

AMA Parent Workshop



Riverview Junior School
23rd September 2021



Workshop Aims

- To gain an understanding of what AMA is and what it means for your child.
- To understand how the school supports the progress and achievement of AMA learners.
- To understand what ‘Greater Depth’ looks like in lower key stage 2.



What is AMA?

- The DfE definition of ‘More Able’ are pupils who achieve or have the ability to achieve at a level that significantly exceeds age expectations.
- At Riverview Junior School, we use KS1 data to determine whether a child is Academically More Able (AMA) in reading, writing or maths.



What is AMA?

– At Riverview Junior School we use two different terms when referring to our more able pupils:

‘Academically More Able’ applies to pupils who are significantly exceeding age expectations in Reading, Writing or Maths.

‘Gifted and Talented’ applies to pupils who excel at any other area of the curriculum, such as Science, Music or Sport.



How are AMA pupils identified?

- On entry to the Junior School - KS1 result = GDS
- This progress and attainment will be expected to continue to reach 'working at greater depth' at the end of key stage 2.
- G&T - day-to-day classroom provision. Range of assessment tools: teacher observations and assessments, end of term assessments, discussions with pupils, discussions with other staff within the school, information received from previous class/ school and information from parents and careers.



What does this mean for my child?

- By being identified as ‘more able’, it means parents, teachers and pupils themselves have an absolute focus on providing sufficient challenge and provision to ensure that pupils are able to work to the very best of their ability.
- Tasks and activities will be tailored to extend and enrich pupils’ learning, as well as developing an enquiring mind and problem solving.
- Further enrichment opportunities and extra curricular activities will be available.



How are AMA pupils' needs met?

- Riverview Junior School offers an enriched and differentiated curriculum for all pupils.
- We use the term 'provision' to describe the differences that are made to meet learners needs.
- It is how the curriculum is tailored to them, not receiving something 'more'.

How are AMA pupils' needs met?

- Use of enquiry based/mastery problem solving activities that are open-ended to allow the application of skills to a wider context.
- Rich questioning
- Higher order and abstract thinking opportunities
- Development of advance language skills, to include accuracy, precision and fluency.
- Independent work and self-study
- Development of metacognition
- Transfer of knowledge across subjects
- Provision of leadership opportunities
- Curriculum enrichment





What can parents expect from our school?

- All parents should expect to know how their child is progressing. As a school we do this formally three times a year, but we are always happy to speak to parents outside of these times if necessary to share progress data and discuss any further support needed for pupils.
- Class teachers will share with you what is being done in class to challenge and enrich your child's learning. Sometimes extra interventions or learning opportunities are put in place—these are nothing to worry about. We simply want to ensure that your child has opportunities to be stretched and challenged and that they are making sufficient progress.



What can I do support my child?

- Any questions or queries about your child should always be directed in the first instance to your child's class teacher, and Mrs Ward (AHT) has whole school responsibility for our AMA pupils.
- Parents are not expected to be experts in all subjects in order to support their children. Gentle encouragement, interested questioning and showing curiosity to the world around us all support the growth of more able children. Talking with and listening to your child are among the most important factors in the development of language.



The AMA child in English

These are some characteristics we would use to identify a gifted child in English:

- They have fluency and breadth of reading
- Are able to read with more meaning, drawing on inference and deduction, can 'read between the lines'. They have a wide genre understanding.
- Show attention to spelling and meanings of words
- Approach writing tasks thoughtfully and with careful preparation
- Show pleasure and involvement in experimenting with language
- Are able to transfer reading and writing skills across the curriculum



What do we do for these children in English lessons?

- Children are able to extend their own writing by editing and improving independently
- Children write with more detail and accuracy, paying attention to grammar, spelling and punctuation
- AMA children are able to act as peer mentors offering advice and support. This deepens their understanding
- Reading sessions are focused on deepening their understanding and the development of new unfamiliar vocabulary



Tips for developing language:

- Read with your children, and to them, as often as possible, even if they are already good readers.
- Able children enjoy learning new words – so have a new word of the day or week at home.
- Puzzles, crosswords, logic games, word games, card games and board games all help to develop thinking skills and social interaction.
- Or try learning a whole new language together.



