



# 'Cool It!' & the Primary Framework for Mathematics

## The Primary National Strategy

### Primary framework for mathematics

The 'Cool It!' project actively seeks to comply with the DfESs aims to 'support children in their progression towards the Early Learning Goals and the appropriate National Curriculum levels at Key Stages 1 and 2 in mathematics'.

The seven strands for teaching mathematics are as follows.

- Using and applying mathematics
- Counting and understanding number
- Knowing and using number facts
- Calculating
- Understanding shape
- Measuring
- Handling data

In order to demonstrate how the tasks and activities outlined below have been designed to correspond with the objectives of one or more of these strands, in particular 'Using and applying mathematics and Handling data', the table below states the yearly learning objective for year 5 and 6 students in mathematics:

<ul style="list-style-type: none"><li>• Explore patterns, properties and relationships and propose a general statement involving numbers or shapes</li><li>• Explain reasoning using diagrams, graphs and text; refine ways of recording using images and symbols</li><li>• Suggest, plan and develop lines of enquiry; collect, organise and represent information, interpret results and review methods; identify and answer related questions</li><li>• Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions, using ICT to present features, and identify further questions to ask</li><li>• Construct frequency tables, pictograms and bar and line graphs to represent the frequencies of events and changes over time</li><li>• Plan and pursue an enquiry; present evidence by collecting, organising and interpreting information; suggest extensions to the enquiry</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Climate change sums</a></li></ul> <p>Using the worksheet provided, students are to replicate the information presented in 'Chart 2', but this time using only pictures and symbols to create a climate change sum.</p> <ul style="list-style-type: none"><li>• <a href="#">What's in my house?</a></li></ul> <p>Students should draw a floor plan of their house, listing and writing in a chart all the things that use energy. Once they have completed the chart, they must add up how many different things they have drawn and listed that use energy. This information is then collated in order to analyse how much energy is used by just those on one table, for example.</p> <ul style="list-style-type: none"><li>• <a href="#">5 day diary</a></li></ul> <p>Students keep a '5 day diary', recording each time they use a piece of equipment/appliance or do an activity that uses energy. This information is then collated and presented as a pie chart.</p>
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