

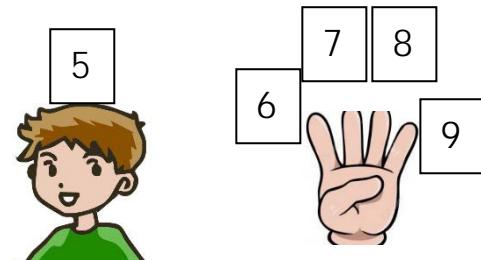
## Maths Strategies

We would love to share some of the strategies we have used this year to teach your children the basic operations of number. We hope these will be useful as you support them with their learning at home over the coming weeks.

### Addition

#### **Counting on in your head**

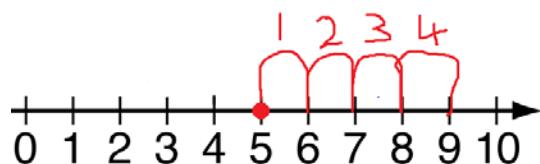
$$5 + 4 = \underline{\hspace{2cm}}$$



We encourage children to use this method by putting the first number in their head (5) and by putting the second number on their counting fingers on their other hand (4). Then, saying the number in their head first, they count on putting down one counting finger each time until there are none left. The answer will be the last number they say!

#### **Counting on using a number line**

$$5 + 4 = \underline{\hspace{2cm}}$$



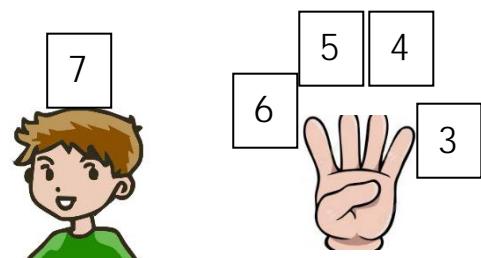
We encourage children to use this method by putting their finger on the first number (5) on the number line. The second number (4) is how many jumps forward they need to make. The answer will be the number they land on when they have made the correct number of jumps forward!

**Hint; You can draw your own number line to help if you need it**

### Subtraction

#### **Counting back in your head**

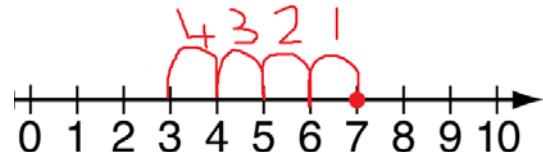
$$7 - 4 = \underline{\hspace{2cm}}$$



We encourage children to use this method by putting the first number in their head (7) and by putting the second number on their counting fingers on their other hand (4). Then, saying the number in their head first, they count backwards putting down one counting finger each time until there are none left. The answer will be the last number they say!

## Counting back using a number line

$$7 - 4 = \underline{\quad}$$



We encourage children to use this method by putting their finger on the first number (7) on the number line. The second number (4) is how many jumps backwards they need to make. The answer will be the number they land on when they have made to correct number of jumps back!

## Multiplication

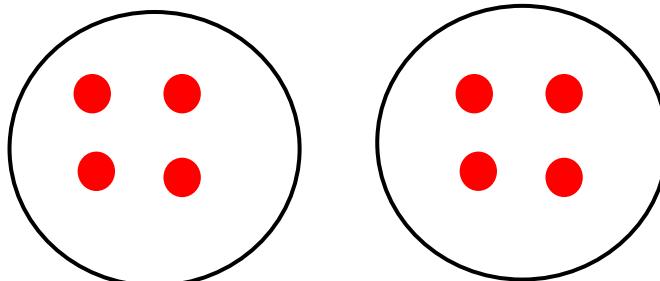
### Groups of method

1<sup>st</sup> number: How many groups (large circles) you should draw

$$2 \times 4 = \underline{\quad}$$

2<sup>nd</sup> number: How many spots you should draw **in each** group

Your answer will be the number of spots you have drawn altogether



We follow these three steps as shown above to solve multiplication number sentences using the groups of method. We encourage children to draw the picture to help work out their answer.

