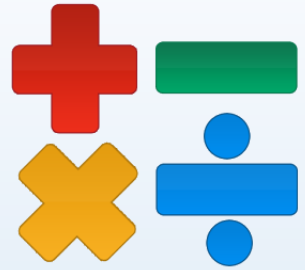
Hello everyone!



This PowerPoint has been made to remind the children and show the parents how we have learnt to solve addition, subtraction, multiplication and division calculations. It includes examples of the strategies we have used in school so far this year.

We know you may not have the same apparatus at home we use in school, so we have tried to show methods you could use that don't require any practical apparatus.
We hope you find this helpful!

Mrs Stevens and Mr Crump ☺

Add

Addition

total



increase

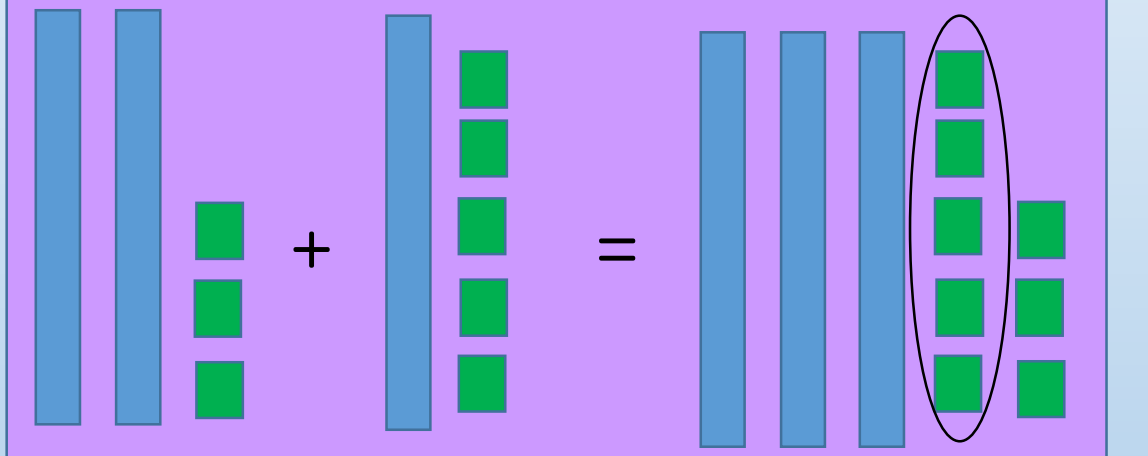
plus

sum of

23 + 15 = ?

Here are a few ways of solving **+** calculations. As you don't have the tens and ones apparatus at home, we would encourage the children to draw them.

23 + 15 = 38



10, 20, 30, 35,36,37,38

Remember to count the tens first and then the ones.

23 + 15 = 38

T	O	T	O
2	3	+ 1	5

Add the tens together

Add the ones together

20 + 10 = **30**

3 + 5 = **8**

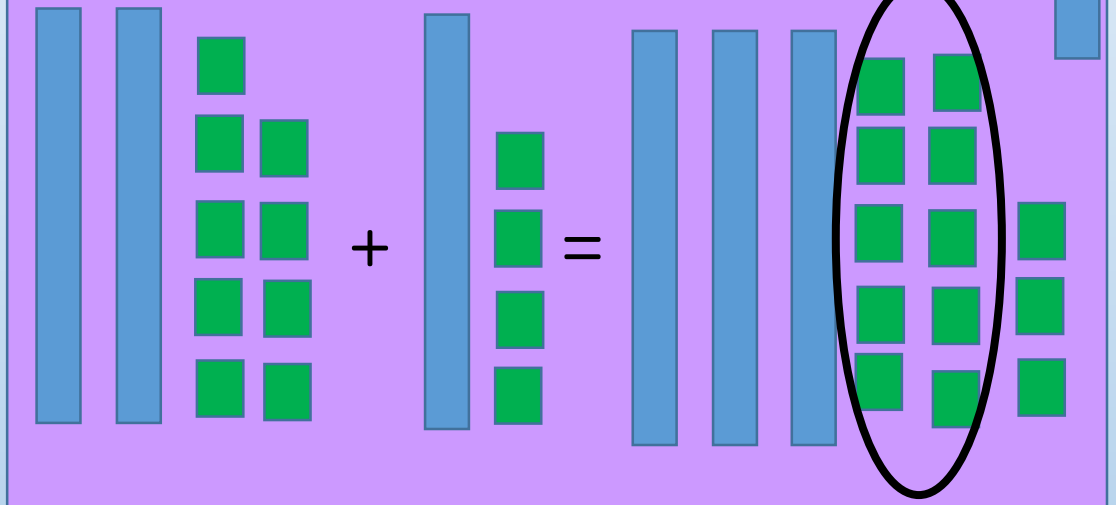
30 + 8 = 38

29 + 14 = ?

Sometimes addition involves exchanging. This means the ones add up to more than 10, so we swap 10 little ones for a bar of 10.

29 + 14 = 43

There are ten ones. I could exchange them for another bar of 10!



