Addition and Subtraction Home Information Sheet

Second Level (c)

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 1 000 000 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 400 000 - 5000 think, "5000 and what makes 400 000?
- 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. 120 000 + 13 000 ; 54 000 – 32 000; 150 000 – 60 000
- 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 £30 000. Do I have enough money to buy 6 at £4950?
- 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!

Mix and match Ask children to copy these 2- and 3-digit numbers: 59, 31, 88, 269, 177, 368 and 406. Ask them to choose pairs of the numbers and find the totals or differences, rounding and adjusting as necessary. Which pair of numbers has a total closest to 450? Which pair has a difference closest to 200?

Paper cut-outs *magazines and newspapers* Ask children to cut out 2-digit and 3-digit numbers from magazines and newspapers. They group them in pairs and stick them into their learning logs. Then they find the totals and differences of the numbers in each pair.

Darts Ask children to draw a simple dartboard by drawing a circle split into four or six sectors. In each sector they write a 2-digit number, e.g. 46, 58, 68 and 39. Ask children to investigate as many different possible totals as they can that can be scored with three darts on their board. They use counting on strategies to find totals.

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

Brainie (Mental Agility Practice) –http://www.coolmath-games.com/0-brainie/index.html

Number Bond Machines (Set your own number, any number up to 1 000 000)
http://www.amblesideprimary.com/ambleweb/mentalmaths/numberbond.html