Tips for developing reading:

- As well as reading regularly, consider if the quality of the books you are reading is best for your child.
- Model great reading with your child
- Ask your child questions about what they have read (it's better to read less and spend more time talking about their understanding)
- Get them to think of different vocabulary choices to improve their book and find opposite meanings for words using a thesaurus
- Ask children to think of different vocabulary choices to improve their book.

A decorative graphic of a feather, rendered in a light beige color, is positioned on the left side of the slide. It has a central rachis with numerous barbs extending outwards, creating a fan-like shape.

Tips for developing reading:

- Can they make comparisons between different texts?
- Talk to your child about how characters may be feeling or thinking through what they have read using inference skills
- Share books together and talk about different genres/authors

A decorative graphic of a feather, rendered in a light beige color, is positioned on the left side of the slide. It has a central rachis with numerous barbs extending outwards, creating a fan-like shape. The feather is oriented vertically, pointing downwards.

Tips for developing writing:

- Show great examples of writing through quality reading texts.
- Analyse great writing together. What features have been included in the writing?
- Discuss what will they try to include in their next piece of writing
- ‘Up level’ vocabulary by using a thesaurus
- Edit and improve work together- No writer is perfect first time.



The AMA child in Maths:

These are some characteristics we would use to identify a gifted child in Maths:

- Using maths ‘mastery’ approach
- Deepening understanding rather than extending or completing more of the same
- Thinking beyond the simple calculation



What do we do for these children in Maths lessons?

- Children are able to extend their mathematical thinking with a variety of problem solving and reasoning
- AMA children work collaboratively to solve bigger, real-world problems independently
- AMA children are able to act as peer mentors offering advice and support. This deepens their understanding
- Maths sessions are focused on deepening their understanding and the development of maths mastery.



Tips for developing mathematical reasoning & mastery:

- Mastery is not about doing repetitive questions. In fact, the beauty of mathematics itself, with or without mastery, is that it is infinitely stretchable. Questions can be solved in more than one way. Questions can be asked in more than one way.

For example, let's imagine a group of children are learning the 8 times table. Some will be quicker than others. Some may already recall the tables. Just because they can recall them, however, doesn't mean that they understand why.



Tips for developing mathematical reasoning & mastery:

- “Why is 8×3 the same as 3×8 ?” “What does 8×6 look like?” “Is $8 \times 6 > 6 \times 9$?” These are just some of the ways the question can be asked or extended.

Each of these questions will make learners think beyond the simple calculation.

- A calculator can calculate; a brain can reason, question, explore... Brains were built for exactly that!



Tips for developing mathematical reasoning & mastery:

- The choice of tasks and questions used in the classroom are carefully considered and selected. The questions are set so everyone in the classroom can readily attempt them, falling within the overall knowledge bracket, but they are also suitable for simple extension to challenge and deepen understanding.

Continuing the tables theme, a question like “Find different ways to calculate 12×4 ” can be very rich in answers

Tips for developing mathematical reasoning & mastery:

- Use concrete pictorial and abstract (“CPA”) representation.
- More able learners can benefit as much as their peers from the use of CPA representation to visualise and represent mathematics in different ways.





Tips for developing mathematical reasoning & mastery:

- Providing concrete material for everyone will facilitate more able learners' need to meet problems which are presented in different ways, in different contexts and with use of more varied vocabulary.
- Using the table question, more able learners may use counters or marbles to explain to a partner what 6×8 looks like.
- Being able to articulate the mathematical thinking is a very important skill that we need our future mathematicians, engineers, teachers and doctors to have.



Tips for developing mathematical reasoning & mastery:

- You could ask your child to write a question based on a picture or diagram, or write a question that has a mistake in it for you to find.
- Allow children time to explore, think and reflect on problems.