10, 20, 30, 40, 41, 42, 43

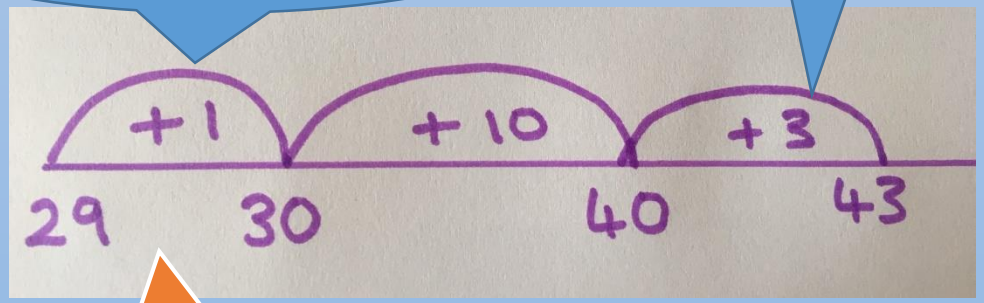
T O

29 + 14 = 43

3 1

How many ones do I need to add on to reach the next ten?

How many ones do I still need to add on?



We can use our number bonds to 10 to help us!

9 + 1 = 10
29 + 1 = 30

take away

subtract

minus



fewer

subtraction

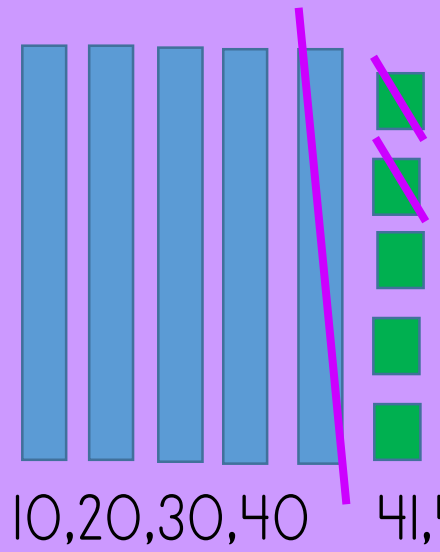
less

55 – 12 = ?

Here are a few ways of solving - calculations. As you don't have the tens and ones apparatus at home, we would encourage the children to draw them.

T O

55- 12 = 43



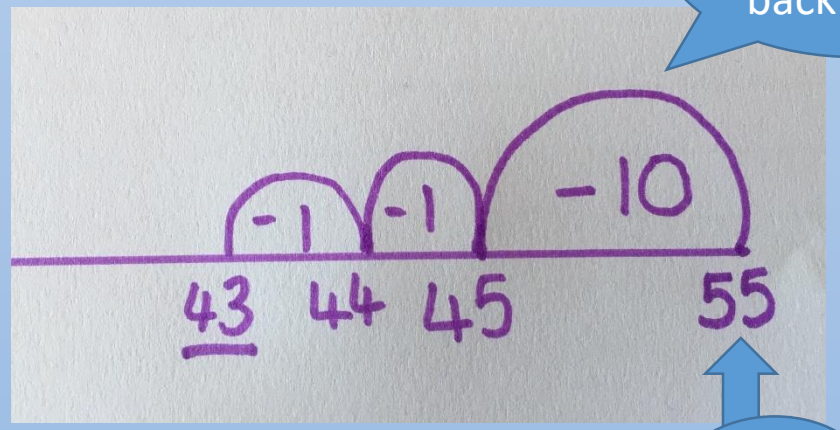
10,20,30,40 41,42,43

Handy Hint!
When you 'take away' the answer is always smaller.

Remember you only need to draw the starting number for take away. You cross out the second amount.

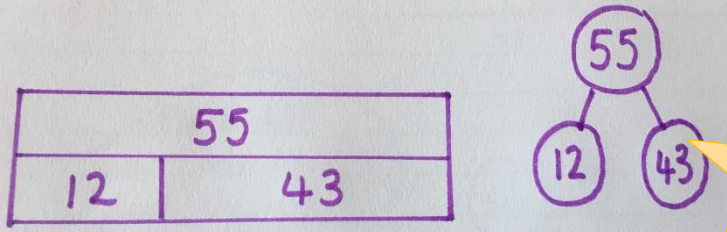
T O

55 – 12 = 43



Remember to jump backwards.

Start here



A part whole model can help check you've got the right answer.

12 + 43 = 55 43 + 12 = 55
55 – 12 = 43 55 – 43 = 12

52 – 25 = ?

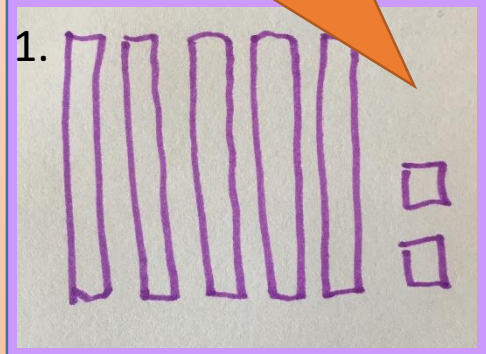
Take away can sometimes involve exchanging a bar of 10 for 10 little ones.

