Addition Home Information Sheet

First Level (c)

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 1000 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. 300 + 600 = 600 + 300.
- 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 673 + ? = 909
- Use their understanding of inverse relationships to simplify calculations, e.g. to find 500 - 350 think "350 and what makes 500?"
- Round whole numbers up to the nearest 1000
- Identify rules being used to devise simple number patterns and use them to continue the sequence
- Select and use the most appropriate method (mental or written) to calculate an exact answer.

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

Page number totals Ask children to find a book at home, and to find all the numbers on the first 10 pages (some might be written in words). They find the 'total' of each page number and record the total. They also write an explanation of how they worked this out.

Un-magical squares Ask children to draw a 2 × 2 square containing four 2-digit numbers, e.g. 37, 49, 72 and 48. They find the total of each row, column and diagonal and record them around the square. Finally they check that the total of the two row totals is the same as the total of the two column and the two diagonal totals.

Masses of tins Ask children to look in cupboards at home and to record the masses of food tins, e.g. baked beans 445g, tuna 220g, custard 327g, etc. Having listed at least ten different masses, they choose pairs of tins and find the total mass for each. The answers could be presented as puzzles for other children at school to solve.

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

Addition Pyramid 3 Larger Numbers – http://www.maths.com/games/#addition-games

Greater than or less than up to 1000 Level 2 –
http://www.crickweb.co.uk/ks2numeracy-calculation.html#ncmenu

2 by 2 Magic Addition Square 10 minutes to solve -
http://www.maths.com/games/#addition-games