



We aim for all children at Holy Trinity to be able to:

- **Develop mathematical fluency**
- **Reason mathematically**
- **Problem solve**
- **Make connections across mathematical ideas**
- **Apply knowledge in other subject areas**

MATHS INFORMATION BOOKLET

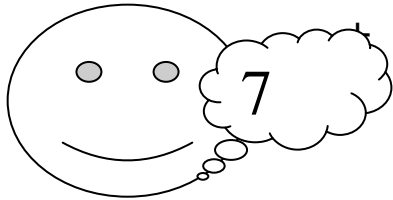
Year 1

Here are the strategies that you can use to help develop your child's addition, subtraction, multiplication and division skills.

Addition

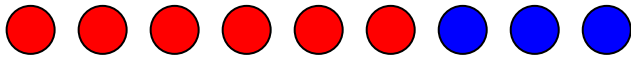
Adding using your fingers

For example $7+6=13$. Ask your child to put the larger number in their head and count on using fingers.



Counting objects such as toys, counters, teddy bears.

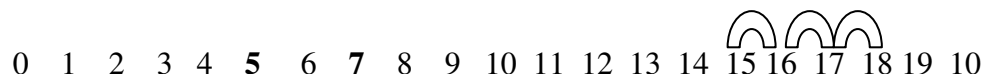
For example $6 + 3$



Using objects. I put 15 cubes in a bag and then put 3 more in. How many do I have now? (Count on from 15)

Counting on using a numberline

E.g. $15 + 3$



Counting on using a number square

E.g. $65 + 22$

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

- Moving down one square is adding on 10
- Moving to the right one square is adding on 1

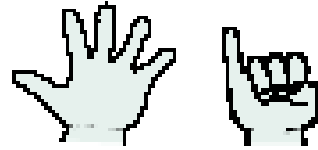
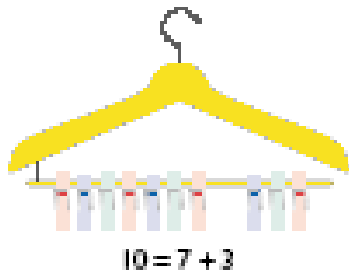
Count on using a number square by adding two tens and then two ones.

Or by doing this mentally, by putting 65 in your head and counting on two tens and then adding two Ones.

- Numbers can be added in any order.

Number bonds of 10 – (the two numbers that add together to make 10)

Use fingers and objects such as toys or counters
For example $10 + 0$, $9 + 1$, $8 + 2$ etc....



Inverse:

$10 - 6 = ?$

$10 - ? = 6$

Adding 10 to a number

If I start at 37 and count 10 steps on a number track where will I stop?

Can you use a hundred square to work out 37 add 20?

The children need to identify when you add ten to a number the **ones** stay the same.

Subtraction – taking away

Taking away using objects and fingers.

12-3

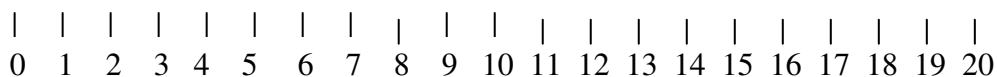
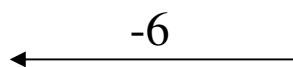


Whatever is used make sure that the children can still see what they have taken away.

Counting Back in your head or using a number line.

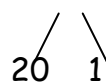
Putting the larger number in your head and count back
Using fingers, number line or a number square.

$17 - 6 =$



Partitioning to help with subtraction.

Calculation $43 - 21 =$



Only partition the second number

Take away the tens then take away the ones from that number.

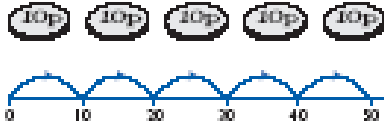
$43 - 20 = 23$

$23 - 1 = 22$

Multiplication

Counting on in 2's 5's and 10's by grouping objects.

Count to find out how many there are in several groups of 2's, 5's, 10's etc using multi-links, socks, fingers, coins etc...



Repeat addition

$$6 \times 5 =$$

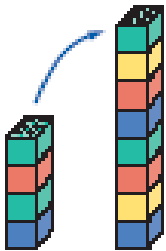
$$6 + 6 + 6 + 6 + 6$$

Doubling

Choose a number and double it

Practically with toy cars, cubes etc

Roll a dice when playing a game – what is the double?

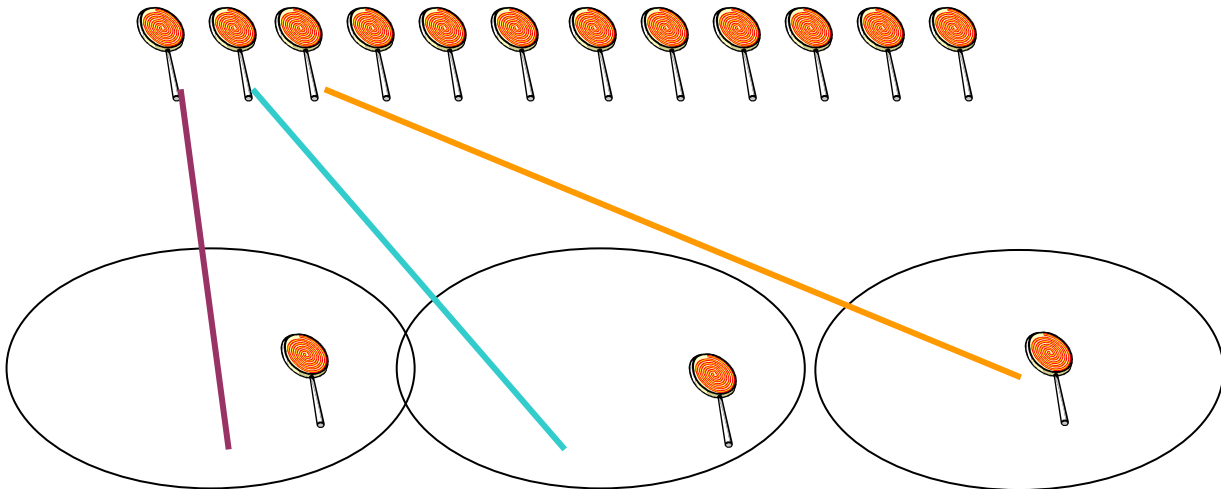


double 4 is 8
 $4 \times 2 = 8$

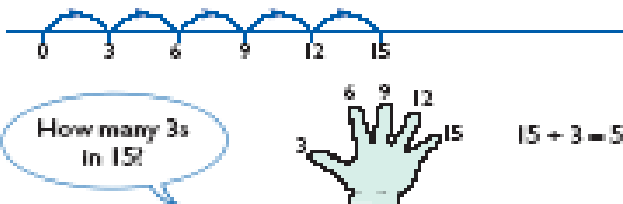
Division- Sharing

Sharing a group of objects practically.

$$12 \div 3 =$$

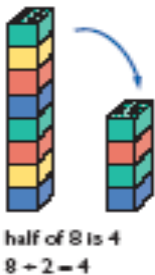


Counting on in 2's, 5's



Halving

Quarters



Half of $4=2$
So quarter of $8=2$
Show equivalents: two quarters = one half

Give your child a set of cubes, toys, etc and ask them to find half (divide into two groups.)
Try and encourage your child to explain what they are doing and talk through how they are working out the answers.

Give your child a number problem to solve.
I have 8 sweets and I want to give my friend half of them. How many would I have left?
How can I divide my Pizza with my four friends?