Gifted in Science

These are some characteristics we would use to identify a gifted child in Science:

- ❖ High level of curiosity in the world around them
- ❖ Often takes on a leadership role during group work.
- ❖ Understand scientific vocabulary and uses it effectively
- ❖ Makes predictions using evidence and real life experiences
- ❖ Draws conclusions
- ❖ Understands why data may be invalid or unreliable
- ❖ Can apply mathematical skill to interpret data and find patterns



What do we do for these children in Science lessons?

- Children design own investigations based on their own questions
- Expectation to justify predictions and conclusions in detail
- Give opportunities for children to modify investigations and approaches
- Children write more detailed explanations
- Children expected to make connections across the curriculum
- Mentoring and peer support

What can you do at home?



- www.stem.org.uk This website provides lots of resources and ideas for investigations you can try at home!

The logo for Potential Plus UK features the text 'Potential' in purple, 'Plus' in orange, and 'UK' in purple. To the right of this text is a vertical line, followed by the text 'Discover. Nurture. Succeed.' in purple.

Potential
Plus UK | Discover.
Nurture.
Succeed.

www.potentialplusuk.org is an independent charity that supports children, who are gifted and talented, and their families.

The logo for NewScientist features the text 'NewScientist' in a bold, black, sans-serif font.

NewScientist

www.newscientist.com is a weekly science and technology magazine. Constantly updated with new online articles.



The Creative Curriculum

Some characteristics we would expect to see in AMA or G & T children across wider subjects include:

- ❖ Being enthusiastic observers of the world around them
- ❖ Making imaginative links between topics studied and other aspects of the curriculum
- ❖ Being able to appreciate different viewpoints and attitudes, and debate the significance of historical or topical events
- ❖ Being able to draw on existing knowledge and comparisons with the work of others in order to improve their own technique
- ❖ Being intrigued by the relationship between human activity and the wider world
- ❖ Understanding why some historical sources may be unreliable



How does our Creative Curriculum cater for these children?

- Children are encouraged to make links between different aspects of a topic and look for the wider implications
- Children are expected to write in detail about what they have learnt, drawing upon techniques learnt in the core subjects
- We provide opportunities for independent research and encourage children to choose their own method of expressing what they have found out (e.g. radio advert / role play / travel guide / a series of journal entries as a Victorian touring the British Empire / delivering a sports report from the Ancient Greek Olympics etc.)
- Children are encouraged to debate questions such as “Who was the greatest pharaoh?” citing evidence from their research or prior learning
- Children are expected to make connections across the curriculum



Tips for extending knowledge of the world and encouraging discussion:

- Talk through your day and your child's day, and encourage active family discussions.
- Discuss the news and introduce an interesting fact or topic of the week.
- Give children a broad range of experiences, e.g. visiting exhibitions, listening to music, eating different food.



Tips for developing a range of skills and a balanced perspective.:

- Do not always focus on your child's obvious skills – encourage them to sample new activities.
- Encourage physical activity to develop coordination and general fitness.
- Praise and value effort and persistence, not just achievement.
- Sometimes the most effective support a parent can provide may be to limit the number of engagements and formal activities their child is exposed to, in order to ensure s/he has the space and free time in which to play, experiment and develop hobbies and interests of his/her own.

Resources and ideas

- The following are some example tasks to build vocabulary skills:



Connections

Aims:

Work as a team. Listen to others. Explain your ideas.

Improve your vocabulary.

These word cards can be sorted into 4 groups of 4 cards. Each group is linked by a theme, a meaning or something similar about the words. Look out for tricks! What are the groups? How are they linked?

yell

roar

bellow

howl

ocelot

leopard

cheetah

jaguar

under

below

beneath

lower down

teeth

tongue

saliva

gums

Odd one out

Aims:

Work as a team. Listen to others.

Explain your ideas.

Improve your vocabulary.

One of these words is the odd one out. Which one? Why that one? Is there more than one answer?

pie

mine

line

pictogram

bar

Orders

Aims:
Work as a team. Listen to others. Explain your ideas.
Improve your vocabulary.
Use a dictionary.

These word cards can be put into order, from the slowest to the fastest. If you are not sure of the meaning of a word, look it up. There may be more than one way to order these words.

saunter

hurry

dash

rocket

crawl

amble

stroll

scurry

Pairs

Aims:
Work as a team. Listen to others. Explain your ideas.
Improve your vocabulary. Use a dictionary.

