Addition and Subtraction Home Information Sheet
Second Level (b)

Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others.

NMU 2-03a

I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable, sharing my solution with others.

NMU 2-01a

We are going to be learning to use numbers within 100 000 to:

- Appreciate that there are several ways to solve the same problem and that the nature of the problem may determine the strategy chosen
- Use our understanding of inverse relationships to find related facts to simplify calculations, e.g. to find 40 000 - 5354 think, "5352 and what makes 40 000?
- Use commutative, associative and distributive properties to simplify mental calculations, e.g. 4 x 36 = (4 x 30) + (4 x 6)
- Use knowledge of base ten in calculations, e.g. 12 000 + 1300; 54 000 – 3200; 15 000 – 6 000
- Know the meaning of terms associated with rounding, e.g. guess, estimate, round up, round down, roughly, approximately
- Use skills of estimation and rounding in a range of real life contexts, e.g. I have £3000. Do I have enough money to buy 6 at £40.95?
- Compare actual answers to estimates and judge whether the answer is reasonable
- Explain and justify our solutions to others

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

Research round Ask children to research a topic such as the weights of animals, the heights of skyscrapers or an alternative theme involving lengths, masses or capacities. Ask them to record the information and use rounding appropriately to estimate related facts, e.g. the mass of 29 elephants or the height of the Taipei Tower.

Number round up Ask children to find as many examples as they can of numbers being rounded up or down to make them easier to work with. They could find print examples in newspapers or magazines, or spoken examples, e.g. 'There's about 8 litres of paint left'. They draw, stick or write about them.

Make a kilogram *different food items* Ask children to find food labels showing the masses of different food items, e.g. 440 g, 375 g. Ask them to stick the labels in their learning logs and to work out how much more of each item would be needed to make 1 kg, i.e. 560 g, 625 g respectively.

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

Math Lines (Mental Agility Practice) –
http://www.coolmath-games.com/0-math-lines/index.html

Number Bond Machines (Set your own number, any number up to 100 000)
http://www.amblesideprimary.com/ambleweb/mentalmaths/numberbond.html