

#mathscpdchat 6 June 2023

How will you support this year's Y6 pupils in their transition to Y7?

Hosted by [Stephanie Kirk](#)

This is a summary of the discussion – to see all the tweets, follow the hashtag #mathscpdchat in Twitter



The graphic features a large teal hashtag symbol on the left. The text '#mathscpdchat' is written in white on a teal background. To the right, 'Tomorrow' is in a yellow box, and 'Tuesday, 6 June, 7-8pm' is in white. A central photo shows a group of children in a classroom. Below the photo, the text 'What might they already know?' is in a white box. The main question 'How will you support this year's Y6 pupils in their transition to Y7?' is in white. At the bottom, it says 'Hosted by Stephanie Kirk @Steph_mathsive' and 'ncetm.org.uk/mathscpdchat'. The NCETM logo is in the bottom right corner.

The links shared during this discussion were:

[Exemplification of ready-to-progress criteria](#) which is a resource on the NCETM website. It consists of 79 PowerPoints, each one focusing on one of the ready-to-progress criteria in DfE 2020 maths guidance for KS1 and KS2. The PowerPoints include links to relevant resources and pupil-facing activities. A short video at the bottom of the page demonstrates how this resource may be used to review, practise and consolidate learning. It was shared by [Stephanie Kirk](#)

[Checkpoints](#) which are diagnostic maths activities on the NCETM website. These attractive materials are designed to help teachers develop their assessment of students' prior learning for KS3. It was shared by [Stephanie Kirk](#) and [Gaynor Bahan](#)

[Year 6 Calculator Workshops](#) which is a resource created by [RobotMaths](#). From this page you can download freely some Word and Pdf files. The files are identified as 'checklist', 'handout', 'ideas' and 'running a workshop', to support you in running calculator workshops. It was shared by [RobotMaths](#)

[Year 6 to 7 Transition](#) which is another resource created by [RobotMaths](#). This page contains links to many resources that may be helpful in supporting the transition of pupils from Y6 to Y7. It was shared by [RobotMaths](#)

[Key Stage 2 SATs data for Secondaries](#) which is a blog post by [RobotMaths](#). It is a guide about downloading KS2 test data, both on the day results are released, and in the autumn when Question Level Analysis data is available. It was shared by [RobotMaths](#)

[Calculator Crunch](#) which is a programme of challenges from MEI. They provide a fun way to engage Year 6 pupils with maths whilst also developing their confidence with calculators in preparation for their learning in Key Stage 3. It was shared by [Mary Pardoe](#)

[Transition to further study: Key Stage 2-3](#) which are resources from MEI to help Year 6 pupils during the transition to Year 7, and support both Year 6 and Year 7 teachers. The resources include recordings of webinars, notes, and more detailed information about, and materials for, 'Calculator Crunch'. It was shared by [Mary Pardoe](#)

[DFTW podcast: Episode 3 - Managing the transition from KS2 to KS3 with Vicky Osborne](#) which is an episode in the MEI 'Digging for the Why' podcast ... the 'podcast for maths teachers of Years 5-8 looking at continuity and why we need to dig for the why in our lessons'. The podcast is hosted by [Andy Lumley](#) and [Alison Hopper](#), and this particular episode features maths teacher [Vicky Osborne](#). It was shared by [Mary Pardoe](#)

[Math is Figure-out-able](#) which is the website of [Pam Harris](#). It includes a podcast, links to videos and workshops, and also some free material. It was shared by [Joanne Green](#)

An illustrated summary of the discussions in this #mathsCPDchat follows.

The host tweeted this welcome message, and reminder, a few minutes before the discussion began ...



