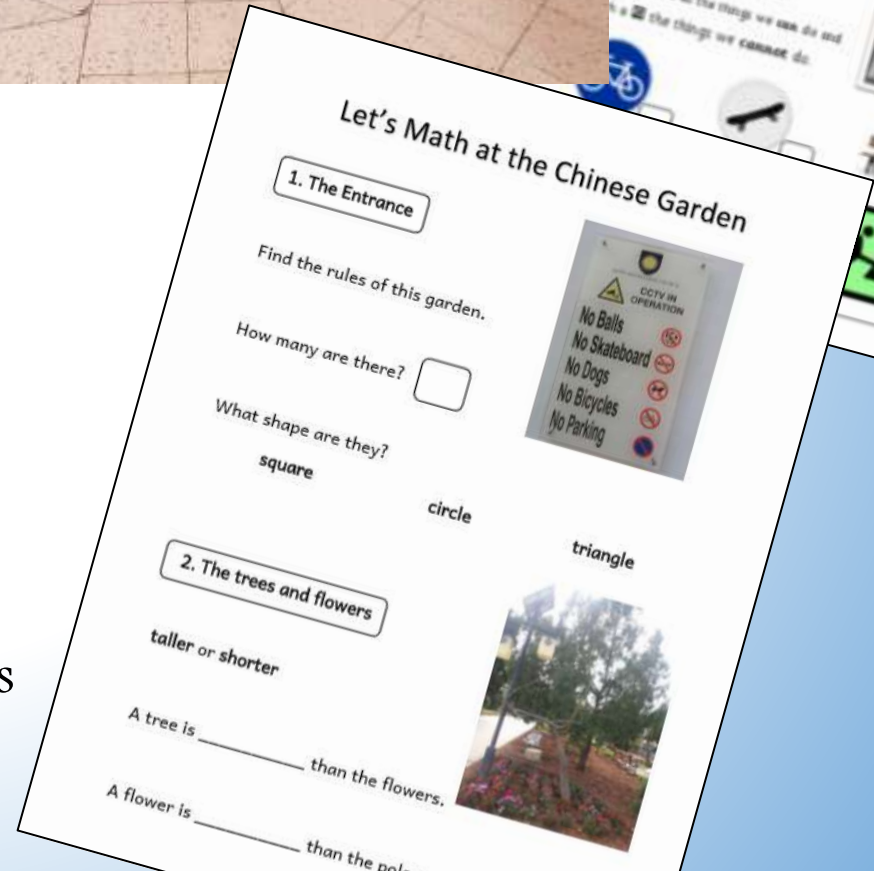
Maths Trail – Year 1 & 2



At school



outdoors

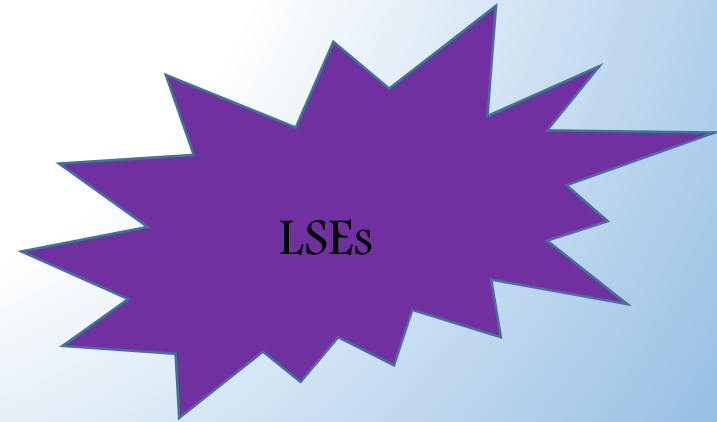
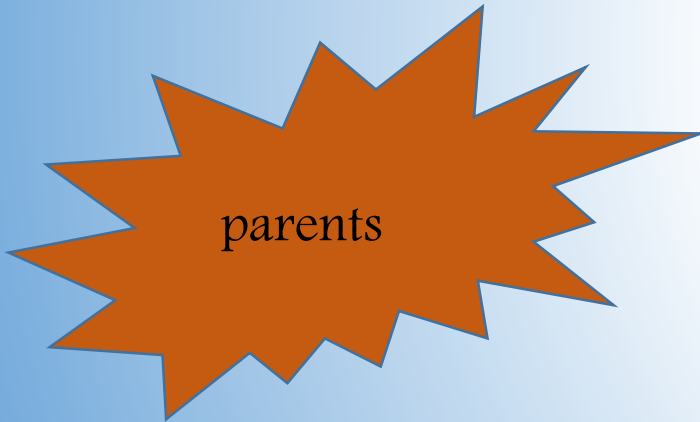


We are doing our best

to work in a team



to work in a team



because when we

Give

Give +

Give + Believe

Give + Believe =

Give + Believe = Achieve



Give + Believe = Achieve



Thank you

<http://smc.zabbara.skola.edu.mt/>