Key Stage 1 Maths

Home Support Booklet

Deepdale Community Primary School

This booklet has been designed to show you ways in which we support the children at each stage of their development within the four main operations

Addition
Subtraction
Multiplication
Division

Addition

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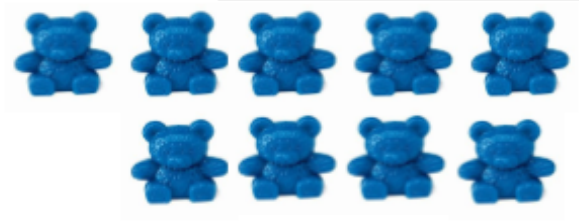
Addition

Practical equipment

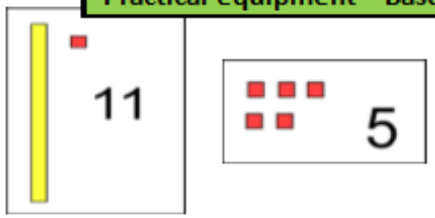
5 + 4 = 9



The children will use practical equipment to combine groups by counting all or counting on

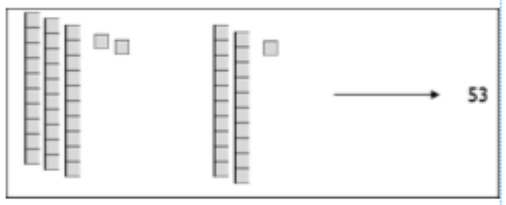
Practical equipment—Base 10

11 + 5 = 16



The children will represent each number using Base 10 and then combine the groups

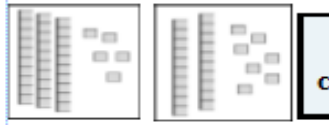
32 + 21 = 53



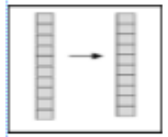
The children make individual amounts, counting the tens first and then counting the ones

35 + 27 = 62

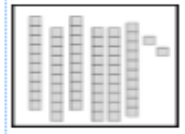
Exchanging using practical equipment



The children will use practical equipment to combine groups by counting all or counting on



When the unit total is more than 10, the children are encouraged to exchange 10 ones for 1 ten



Leave the total. The children then count the 10s and then the 1s

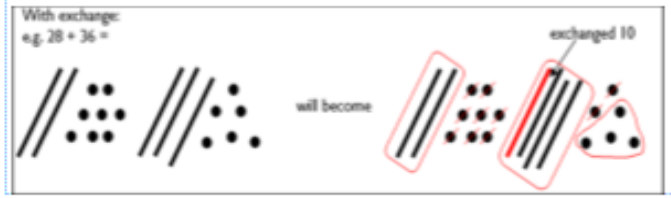
34 + 23 = 57

Drawing

Recording the calculations using their own drawings of the Base 10 equipment

Remember—Slanted lines for the 10 rods and dots for the 1s

28 + 36 = 64



Exchanging when drawing

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Subtraction

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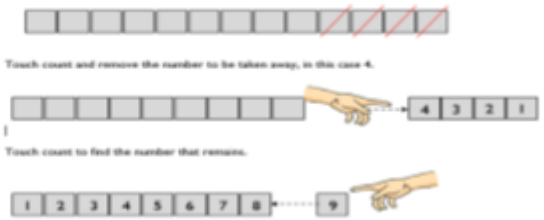
Subtraction

Practical equipment

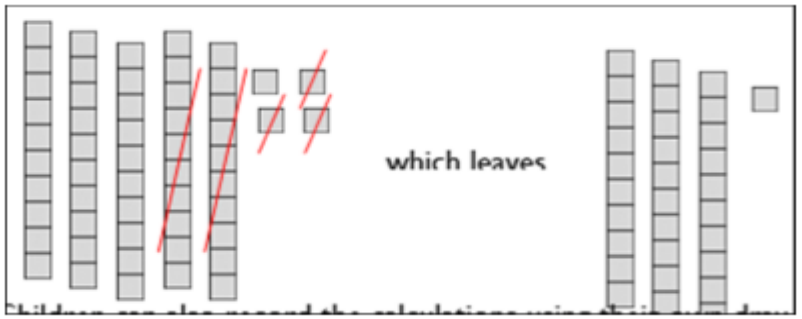
13 - 4 = 9



The children will use practical equipment to develop take-away strategies. The children should touch, count and remove the number to be taken away. Touch and count to find the number that remains.

Base 10 equipment

54—23 = 31



The children count out 54 using Base 10 equipment (5 tens and 4 ones) and then remove 3 ones and 2 tens.

Drawing

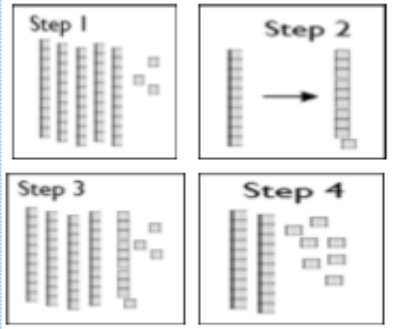
39 -17 = 62

To calculate 39 – 17, children would draw 39 as 3 tens and 9 ones. Cross out 7 ones and 1 ten and then count up the answer.

Remember—Slanted lines for the 10 rods and dots for the 1s

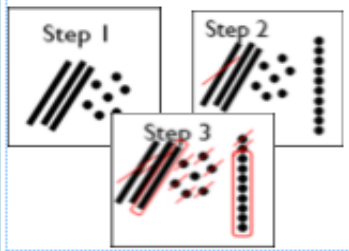
Exchanging

53 - 26 = 27



The children count out 53 using tens and ones. Now they need to exchange a ten into ten ones to make sure that there are enough.

