

KS1 Mathematics

Parent Workshop 2016-17

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- How you can help at home
- My Maths
- Online applications



Aims

- Provide you with a greater understanding of how mathematics is taught in school.
- Show you the progression of the 4 operation methods through Key Stage 1.
- See the importance of mental maths skills and the strategies children are taught.
- Help you understand how you can help your child at home.

The New Curriculum

Primary Mathematics - What has Changed?

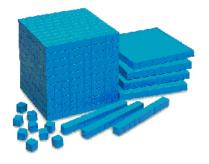
- Higher expectations overall benchmarked against other nations
- Conceptual development of number addressed in more detail
- Fewer things in more depth
- All pupils expected to build firm foundations to help become secondary ready

Place Value

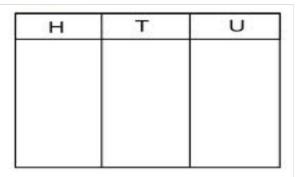
Helping children recognise the value of two and three digit numbers and how they are made by adding tens and units.

Resources 8 1

- Diennes Apparatus



Place Value Charts



Addition and Subtraction

Correctly understanding and using the symbols +, - and =

Understanding the relationship between adding and subtracting and the importance of order when subtracting and putting the biggest number in their head to count on when adding

$$9 + 7 = 16$$

$$7 + 9 = 16$$

$$16 - 7 = 9$$

$$16 - 9 = 7$$



<u>Addition – Practical Resources</u>

- -Diennes Apparatus
- -Counters
- -Toys
- -Pebbles

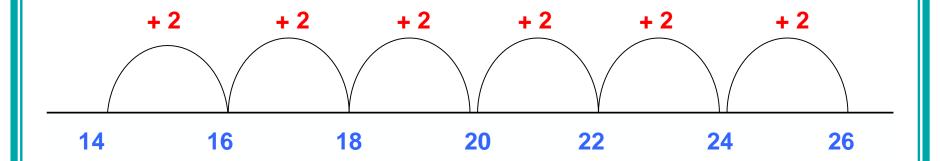


$$4 + 3 =$$



<u>Addition – Practical Resources</u>

-Number Line/Ruler



$$14 + 12 = 26$$

<u>Addition – Practical Resources</u>

-100 square

$$25 + 9 =$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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<u>Addition – Written Methods</u>

-Partitioning

Partitioning means splitting the number into the tens and units. It is **essential** that their place value is **secure**.

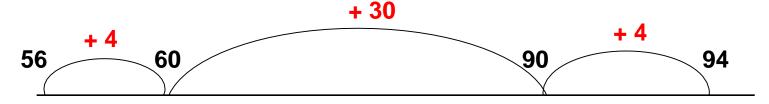
$$56 + 32 = 50 + 30 = 80$$
 (partition tens first)

$$6 + 2 = 8$$
 (partition units)

$$80 + 8 = 88$$
 (add tens and units answer together)

<u>Addition – Written Method</u>

- Bridging through multiples of ten
For children to bridge through ten or a multiple of ten. It is
essential that they have accurate and secure knowledge
of their number bonds.



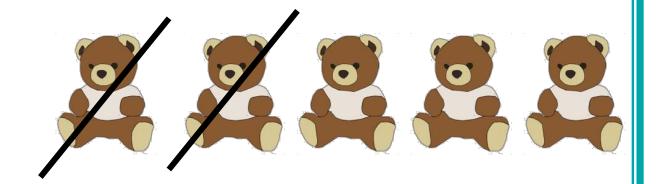




<u>Subtraction – Practical Resources</u>

- -Diennes Apparatus
- -Counters
- -Toys
- -Pebbles

$$5 - 2 =$$



<u>Subtraction – Practical Resources</u>

-Number Line/Ruler

$$13 - 6 =$$

	1	2	3	4	5	6	7	8	9	10	11	12	13
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<u>Subtraction – Practical Resources</u>

-100 square

$$34 - 8 =$$

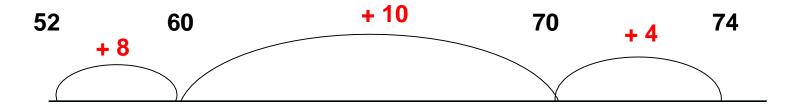
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

WARY SULL

<u>Subtraction – Counting On</u>

Finding the difference

-Count on from the smallest to the largest once again bridging through ten or a multiple of ten.



