 Alloway Primary School

 Learn Its Schedule

|  |
| --- |
| Primary 1 |
| Terms 1 and 2 | Term 3 | Term 4 |
| Step 1 | Step 2 | Step 3 |
| Doubles1+1 2+2 | Doubles3+3 4+4 5+5 | 1+2 2+3 | Switchers2+1 3+2 |
| Nothing Else | Nothing Else | Multiples of 10 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 |
| Primary 1 – Parent Tips |
| Terms 1 and 2 | Term 3 | Term 4 |
| Step 1 | Step 2 | Step 3 |
| DoublesGet child to model the addition sums with one finger on each hand, two fingers on each hand etc. Eventually they should be able to do this without using fingers. Just Learn the additions and multiples as if it was their name.Ask - 1 add 1Ask - double 1Parent says 1 – child should say 2Parent says 2 – child should say 4 | DoublesGet child to model the addition sums with 3, 4, 5 fingers on each hand, two fingers on each hand etc. Eventually by the end of this term, they should be able to do this without using fingers. Just Learn the additions and doubles as if it was their name.Parent says 5 – child should say 10Parent says 4 – child should say 8Parent says 3 – child should say 6HalvesParent says 10 – child should say 5Parent says 8 – child should say 4Parent says 6 – child should say 3 | Non-DoublesFingers used again her to begin with – on one hand where possible. By the end of this step there is no need to use fingers.We are swapping the thing for a ten i.e. 1,2,3, becomes 1 ten, 2 tens, 3 tens… and that becomes 10, 20, 30 etc. (This swapping is called the PIM Principle)MultiplesCount out first ten multiples of 10 - Children can flash up their fingers for each multiple of 10. Start with arms stretched out low for 0, arms should be straight out for 50 at half way, and raised straight up for 100.Begin to count out first ten multiples of 5 Begin to count our first ten multiples of 2. |