

Visits, Visitors and Experience Grid for Maths



	Trips	Impact	National Curriculum Links
Reception	<p>Farnborough School</p> <p>Guide Dog Visit</p>	<p>Children will look at their immediate Locality and talk about maths they see around them focus on shape and numbers.</p> <p>Children will look at how to support the Guide Dog charity by fundraising such as naming a puppy or having a tea party. They will see how the money raised makes a significant difference to someones life.</p>	<p>Have a deep understanding of number to 10, including the composition of each number. (ELG)</p>
Year 1	<p>Visit to Broadstairs</p> <p>Healthy Tuck Shop - Unisef</p>	<p>Incorporate maths in their visit to the seaside. Children to see how maths is all around them. It allows the children to experience Maths first hand. They will visit an ice cream shop</p> <p>Children will visit the local shop to see what types of items are sold in shops. How are they priced? Look at money and its value and use this to cost items in the shop. Then use the information that is found out to run the tuck shop. Any profit made will be given to Unisef and children will see how they have helped someones life in another part of the world.</p>	<p>Recognise and name common 2-D and 3-D shapes</p> <p>Recognise and know the value of different denominations of coins and notes.</p>

<p>Year 2</p>	<p>Healthy Tuck Shop - Macmillan Cancer Support</p> <p>Visit a local Café - Macmillan Coffee Morning</p> <p>Gatton Park</p> <p>Kidzania</p>	<p>Children will visit the local cafe to see what types of items are sold in shops. How are they priced? Look at money and its value and use this this cost items in the shop. Then use the information that is found out to run the tuck shop and the Macmillan Coffee morning. Any profit made will be given to Macmillan Cancer Support. Children will see how the money raised makes a difference to peoples and their families.</p> <p>Children will look at measurement in nature.</p> <p>Children enter the world of work. Trying out a variety of jobs that they get paid a salary. At the end of the day they are able to go to the Kidzannia shop and use their well-earned cash to buy items of their choice</p>	<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <ul style="list-style-type: none"> • Recognise the place value of each digit in a two-digit number (tens, ones) • Identify, represent and estimate numbers using different representations. • Find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • Choose and use appropriate standard units to estimate and measure length (m/cm)
<p>Year 3</p>	<p>World Wildlife Fund Croften Villas</p>	<p>Children will visit the in the locality Crofton Villas to look at Roman Mosaics. They will look at the use of</p>	<ul style="list-style-type: none"> • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different

		<p>patterns and create their own designs based on 2-D Shapes.</p> <p>Begin to look at the use of Roman Numerals and relate to analogue time I to XII.</p> <p>Children will look at how to support the World Wild life fund with planning events where donations are given.</p>	<p>orientations and describe them</p> <ul style="list-style-type: none"> • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • Add and subtract amounts of money to give change, using both £ and p in practical contexts
<p>Year 4</p>	<p>Comic relief The Golden Hind</p>	<p>Children will look at how to support the Comic Relief Organisation with planning events where donations are given. Children will calculate how much they would spend as a fraction on money collected to decide which causes they would give to. How many children would be helped in each scenario. How many children would be helped overall? They should write notes for each justifying their decisions.</p> <p>During their trip to he Golden Hind. They will look at how measurement is used to calculate how much gunpower would launch a canonball to hit a spanish ship. They will compare the use of knots and kilometres to measure distances. Consider the differences in how both measres are used when travelling.</p>	<ul style="list-style-type: none"> • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. • Convert between different units of measure

<p>Year 5</p>	<p>Children in Need Trip to Hythe</p>	<p>Children will look at how to support the Children in Need charity, through creating ideas as to how to raise as much money as possible. Children will calculate the total amount of money raised, with accuracy, while calculating the mean average for each class. The children will also discuss how to total the money efficiently in a systematic way.</p> <p>During the trip to Hythe the children will be using their knowledge of position and direction, as well as coordinates to navigate their way round the coastal town of Hythe, while finding key landmarks.</p>	<ul style="list-style-type: none"> • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • Add and subtract numbers mentally with increasingly large numbers • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. • Use all four operations to solve problems involving money using decimal notation. • Identify, describe and represent the position of a shape using the appropriate language.
<p>Year 6</p>	<p>Bank of England</p>	<p>Children will be introduced to money and our financial system. They will look at interest rates and the role Bank of England has in trying to maintain stability in our economy.</p>	<ul style="list-style-type: none"> • recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator

	Primary Maths Challenge	Children will solve problems in many different contexts as part of a National competition.	100, and as a decimal fraction Children will need to apply their reasoning and problem solving skills to solve a series of increasingly difficult problems.
Whole School	Experiences	Impact	
	NSPCC Number Day	Children to create own mathematical problem solving activities based around activities on the day. They will donate £2 towards NSPCC.	