Pair these words and their meanings. If you are not sure of the meaning of a word, look it up.

saunter

walk in an unhurried way

amble

walk slowly

stumble

walk and trip

ramble

wander

scurry

hurry

soar

glide

beetle

rush along

halt

stop

bustle

move in a hurried way



Vocabulary Building Exercise

Using a wider range of vocabulary makes your writing more descriptive, interesting and entertaining.

Try it!

- Think of six alternatives for each of the following 'basic' words.
- Put three from each group into sentences.

<u>Verbs</u>						
Group 1 - 'said'						
Group 2 - 'got or 'get'						
Group 3 - 'went'						

<u>Adjectives</u>						
Group 1 - 'nice'						
Group 2 - 'small'						
Group 3 - 'big'						

Resources and ideas

- The following are some example tasks to build reading skills:



Reading Assessment Focus

with reading comprehension tasks linked to Bloom's Taxonomy

Instructions:

After reading set reading passage/chapter(s), open Reading Response Journal and write title and date.

Title example:

The BFG Chapter 2

Next, choose one question from the first set of tasks

After you have selected your question, write the question number in your book.

example:

AF2.b

Now complete the task! Make sure to answer in complete sentences (put part of the question into the answer!)

Answer one question from each AF card. Presentation counts so please take your time 😊

AF2 - Seek, Find & UNDERSTAND

Remember:

AF2.a) Who are the key/main characters in this book? Name them and give a brief overview of each. (Are they a dad, a scientist, sister, etc.? Tell a bit about their personality)

Understand:

AF2.b) What is your opinion of the main character? What actions or events support this opinion?

Apply:

AF2.c) How would you realistically solve the conflict if this was happening in your life?

Analyse:

AF2.d) Select the saddest or funniest (in your opinion) part of the text. What makes it sad or funny?

Evaluate:

AF2.e) Can you think of a better setting for this story? What specifically about that setting might've added to the story?

Create:

AF2.f) Create a best friend for the main character. What characteristics would this friend have? Why would they be a good friend for the main character? What would they do together?

AF3 - INFER (read between the lines) & INTERPRET

Remember:

AF3.a) What part of the story have you just read? Don't forget to write the name of your book and chapter. What do you think might happen next? Why do you think that?

Understand:

AF3.b) Choose words from the list below (or think of your own) which you think best describe a main character.

greedy determined thoughtful clever
malicious jealous generous brave

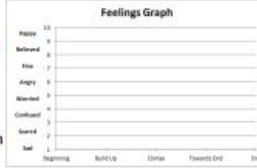
Explain fully why you have chosen these words referring to the text.

Apply:

AF3.c) What questions would you ask if you were given an interview with the main character?

Analyse:

AF3.d) Can you identify how the main character feels throughout the story through this graph? Explain why the feelings change.



Evaluate:

AF3.e) List the hobbies/sports/interests the main character might enjoy, based on the information from the text.

Create:

AF3.f) Imagine you are a character in the text. You are writing in a diary. What would you write at this point? Consider: who you are, where you are, what has happened, what you think might happen and how you're feeling.

AF4 - Structure & Organisation of text

Remember:

AF4.a) Identify some of the main events so far in the story. Write about it or draw pictures.

Understand:

AF4.b) Based on the structure of this text, is your text a non-fiction book or fiction book? Give examples from the structure and organisation (paragraphs, headings, table of contents, characters, technical words).

Apply:

AF4.c) How did the author start out this chapter? Was it dialogue, action, description etc? What affect does this have? How do you usually start off your stories? What new way could you use to hook your reader?

Analyse:

AF4.d) Examine the chapter you just read for sentence length. Why are some sentences shorter than others? What affect does it have for the reader?

Evaluate:

AF4.e) Is your story written in the first or third person? Justify your answer with evidence from the text. Does it remain the same throughout? If not, why?