### Arrays method

1<sup>st</sup> number: How many spots you draw going down

$$2 \times 4 = \underline{\quad}$$

2<sup>nd</sup> number: How many spots you should draw across (**remember to count the one that is already there!**)

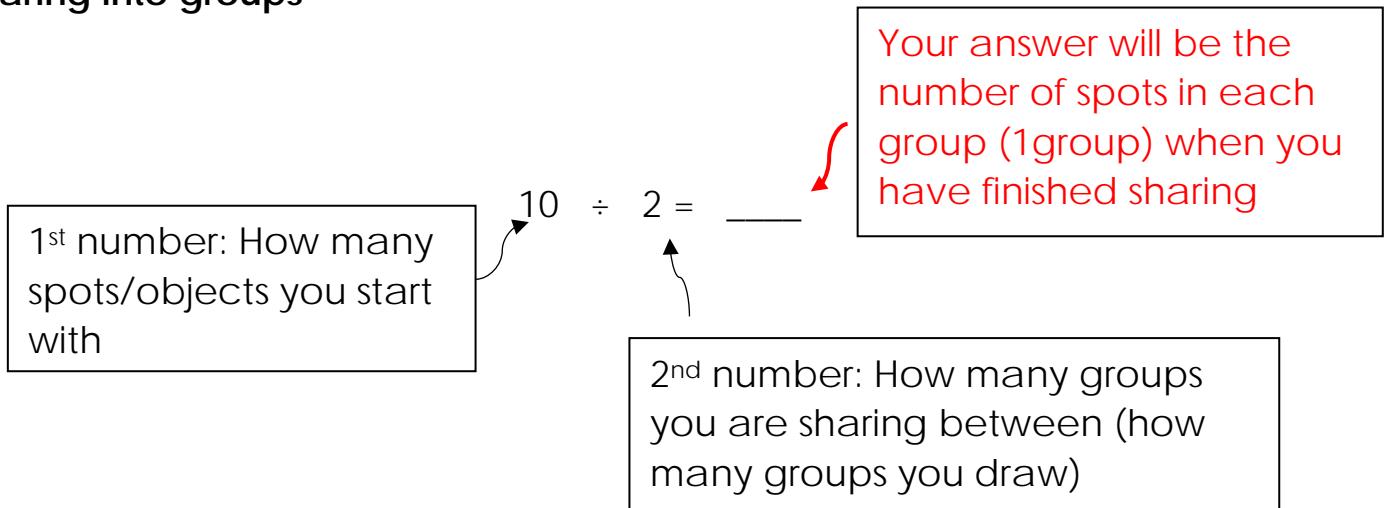
Fill in the missing spaces and your answer will be the number of spots you have drawn altogether



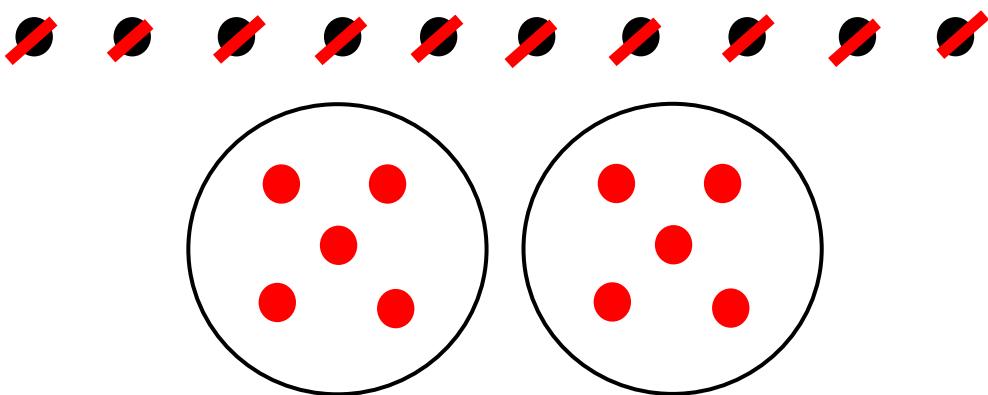
We follow these three steps as shown above to solve multiplication number sentences using the arrays method. It is important to ensure your child counts the first spot down as the first spot going across also as this can sometimes be forgotten and can cause confusion. We have practiced this lots in class. We encourage children to draw the picture to help work out their answer.

## Division

### Sharing into groups



For this method of division we use the 'one for you, cross it out' rule to help remind children which spot they have already shared/sorted into a group. We start by drawing the starting number of spots (10) at the top. Next we draw the number of groups we are sharing between (2). Once all spots have been shared equally then your answer will be the number of spots in each circle.



## Arrays method

1<sup>st</sup> number: How many spots/objects you start with

$$10 \div 2 = \underline{\quad}$$

Your answer will be the number of 'mini groups' you were able to make

2<sup>nd</sup> number: How many spots you want in each 'mini group'

This method of division involves drawing the total number of spots to begin with and then splitting these into 'mini groups' and it follows the steps above. First you should draw the number of spots which you start with (10). The second number is how many spots you want in each 'mini group' (2), so in this case you would draw a ring around 2 spots until you have used them all. The answer will be how many 'mini groups' you were able to make.