37—19 = 18



Children should draw 37 as 3 tens and 7 ones. Then cross out a ten and exchange it for ten ones in a vertical line (step 2). Circling the tens and ones that remain (step 3) will help the children to identify how many remain.

Exchanging when drawing

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Multiplication

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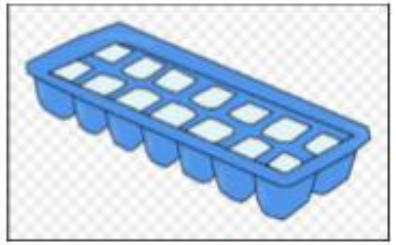
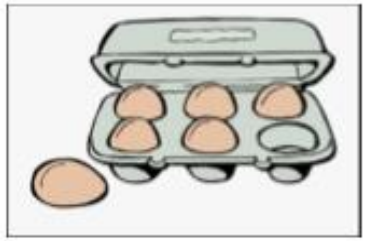
Multiplication

Practical equipment



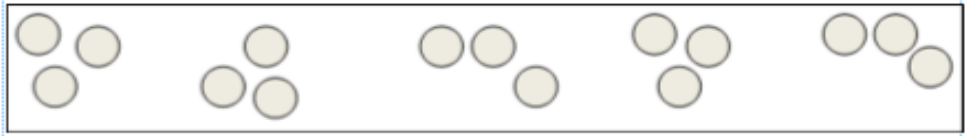


The children should see everyday versions of arrays

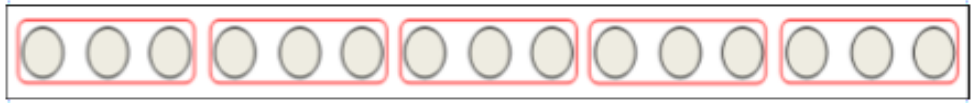
Each pot has two pencils in. How many pencils are there altogether?

Drawing

5 x 3 = 15



grouped in a random pattern

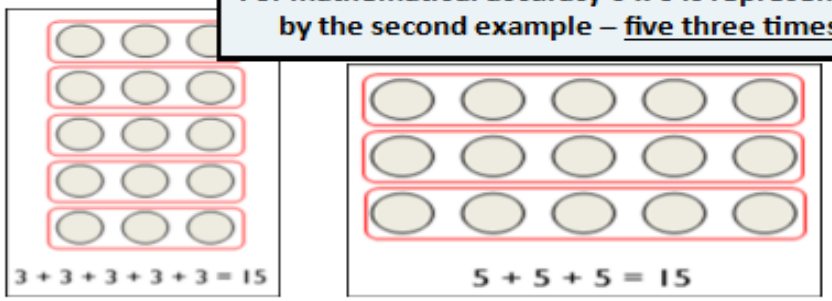


grouped in a more ordered pattern

Drawing

5 x 3 = 15

For mathematical accuracy 5 x 3 is represented by the second example – five three times



Children should develop this knowledge to show how multiplication calculations can be represented by an array

Division

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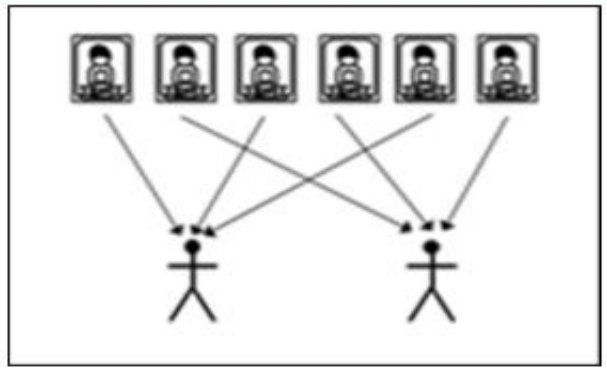
Division

Practical equipment

They should use equipment to share objects and separate them into groups

If six football stickers are shared between two people. How many do they each get?



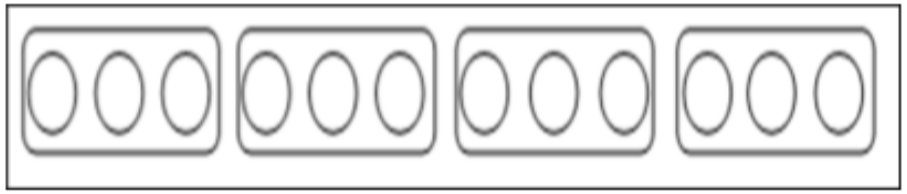
'one for you, one for me' strategy

Drawing

$12 \div 3 = 4$

The children will learn that this calculation reads as

How many groups of 3 are there in 12?



Children should use practical equipment to represent division calculations as grouping (repeated subtraction) and use jottings

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One of the main mathematical concepts for Year 1 and Year 2 children to be able to recall is...

Number bonds

This is an area of the maths curriculum that as a school we are focusing on and we would like parents to support us with.

Add 0	Add 1	Add 2
0 + 0	0 + 1	0 + 2
1 + 0	1 + 1	1 + 2
2 + 0	2 + 1	2 + 2
3 + 0	3 + 1	3 + 2
4 + 0	4 + 1	4 + 2
5 + 0	5 + 1	5 + 2
6 + 0	6 + 1	6 + 2
7 + 0	7 + 1	7 + 2
8 + 0	8 + 1	8 + 2
9 + 0	9 + 1	9 + 2
10 + 0	10 + 1	10 + 2