Create:

AF4.f) Design a poster to persuade a fellow reader to select your book! Think about the structure of your poster (slogan, change font of writing, use feel good language)

AF5 - LANGUAGE

Remember:

AF5.a) Can you list any amazing adjectives (describes a noun) used in your text? Additionally, can you spot any astounding adverbs?

Understand:

AF5.b) Discuss strategies for figuring out unknown words. What do you do if you come across words you don't know?

Apply:

AF5.c) List interesting vocabulary words from your text. Generate synonyms for these words. You might need a thesaurus. Will you use these words in your future writing?

Analyse:

AF5.d) Explain how the author makes you want to continue reading his/her story. How can you learn from these writing strategies?

Evaluate:

AF5.e) Judge the author's use of VCOP in the text you just read. What would you rate it from 1 to 10? Give reasons for your rating.

Create:

AF5.f) Construct figurative language examples to describe characters or setting from your text. Do not copy figurative language phrases (similes, personification, metaphors, idioms, etc), but instead create your own.

Reading Assessment Focus

with reading comprehension tasks linked to Bloom's Taxonomy

Instructions:

After reading set reading passage/chapter(s), open Reading Response Journal and write title and date.

Title example:

The BF6 Chapter 2

Next, choose one question from the first set of tasks

After you have selected your question, write the question number in your book.

example:

AF2.b

Now complete the task! Make sure to answer in complete sentences (put part of the question into the answer!)

Answer one question from each AF card. Presentation counts so please take your time 😊

AF6 - THE WRITER

Remember:

AF6.a) Identify the main purpose for the text (to entertain, to inform, describe, persuade, etc) and give reasons why you think that.

Understand:

AF6.b) Compare this text to another book you've read recently. What does this author do well? What did you like about the other author's writing?

Apply:

AF6.c) What does this text make you think about? Is it similar to any other books you've read? In what way?

Analyse:

AF6.d) Do you like this author's style? Why or why not? Would you read more books by this author?

Evaluate:

AF6.e) Has the author tried to tell us anything through this book? Is there a theme (a message)?

Create:

AF6.f) Write a letter to a friend telling them a bit about the book. Tell them why you think they should or shouldn't read it.

AF7 - The text & the world

Remember:

AF7.a) Identify the genre for this text (traditional tale, biography, historical fiction, realistic fiction, etc). It might be a mix between two. How do you know it's this genre?

Understand:

AF7.b) Does this story relate to history at all? In what way?

Apply:

AF7.c) How would you feel if you were treated in the same way the character was?

Analyse:

AF7.d) Explain why this story is set in the past/modern times.

Evaluate:

AF7.e) Do you know another story, which deals with the same issues eg social, cultural, moral issues?

Create:

AF7.f) Draw a picture of the setting used in the book. Where is this place? When is the story set?

Reading Assessment Focus

with reading comprehension tasks linked to Bloom's Taxonomy

Instructions:

After reading set reading passage/chapter(s), open Reading Response Journal and write title and date.

Title example:

The BF6 Chapter 2

Next, choose one question from the first set of tasks

After you have selected your question, write the question number in your book.

example:

AF2.b

Now complete the task! Make sure to answer in complete sentences (put part of the question into the answer!)

Answer one question from each AF card. Presentation counts so please take your time 😊

AF6 - THE WRITER

Remember:

AF6.a) Identify the main purpose for the text (to entertain, to inform, describe, persuade, etc) and give reasons why you think that.

Understand:

AF6.b) Compare this text to another book you've read recently. What does this author do well? What did you like about the other author's writing?

Apply:

AF6.c) What does this text make you think about? Is it similar to any other books you've read? In what way?

Analyse:

AF6.d) Do you like this author's style? Why or why not? Would you read more books by this author?

Evaluate:

AF6.e) Has the author tried to tell us anything through this book? Is there a theme (a message)?

Create:

AF6.f) Write a letter to a friend telling them a bit about the book. Tell them why you think they should or shouldn't read it.

AF7 - The text & the world

Remember:

AF7.a) Identify the genre for this text (traditional tale, biography, historical fiction, realistic fiction, etc). It might be a mix between two. How do you know it's this genre?

Understand:

AF7.b) Does this story relate to history at all? In what way?