Stephanie kirk @Steph_mathsive · 17h

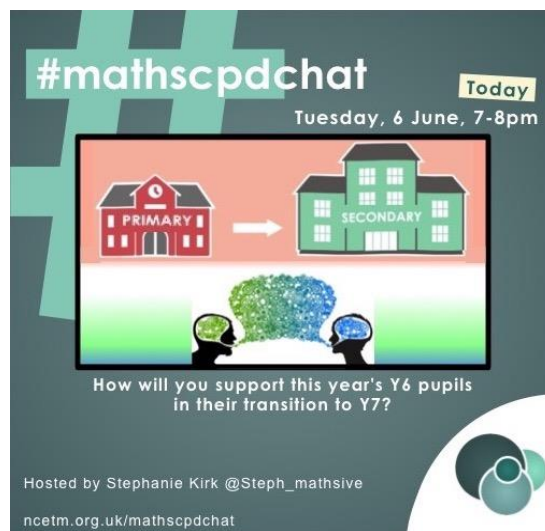
Hello everyone...

WELCOME to [#mathscpdchat](#)

There is just enough time to grab a cuppa before we start. Come along & get as involved as you like.

Any top tips, advice or questions you have about making the transition process for students a success is welcome. 😊

See you soon!



... and then opened the chat with a tweet which included a main question:

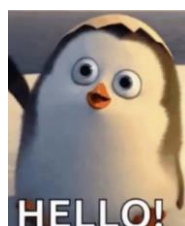


Stephanie kirk @Steph_mathsive · 16h

Thank you for joining [#mathscpdchat](#) this evening. Welcome everyone!

'How do you smooth the Maths learning path of pupils as they move from year 6 into year 7?'

Remember to use the hashtag [#mathscpdchat](#) & I will try to reply to as much comments as I can. [@NCETM](#) [@mathscpdchat](#)



The host's tweet above was quote-retweeted three times. The longest thread generated by one of those three 'quote-retweets' was prompted when a teacher shared some of his resources, as shown next (in the 'quote-part-only' of the tweet):



RobotMaths @robotmaths · 16h

#mathscpdchat

- 1) check out my transition resources:bit.ly/6to7maths
 - 2) download the SATs data on 11th July:
robotmaths.blogspot.com/2019/07/key-st...
 - 3) run a calculator workshop for Year 6 feeders:b.link/year6calculato...
- #Year6to7transition



Stephanie kirk @Steph_mathside · 16h

Amazing thank you!

A calculator workshop is a brilliant idea. I often forget as a year 7 teacher that students will have little experience of using a calculator. What sort of things do you include in the workshop? Is this run by the Secondary schol?



RobotMaths @robotmaths · 16h

Click on the link. You'll find an instruction document, an equipment checklist, the student handout (as a PDF) and a Word version (but you need to download the Casio font), and a list of extra ideas.

b.link/year6calculato...

#mathscpdchat



dropbox.com
Year 6 Calculator Workshops
Shared with Dropbox



Mary Pardoe @PardoeMary · 16h

Calculator Crunch!!! From MEI ... here:mei.org.uk/calculator-cru...

#mathscpdchat



mei.org.uk
Calculator Crunch - MEI
Our Calculator Crunch programme is a fun way to engage Year 6 pupils with maths whilst also ...



Mary Pardoe @PardoeMary · 16h



... and don't forget these great MEI resources ... here:

mei.org.uk/teachers/prima..

#mathscpdchat



mei.org.uk

Transition to further study - MEI

Keeping Year 6 pupils motivated in their maths learning during the transition to Year 7 can be challenging, but we've...



Mary Pardoe @PardoeMary · 16h



Also this podcast episode featuring a previous great #mathscpdchat host

... here: mei.org.uk/episode-3-mana..



Episode 3 – Managing the transition from KS2 to KS3 with Vicky Osborne

Posted on 10th June 2022 in Podcasts

Hello and welcome to Digging for the why – the podcast for maths teachers of Years 5–8 looking at continuity and why we need to dig for the why in our lessons.



In this episode, Alison and Andy are joined by a special guest, Vicky Osborn (@CheerVix).

Again this episode was recorded in two parts:

Stephanie's opening tweet was also quote-retweeted by Jason Steele ...



Jason Steele @steelemaths · Jun 6

For me, without generalising too much - getting high attaining boys to write methods and show working. Having good mental maths is great, but only gets you so far.

