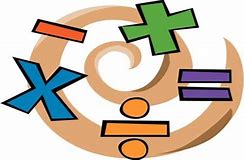
[](https://www.bing.com/images/search?view=detailV2&ccid=HWaPJ5f1&id=0EBF1A31F148279996C53593373103966BF0B6A1&thid=OIP.HWaPJ5f1BhlPfoIiea_uIwHaE4&q=big+maths&simid=608026521979061564&selectedIndex=33) Alloway Primary School

Learn Its Schedule

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Primary 1 | | | | | |
| Terms 1 and 2 | | Term 3 | | Term 4 | |
| Step 1 | | Step 2 | | Step 3 | |
| Doubles  1+1 2+2 | | Doubles  3+3 4+4 5+5 | | 1+2 2+3 | Switchers  2+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 | | |
| Doubles  Get 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 1  Ask - double 1  Parent says 1 – child should say 2  Parent says 2 – child should say 4 | Doubles  Get 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 10  Parent says 4 – child should say 8  Parent says 3 – child should say 6  Halves  Parent says 10 – child should say 5  Parent says 8 – child should say 4  Parent says 6 – child should say 3 | | Non-Doubles  Fingers 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)  Multiples  Count 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. | | |