

<p><b>Fluency with Reasoning</b></p> <p>[Single-day course]</p> <p>Laurie Jacques</p>	<table border="0"> <tr> <td><b>Dates:</b></td> <td><b>Venue:</b></td> <td><b>Ref:</b></td> </tr> <tr> <td>22<sup>nd</sup> Nov 2017</td> <td>Basepoint, Canterbury</td> <td>PC4</td> </tr> <tr> <td>20<sup>th</sup> Nov 2017</td> <td>The Hatton, London</td> <td>PL3</td> </tr> <tr> <td colspan="3">Timing: 9.15pm – 3.00pm</td> </tr> <tr> <td colspan="3">Cost: £160 + VAT</td> </tr> </table>	<b>Dates:</b>	<b>Venue:</b>	<b>Ref:</b>	22 <sup>nd</sup> Nov 2017	Basepoint, Canterbury	PC4	20 <sup>th</sup> Nov 2017	The Hatton, London	PL3	Timing: 9.15pm – 3.00pm			Cost: £160 + VAT		
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<p><b>Audience</b></p>	<p>Subject leaders, Teachers in KS1 or KS2, NQTs, TAs</p>															
<p><b>Course Aims</b></p>	<ul style="list-style-type: none"> <li>• Understand what fluency means in the context of arithmetic</li> <li>• Understand how fluency is developed through reasoning about number</li> <li>• Develop enjoyable strategies to achieve fluency through meaningful practice</li> </ul>															
<p><b>Course summary</b></p>	<p>One aim of the National Curriculum is to develop fluency with mental and written procedures in arithmetic. In this course we explore how this can be achieved alongside one other aim of reasoning. We believe that fluency cannot be achieved without the other. During this practical day teachers will engage with, reflect on and plan some activities that can be easily returned to the classroom with a particular focus (but not exclusively) on arithmetic and mathematical language.</p>															