Displaying working should be encouraged and celebrated - always find that they try and impress with head maths



Stephanie kirk @Steph_mathsive · Jun 6

Thank you for joining #mathscpdchat this evening. Welcome everyone!

'How do you smooth the Maths learning path of pupils as they move from year 6 into year 7?'



Stephanie kirk @Steph_mathsive · 16h

Our next CPD cycle at @TrinityAcadStE is 'Write like an expert' which I am extremely excited about. For a mathematician to write like an expert they need to organise their thoughts and communicate this on the page. It's needs modelling and practice.

... and by another contributor, as shown next by the 'quote-part-only' of the tweet:



Joanne Green @MsJoanneGreen · 17h

@NCETM @mathscpdchat @Steph_mathsive #mathscpdchat I spoke with a trainee Science teacher about this today, as they'll have a different view. They've noticed the Year 7s don't always seem to grasp %. The year 7 Science includes %.



Stephanie kirk @Steph_mathsive · 17h

Thanks Joanne. This is extremely interesting, and I would absolutely add that percentages are such a crucial part of the Maths and Science curriculum, certainly worth using this time building conceptual understanding of percentages. Do you have any recommended resources.

The host followed her opening tweet with this question (and tweets presenting the options) ...



Stephanie kirk @Steph_mathsive · 18h

Here is a question to get us started... #mathscpdchat
In order to make the most of the next 6/7 weeks with our lovely year 6 students, which of the following options do you think should take priority:



Stephanie kirk @Steph_mathsive · 18h

...

- Option 1: Consolidating key parts of the curriculum that are crucial for year 7



Stephanie kirk @Steph_mathsive · 18h

...

- Option 2: Re-creating (if it was lost in the run up to SATs) a love for Maths. Developing mindset, enthusiasm, positivity for the subject.

-Option 3: Teaching the remaining parts of the curriculum that you didn't manage to cover before SATs?

... which [Jason Steele](#) kindly re-presented in this poll ...



Jason Steele @steelemaths · Jun 6

...

See @Steph_mathsive question above about y6 to y7 transition in maths. Be interesting to know responses. Please RT @mathsjem @taylorda01 @StudyMaths @blatherwick_sam @jemmaths #mathscpdchat



86 votes · Final results

... that then generated the following two conversations. 'Fundamentals' were discussed ...



Stephanie kirk @Steph_mathsive · 18h

...

Interesting votes so far.



Jason Steele @steelemaths · 18h

...

Think it shows a favour of depth over breadth of curriculum for early on and the importance of it



Jonathan Hall @StudyMaths · 19h

...

I'd like to think 2 is not mutually exclusive with any other option!



Jason Steele @steelemaths · 19h

...

It's mutually exclusive with any lesson I teach 😊



Jason Steele @steelemaths · 20h

...

Torn between option 1 and 2. I think culture is so important in maths, but that is almost impossible to develop without students feeling confident and they need to know the fundamentals. #mathscpdchat



Stephanie kirk @Steph_mathsive · 20h

...

Me too Jason. I would have to agree I'm also torn between 1 and 2. If we went with option 1, what topics would take priority for you.

[#mathscpdchat](#)



A Prescott @MrAPrescott · 20h

...

I agree with Jason that the fundamentals are key, for me the top three priorities would be place value, FDP and if possible proportional reasoning.



Jason Steele @steelemaths · 19h

...

These are certainly a place to start. It sounds a basic, but family of four is powerful and helps develop understanding early. Having students be able to do this. Timetables help reduce cognitive load of so much ks3 maths



A Prescott @MrAPrescott · 19h

...

Yeah timetables are absolutely key, they permeate almost all areas of the curriculum despite the fact that 2/3 of GCSE is calculator.

... and some consequences of the Covid lockdowns were mentioned:



Joanne Green ✓ @MsJoanneGreen · 20h

...

@Steph_mathive @NCETM @Mathcpdchat [#mathscpdchat](#) Option 3 ought to not exist! It's all supposed to be covered. Option 2 as this will benefit all pupils.



Stephanie kirk @Steph_mathsive · 20h

...

