Grove Road Primary School
Parent workshop – Maths – EYFS and KS1

This is a copy of some of the slides used in the evening workshop session on Thursday 29th October 2012.

We have made these available to parents who attended the session as an aide memoir of what was covered during the evening.

There is also a handout which summaries the games and activities which could be tried at home with your children.

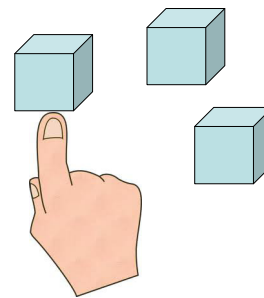**The copyright for these materials remains with Hertfordshire County Council.**

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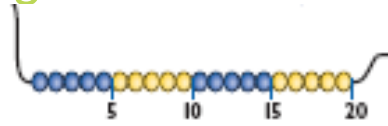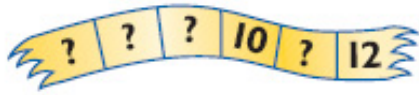The heartbeat of learner improvement services

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Counting

- One-to-one correspondence

- Counting forwards and backwards

- Counting in jumps – 2s, 5s, 10s,

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Counting

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

Learning number bonds

• Number bonds to 10
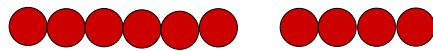
• Number bonds to 20

• Number bonds to 100

Place value

- Understanding the value of each part of the number

- Stamp, clap, click

H	T	U

Addition

Add   total   more than

Altogether   increased by

plus

How would you work these out?

$$6 + 7$$

$$56 + 29$$

$$416 + 417$$

Adding by counting on

$9 + 6 =$

9

- Put the bigger number in my head

- Put the smaller number on my fingers

- Count on from the bigger number on my fingers

- The last number I say is the answer. Record it.

Mental Strategies
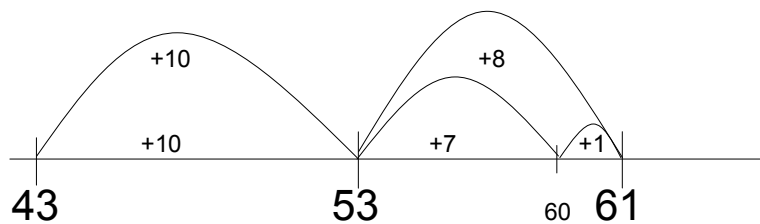
- **partitioning :**
  eg 23 + 35 =

  20 + 3 and 30 + 5

  20 + 30 = 50   3 + 5 = 8

- **recombining** means we combine the tens and units totals
  to get the answer   **58**

- Using a numberline

  43 + 18 = 61

43   53   60   61

+10   +10   +7   +8   +1

Subtraction

subtract   less   minus

take away   decreased by

difference

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What method would you use for these calculations?

42 – 27

421 – 379

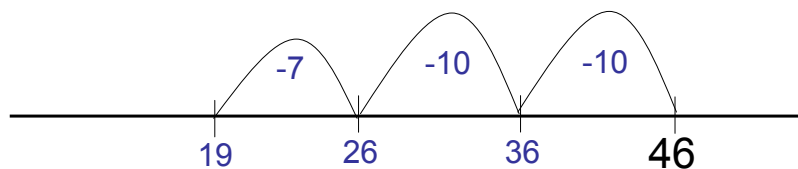Herts for learning
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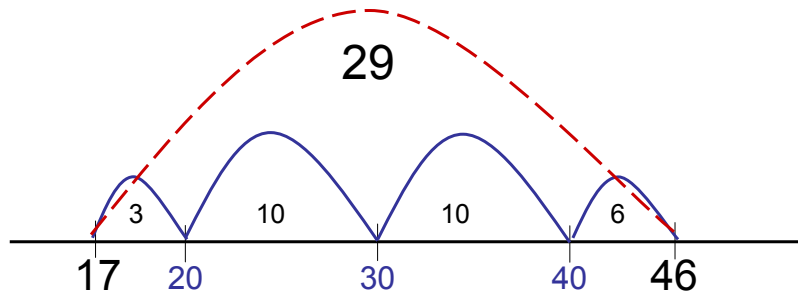Hertfordshire

Practical first

17 – 8 =

- Make a group of objects for the first number

- Take away the amount you are subtracting

- Count how many are left

The use of the 'Empty Number Line' for Subtraction – counting back

19   26   36   46

-7   -10   -10

46 – 27 = _____

The use of the 'Empty Number Line' for Subtraction – counting up

46 – 17 = _____

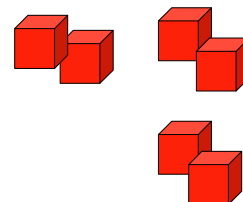
Starting to learning X facts

- In Year 2 pupils may start learning 2x, 5x and 10x tables

- They need to really understand what the number sentences means

1 x 2 = 2
2 x 2 = 4
3 x 2 = 6
4 x 3 = …

Make it using cubes

Write the list

Make it a game

When they are ready to learn and remember the facts…
- Using small pieces of card
- Put the question on the front and answer on the back

5 x 3	15

If they struggle, return to the practical (cubes / pasta) and list

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Mathematics is a life skill…

- Ask your child to show you what they have been learning
- Use everyday situations…(pencil and paper not needed)
  e.g. when shopping, in the car or cooking

- provide opportunities to:
  - tell the time
  - use money
  - weighing things
  - practise number bonds (How could I make 10?)
  - ask questions (How many…?)
  - solve problems