USING THE RELATIONSHIP BETWEEN ADDITION AND SUBTRACTION

Help your child to make links between adding and subtracting:

For example:

- (P2) Six and how many more make 10, 10 take away 6 equals 4.
- (P2) A lolly costs 6p, how much change from 10p?

ESTIMATING NUMBERS

It is important that children get a "feel" for number and quantities.

- Show your child 5 spoons for a few seconds. Then cover the spoons and ask 'were there 5 spoons or 9 spoons?'
- Show your child different objects then hide them and guess how many there were.
- Guess how many clothes pegs you could lift in your hand.
- Guess how many pieces of fruit in a fruit bowl. After guessing, get your child to count to find out how many objects there are

OTHER IDEAS

(P2) Throw 2 dice and find the total or the difference. Write a number sentence about the dice.

4 + 2 = 6
4 - 2 = 2

Who got the highest/lowest score?

- (P2) Visit local library and choose books which have numbers in the stories:

  - Goldilocks and the three Bears
  - Snow White and the seven Dwarfs
  - Six Dinner Sid

- (P2) Use dominoes to match numbers and find totals: e.g. can you find 2 dominoes that have 8 spots
- (P2) Make Bingo games. Call out 2 + 3 and cover 5

USEFUL LANGUAGE

add equals subtract
makes more than
take away same as less than
bigger/smaller how many total count on
count back number before number after
number between doubles near doubles guess

HELP YOUR CHILD WITH PROBLEM SOLVING AND MENTAL MATHS At

ST. MARY'S PRIMARY SCHOOL
PORTAFERRY

Foundation Stage

Primary 1 and Primary 2

By the end of Foundation Stage children should have developed an understanding of number to 20.

They should also have engaged in counting activities beyond 20.

They should have started to add and subtract within 20.

They should recognise coins in everyday use and work with coins up to 20p.

MENTAL MATHS STRATEGIES WE USE

- Counting on/counting back
- Use the relationship between addition and subtraction
- Re-ordering numbers to make the calculation easier
  e.g. 7 + 1 putting the bigger number first is the same as 1 + 7
- Understanding the importance of 10
  e.g. 17 is 10 and 7 more
  14 is 10 and 4 more

COUNTING ACTIVITIES

- Practise chanting the number names. Encourage your child to join in with you. When they are confident, try starting from different numbers e.g. 4, 5, 6… also try counting backwards.
- Sing number rhymes together (see separate sheet)
- Give your child the opportunity to count objects (coins, clothes pegs, lego bricks, cutlery etc.) Encourage them to move each object as they count them.
- Count things you cannot touch - jumps, claps, fruit in a bag, people in a queue.
- Play games that involve counting: e.g. snakes and ladders, dice games.
- Look for numbers in the environment: e.g. car number plates, sign posts, door numbers, prices in a supermarket.
- Make mistakes when chanting, counting or ordering numbers. Can your child spot what you have done wrong?
- Choose a number of the week: e.g. 5. Practise counting in 5's, up to 5, on from 5, collect groups of 5 items.

QUICK RECALL

During the Foundation Stage we work towards the children being able to use their knowledge of numbers to 20 to answer questions quickly. For example:

- Number before, after, between
- Add 0 or 1 to a given number
- Add 2 to a given number
- Know doubles up to 5 + 5
- Know number stories to 5
  e.g. 0 + 5
  1 + 4
  2 + 3
  3 + 2
  4 + 1
  5 + 0

- Subtract 0 or 1 from a given number
- Addition and subtraction of all numbers within 10
- One more/one less within 20
- Know "near doubles" within 10
  e.g. 3 + 3 = 6 so
  3 + 4 = 7
- Know doubles up to 10 + 10
- Subtraction within 5 and later 10