Off the back of COVID, I think that some schools have struggled to cover everything, and have taken the approach of prioritisation. An unfortunate result post COVID. Hopefully this will start to recover I the next few years



Have you used anything specific to develop option 2?



Joanne Green ✓ @MsJoanneGreen · 20h

...

@Steph_mathsive @NCETM @mathscpdchat [#mathscpdchat](#) I've sent @pwharris to you and the @mel_science maths. I've steered clear of tutoring as they have 1-2-1, small groups, and clubs, so those 2 are different and something to look forward to. Otherwise @SparxMaths for online games

The host's followed her next main question ...



Stephanie kirk @Steph_mathsive · 18h

Ok next question... 😊

If the majority of people are voting for option 1 or 2, it would be great to collate a list of topics we think are essential for success at year 7, with the aim of teaching these with a real DEPTH of understanding. What would your top 3 areas be?

... with a resource suggestion:



Stephanie kirk @Steph_mathsive · 18h

A great place to start looking would be the DfE Ready to Progress Guidance, which states 12 criteria in year 6, that are essential learning ready for year 7. Has anyone used this in year 6? What are your thoughts?

ncetm.org.uk/classroom-resa..

@educationgovuk @NCETM



ncetm.org.uk

Exemplification of ready-to-progress criteria

79 PowerPoints, each one focusing on one of the ready-to-progress criteria in the new DfE maths ...

This report of current practice was the response of one teacher ...



Emma Dimbleby @Mrs_DY6 · 18h

We are currently going back over some rushed areas of the curriculum before moving onto to more flexible projects. However, we use the starts of lessons to continue to go over key skills. You've reminded me to look at the RtP criteria though, thank you.



Stephanie kirk @Steph_mathsive · 18h

A 5 minute times table challenge, or key skills check at the start of every lesson is a fab idea!! Thank you.

... and Stephanie's question above, about knowledge and understanding that teachers believe pupils need to have acquired in order to progress successfully in Year 7, prompted the next contributor to ask some further questions:



Yorkshire Steve @Yorkshire_Steve · 19h

[#mathscpdchat](#)

...

How do you know what your new year 7 pupils(*) know and do mathematically when they join you?

How do your teachers use this information to help pupils learn effectively?

(*) equally true at other points of transition e.g. in areas with middle schools.



Stephanie kirk @Steph_mathsvive · 19h

What do you use? [@Yorkshire_Steve](#)

...



Yorkshire Steve @Yorkshire_Steve · 19h

I see, not use, now [@Steph_mathsvive](#).

...



Yorkshire Steve @Yorkshire_Steve · 19h

[#mathscpdchat](#)

...

How do you ensure that new learning is building on secure foundations?



Stephanie kirk @Steph_mathsvive · 19h

I think one of the most essential skills as a year 7 teacher, is being able to recognise the most appropriate starting point for a student & class. A great deal of subject knowledge is needed of the KS3 and KS2 curriculum. Time invested in building knowledge in CPD is essential.

...



Stephanie kirk @Steph_mathsvive · 19h

I would also advise year 6 teachers to use this time to consolidate parts of the curriculum with real depth of understanding. Less is more for me. I would rather students know less of the curriculum, but what they do know is secure! Thoughts everyone?

...

[#mathscpdchat](#)

One of Yorkshire Steve's questions (above) prompted [Gaynor Bahan](#) to share the link to another resource, and then the focus shifted onto the use of calculators by pupils in Year 6, which prompted [Alison Hopper](#) to provide reassurance in response to some concern that was expressed:



Gaynor Bahan FCCT @GaynorBahan · 20h
#mathscpdchat



@NCETM Checkpoints are brilliant for ensuring that new learning builds on secure foundations. The questions and format is engaging too:
ncetm.org.uk/classroom-reso..



Yorkshire Steve @Yorkshire_Steve · 20h

Replying to @Yorkshire_Steve @Steph_mathsvive and 2 others
#mathscpdchat

How do you ensure that new learning is building on secure foundations?