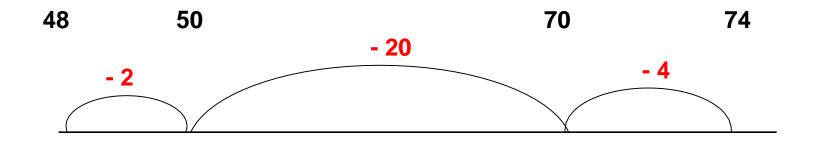
$$74 - 52 = 10 + 8 + 4$$

= 22



<u>Subtraction – Counting Backwards</u>

-Count back from the largest to the smallest once again using knowledge of number bonds.



$$74 - 48 = 20 + 4 + 2$$

= 26



<u>Multiplication – Practical Resources/Repeated Addition</u>

$$3 \times 5 = (3 \text{ groups of } 5) = 5 + 5 + 5 =$$



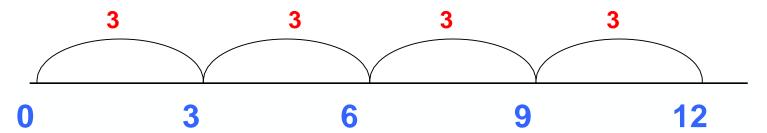




<u>Multiplication – Number lines/100 square</u>

-Children use the number line and the idea of repeated addition to count in groups.

$$4 X 3 =$$



<u>Division – Practical Resources – Sharing</u>

 $15 \div 3 = 15$ 'shared between' 3 =







After practical resources children are shown the written method of 'dots in pots'.

<u>Division – Grouping</u>

The number in the group is known but how many groups is unknown.

How many 3s in 12?









We need to count the number of groups.

<u>Division – Corresponding times table facts</u> From here we get the children to use their times tables knowledge to work out the inverse operation

$$27 \div 3 =$$

Children need to use their knowledge of 3 times table to use the corresponding fact

$$3 \times 9 = 27 \text{ so } 27 \div 3 = 9$$

Mental Mathematics

It is essential children have secure knowledge and recall of mental facts including:

- Number bonds to 10 & Number bonds to 20
- Counting in 2s, 5s, 10s. Continuing to learn all from 0 to 12!
- You can count anything in different steps to help them e.g. stairs, cars, trees.
- Once multiplication facts are secure you can work on corresponding division facts.

Mental Mathematics

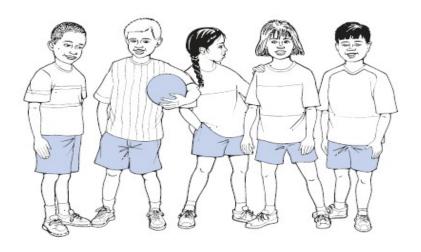
Mental Maths Strategies:

- Use number bonds to 10, 20 and 100
- Use doubles and near doubles
- Counting on and backward in ones, tens
- Partition into tens and units
- Put the biggest number first
- Add 10 then add 1 = adding 11
- Add 10 then subtract 1 = adding 9
- Subtract 10 then subtract 1 = subtracting 11
- Subtract 10 then add 1 = subtracting 9

Your turn

There are 35 children.

They get into teams of 5



How many teams are there altogether?

teams

Your turn

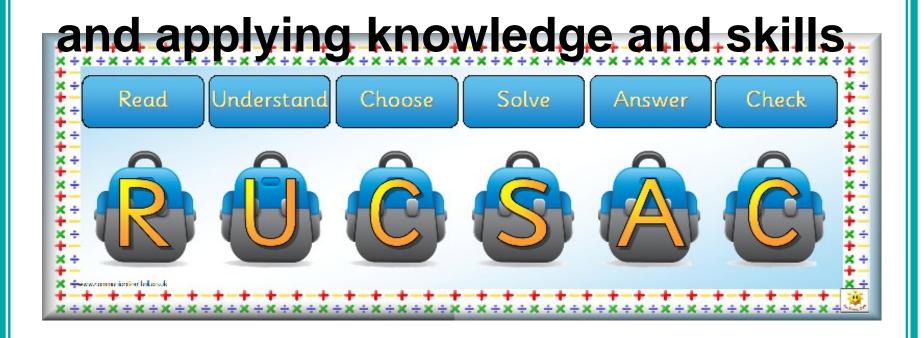
Write the total.

$$138 + 62 =$$

Write the answer.

$$176 - 49 =$$

Problem Solving Using



Problem Solving

- Understanding mathematical vocabulary
- Applying strategies taught
- Explaining process
- Reasoning for why doing that
- Justifying answer

How you can help at home

- -Lots of practice in the car, online games, counting stairs, cars, trees etc
- -Playing games cards, snakes and ladders, dominoes
- -Cooking
- -Telling the time
- -- Online Applications

Online Applications



Multi player mental maths game



Four operation practice



Math Bingo: Four operation bingo



Squeebles Times Tables 2



Numberjacks: Addition facts up to 10



Amazing coin: Learn about different British currency

Any other questions?

Thank you.