

# iPads in the Primary Classroom

## Supporting the aims of the Maths curriculum (Number)

NC statutory requirements	become <b>fluent</b> in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.	All pupils should...	<b>reason mathematically</b> by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language	can <b>solve problems</b> by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.	
Key Stage 1	QR Reader to scan QR codes that link to websites and tools to represent and use number bonds and related subtraction facts	iPad camera or Doodle Buddy/Screen Record to show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot (Y2)		iPad camera or Doodle Buddy/Screen Record to use place value and number facts to solve problems (Y2)	
Lower KS2	QR Reader to scan QR codes that link to websites and tools recall and use multiplication and division facts	iPad camera or Doodle Buddy/Screen Record to multiply two-digit and three-digit numbers by a one-digit number using formal written layout (Y4)		iPad camera and Comic Life or iMovie to explain how solve one-step and two-step questions	
Upper KS2	QR Reader to scan QR codes that link to websites and tools to use their knowledge of the order of operations to carry out calculations involving the four operations	iPad camera and iMovie to add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) (Y6)		iPad camera/ iMovie or Notes/Screen Record to explain how to solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	