



Addition Home Information Sheet



First Level (b)

I have used multiplication when solving problems, making best use of the mental strategies and written skills I have developed. MNU 1-03a

I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than. MNU 1-15a

When a picture or symbol is used to replace a number in a number statement, I can find its value using my knowledge of number facts and explain my thinking to others. MTH 1-15b

I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate. MNU 1-01a

Over the next few weeks we are going to be learning to use numbers within 100 to:

- Recognise and be able to use mathematical notation: +, =
- Know and understand that the = sign signifies balance in a number sentence
- Appreciate that calculations can be represented horizontally and vertically
- Develop an understanding of the relationships between numbers and that they are the inverse of each other e.g. $34 + 47 = 47 + 34$.
- Understand and be able to use vocabulary associated with addition e.g. more than, less than, add, plus, equals, total, altogether, sum
- Understand that a picture or symbol can be used to represent the missing number in an equation $32 + ? = 99$
- Use their understanding of inverse relationships to simplify calculations, e.g. to find $60 - 13$ think "13 and what makes 60?"
- Round whole numbers up and down to the nearest 100
- Identify rules being used to devise simple number patterns and use them to continue the sequence

Here are some ideas of how you can help me at home!

Trail puzzles On a 5×5 grid children write one number less than 20 on each row. They complete each row of the grid to make a sequence. They bring these grids to school and share them with their teacher and peers.

Money running totals Ask children to find as many 5p and 10p coins as they can at home. First they count the 5p coins and record their counting as a sequence, e.g. 5, 10, 15, ... etc. and then repeat for the 10p coins. Finally, they collect the coins together and try counting them in any order to find the total. This may involve sometimes counting on 5 and sometimes 10. They record the running total.

Totals Provide children with a suitable total, appropriate to their confidence within

100, 16, 39, 67 or 95, etc. Ask them to record all the different addition calculations involving two numbers, with that total. Encourage them to work systematically.

Here are some websites that you may find useful to use with me!

Add 10 more - <http://www.ictgames.com/submarinenopad2.html>

Number bonds to 100 -
<http://www.amblesideprimary.com/ambleweb/mentalmaths/numberbond.html>

Speed Grid Challenge Level 2 -
<http://resources.oswego.org/games/SpeedGrid/Addition/urikaadd2res.html>