Apply:

AF7.c) How would you feel if you were treated in the same way the character was?

Analyse:

AF7.d) Explain why this story is set in the past/modern times.

Evaluate:

AF7.e) Do you know another story, which deals with the same issues eg social, cultural, moral issues?

Create:

AF7.f) Draw a picture of the setting used in the book. Where is this place? When is the story set?



Resources and ideas

- The following are some example tasks to build writing skills:

Writing Mat Expected Year 3

Punctuation Power!	
A	Capital letters for the start of sentences, names and places.
.	A full stop at the end of a sentence.
!	Exclamation marks for exclamations or surprise.
?	Question marks for questions.
'	Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't.
,	Commas to separate items on a list.
""	Inverted commas to show direct speech.

Can you squeeze in some co-ordinating conjunctions?	
F	for
A	and
N	nor
B	but
O	or
Y	yet
S	so

Know your Prefixes
un- means not
pre- means before
mis- means wrong
super- means above
re- means again
sub- means under
inter- means between
anti- means against
auto- means self
im/ir/in/il- mean not

Fantastic Ways to Show Time, Place and Cause in Your Sentences		
Subordinating Conjunctions		
when	before	because
after	while	
Prepositions		
in	during	because of
over	near	until
above	behind	
Adverbs		
next	soon	then
therefore		

Which is Witch? Don't Muddle Your Homophones
there/their/they're
our/are
two/too/to
your/you're
here/hear

Super Spellings... I need to know most of these:					
accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Don't forget to organise your writing into **paragraphs**. Each one needs a few sentences linked to the same theme.

Writing Mat

Working towards Year 4

Top Tip: Use pronouns like **he, she, them** or **they** instead of repeating a name or names.

You need to be organising your writing into **paragraphs** as much as possible. Just make sure each one is about the same theme.

Super Spellings... I need to know **many** of these:

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Which is Witch?

Don't Muddle Your Homophones

there/their/they're	your/you're
our/are	accept/except
two/too/to	whether/weather

Does it All Agree?

Check through your work for:

was/were	is/are
Is your writing in the correct tense?	

Fantastic Ways to Show Time, Place and Cause in Your Sentences

Subordinating Conjunctions

when	before	because
after	while	

Prepositions

in	during	because of
over	near	until
above	behind	

Adverbs

next	soon	then
therefore		

Know your Prefixes

un- means not

pre- means before

mis- means wrong

super- means above

re- means again

sub- means under

inter- means between

anti- means against

auto- means self

im/ir/in/il- mean not

Expanded Noun Phrases: Get Descriptive!

the hideous, fire-breathing dragon with green scales

a magnificent, sparkling necklace with priceless diamonds

Punctuation Power!

A	Capital letters for the start of sentences, names and places.
.	A full stop at the end of a sentence.
!	Exclamation marks for exclamations or surprise.
?	Question marks for questions.
'	Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't..
,	Commas to separate items on a list.
" "	Inverted commas around speech.



Resources and ideas

- The following are some example tasks to build maths mastery/reasoning skills:



Work out the missing numbers

$$\begin{array}{r} \square 4 \square 3 \square \\ + 2 \square 5 \square 2 \\ \hline 78529 \end{array}$$

Holly is completes this subtraction incorrectly

$$\begin{array}{r} 28701 \\ - 7621 \\ \hline 21180 \end{array}$$

Explain the mistake to Holly and correct it for her.

Arvind, Betty, Charlie and Freddie collect marbles.

I have 1,648 marbles.

Arvind



Betty

I have double the amount of marbles Arvind has.



I have half the amount of marbles Arvind has.

Charlie



In total, they have 8,524 between them.

How many marbles does Freddie have?

A milkman has 250 bottles of milk.

He collects another 160 from the dairy and delivers 375 during the day.

How many does he have left?



Sam

This is my method:

$$375 - 250 = 125$$

$$125 + 160 = 285$$

Do you agree with Sam's answer?

Explain why.



Further information

- School website – information / further resources
- NACE website (National Association for Able Children in Education) <https://www.nace.co.uk/page/about>