Gaynor Bahan FCCT @GaynorBahan · 20h
#mathscpdchat



I'm also reflecting on my time as a secondary teacher and remembering that I'd assumed Year 7 could use a calculator. So Calculator Crunch would be great for Year 6 to get stuck into now @AlisonHopperMEI

(A link to 'Calculator Crunch' challenges and materials is provided at the top of this summary.)



rhubarbcrumble @S69287383 · 12h



Year 6 teacher here. Sorry but please don't add anything else to our curriculum or expect them to remember anything else. Also, be mindful of cost- hoodies, residentials and leaving dos. You are adding the price of a calculator to that too. I agree it would be fun but....deep sigh



Gaynor Bahan FCCT @GaynorBahan · 7h



That's a good point. I'm also a Year 6 parent and it's costing me a fortune right now! Do primary schools tend to have a class set of calculators or is it not a standard thing?



RobotMaths @robotmaths · 3h



Primary schools don't have calculators since the Government got rid of the calculator work in the KS2 main and Level 6 SATs. Any they do have will either be basic (ie useless for order of operations) or scientific (but without a decent fraction display).



Alison Hopper @AlisonHopperMEI · 4h



No expectation to buy calculators just encouraging schools to dust off the ones they already have.

A link to the website of [Pam Harris](#) was shared in a tweet that was not a 'reply' to another tweet in the chat. However, it is likely that the reference to this resource was intended to be a reply to the second of the next two tweets (which are also shown in response to one of the host's questions near the start of this summary):



Joanne Green ✓ @MsJoanneGreen · 17h

@NCETM @mathscpdchat @Steph_mathsive #mathscpdchat I spoke with a trainee Science teacher about this today, as they'll have a different view. They've noticed the Year 7s don't always seem to grasp %. The year 7 Science includes %.



Stephanie kirk @Steph_mathsive · 17h

Thanks Joanne. This is extremely interesting, and I would absolutely add that percentages are such a crucial part of the Maths and Science curriculum, certainly worth using this time building conceptual understanding of percentages. Do you have any recommended resources.



Joanne Green ✓ @MsJoanneGreen · 20h

@Steph_mathsive
@NCETM

@Mathcpdchat #mathscpdchat I've not seen any resources for %. Perhaps @pwharris at mathisfigureoutable.com I suggest contacting her for a workshop, as she's great. The pupils will love her. I've yet to get my hands on these goodies melscience.com/US-en/sets/mat...

**Math is
figureoutable!**

PAM HARRIS

mathisfigureoutable.com
Math is FigureOutAble Home



Stephanie kirk @Steph_mathsive · 20h

...

Fab, thanks for sharing Joanne. @pwharris Any resources you have would be welcome. 🙌

Also @ncetm Checkpoints is a great place to start thinking about what percentage (as well as many other topic areas) knowledge year 7 students need.



ncetm.org.uk

Checkpoints

Information about diagnostic maths activities to help teachers assess understanding and lay ...

The host closed this #mathsCPDchat with a message ...



Stephanie kirk @Steph_mathsive · 20h

...

Thank you to everyone who has taken the time to get involved in tonight's #mathscpdchat @mathscpdchat @NCETM

Thank you for sharing, liking, retweeting. This twitter community is amazing.

Please let the discussion continue into the evening. 🙌🙌

My top tips are to follow...

... a reply ...



Stephanie kirk @Steph_mathsive · 20h

...

Loved it and I promise I'll add in my top tips when I've had a cuppa 😂

mathscpdchat @mathscpdchat · 20h

Sadly tonight's #mathscpdchat discussion time has elapsed! Very many thanks Stephanie, @Steph_mathsive, for hosting so excellently (and for the first time ever!). Thanks also to all contributors. There will be a summary soon that will include all the links shared tonight.

... and some final reflections:



Stephanie kirk @Steph_mathsive · 19h



Final reflections and take aways:

- ☀️ Choose a few key topics to prioritise and teach them well with depth of understand so they are remembered
- ☀️ Try to re-create (if lost pre-SATs) a love for learning maths. Build growth mindset and enthusiasm
- ☀️ Times table/keys facts recall