

Key Stage 1 Maths Workshop

4.11.2016

Your experiences of Maths

- ▶ Share your experience of maths from when you were at school with someone near by
- ▶ Or your experience of maths at home with your child

Aims of the session

- ▶ How is Maths taught in school?
- ▶ How you can support your child
- ▶ Different Methods

Place Value

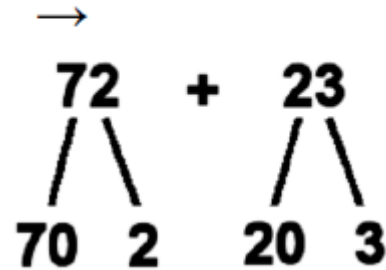
- ▶ Place Value- Children need to have a secure understanding of place value to be able to move forward with their maths.
- ▶ If they don't have a secure knowledge of place value they will not find it as easy to add, subtract, multiply, divide.
- ▶ It helps them to learn number facts and recall of key aspects.
- ▶ Diennes cubes
- ▶ Partitioning

Arrow Cards are used in school to partition:



22 splits to give 20 and 2

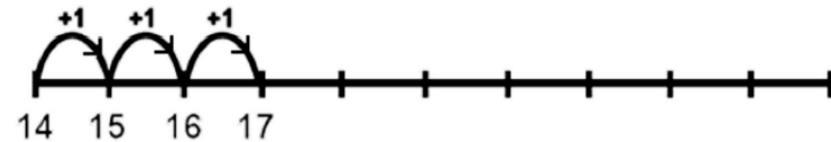
Eg: $72 + 23$



Addition

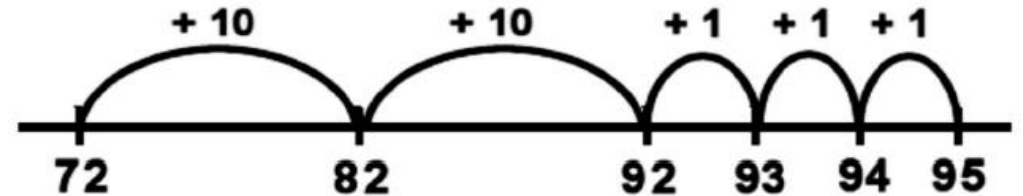
- ▶ Vocabulary- Add, plus, total, more than, make
- ▶ Practically- numicon, objects
- ▶ Pictorally
- ▶ Resources- 100 square, numberline
- ▶ Written methods- blank numberline, drawing pictures
- ▶ Adding 9 and 11 on a hundred square
- ▶ Adding on a numberline

$$14 + 3$$



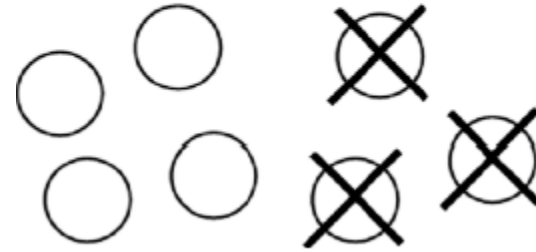
*Start at 14, jump on in 'ones' three times
So the answer is 17*

$$72 + 23$$



Subtraction

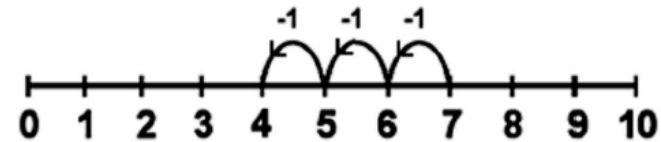
$$7 - 3 = 4$$



Using objects (e.g. counters, blocks etc.) or draw and cross out.

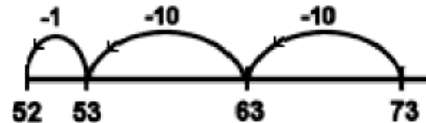
- Vocabulary- Take away, subtract, minus, less than
- Practically- numicon, objects
- Pictorally
- Resources- 100 square, numberline
- Written methods- blank numberline, drawing pictures
- Taking away on a 100 square
- Taking away on a numberline

Using a number line for $7 - 3$ (starting with a printed number line, then moving to a blank one)



Subtract the tens $70 - 20 = 50$
then the units $3 - 1 = 2$

Number line $73 - 21$

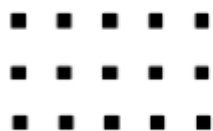


Multiplication

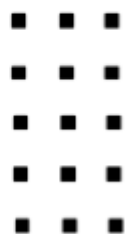
- Vocabulary- Lots of, multiply, times, repeated addition
- Practically- numicon, objects
- Arrays
- Written methods- blank numberline, drawing pictures

- Numicon
- Plates and biscuits
- Arrays
- Numberline

$$3 \times 5$$

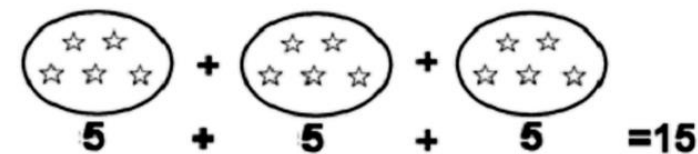


$$5 \times 3$$



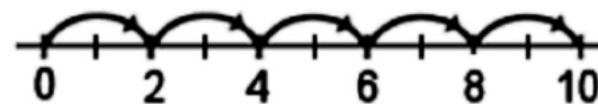
Repeated addition using hands or apparatus or diagrams.

$$3 \times 5$$



Using a number line for jumps of 2, 5, 10

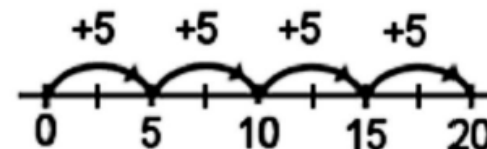
$$5 \times 2$$



$$5 \times 2 = 10$$

$$4 \times 5$$

4 Jumps of 5

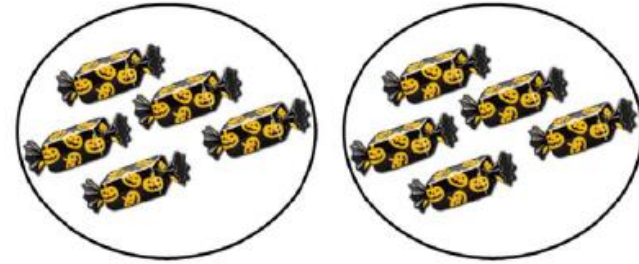


$$4 \times 5 = 20$$

Division

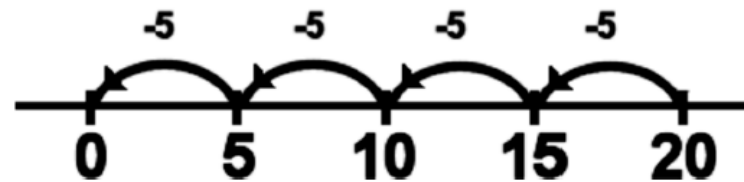
- Vocabulary- Divide, share, split, equal groups of
- Practically- objects
- Plates and Biscuits

Share 10 sweets between 2 children



Each child has 5 sweets.

Repeated subtraction



Start at 20

Jump back in 5s to 0

*The number of jumps gives the answer –
4 jumps*

$$20 \div 5 = 4$$

- Plates and biscuits
- Numberline

Any Questions