There isn't enough **ones** for us to take away '5'. We need to exchange!

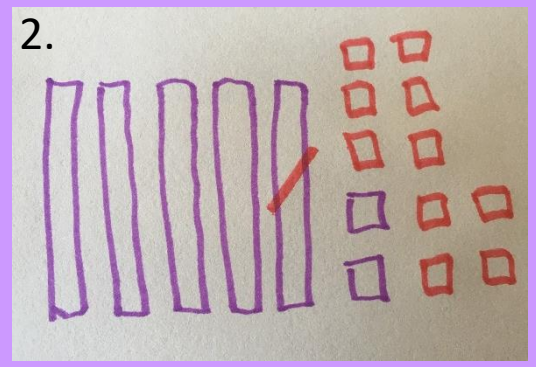
T O

52 - 25 = 27

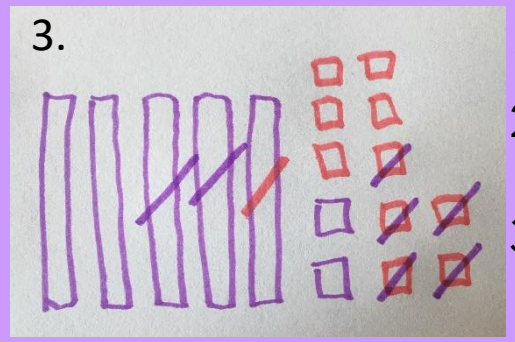
1.



2.



3.



1. Draw the 52
2. Exchange a bar of 10 for 10 little ones.
3. Now take the 25 away.

T O

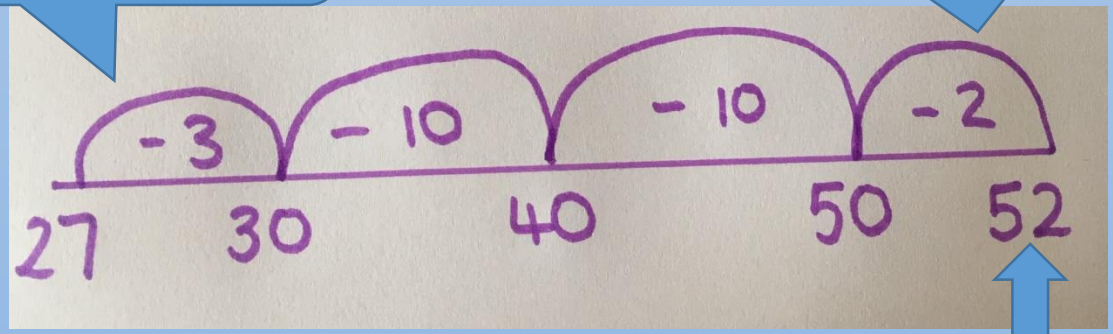
52 – 25 = 27

2 3

Remember to jump backwards!

How many ones do I need to take away to land on the nearest ten?

Don't forget to take away the remaining ones.

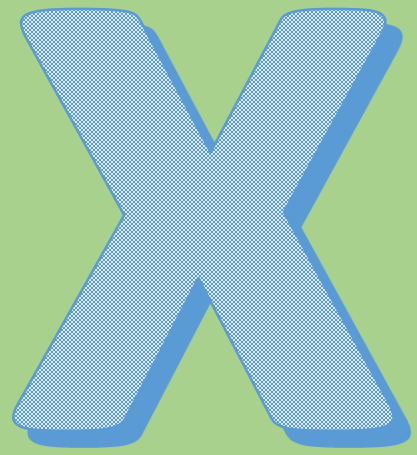


Start here

multiply

groups of

times



multiplication

X

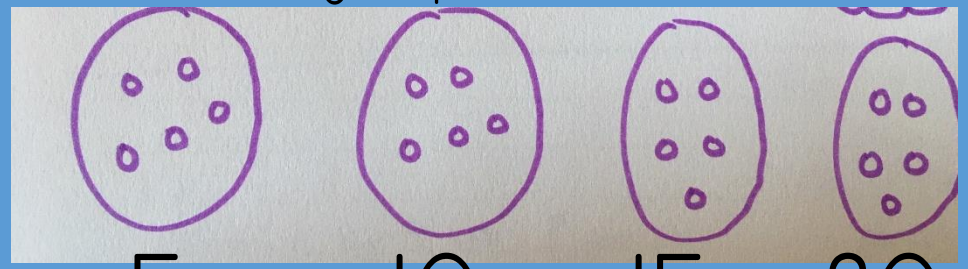
In year 2, children should be rehearsing their 2x, 3x, 5x and 10x tables. Some x calculations will be easy for the children to calculate using their mental maths, but here are some strategies they can use for trickier calculations.

$4 \times 5 =$

4 groups of 5 =

Remember the groups should be **equal!**

1. Draw the groups



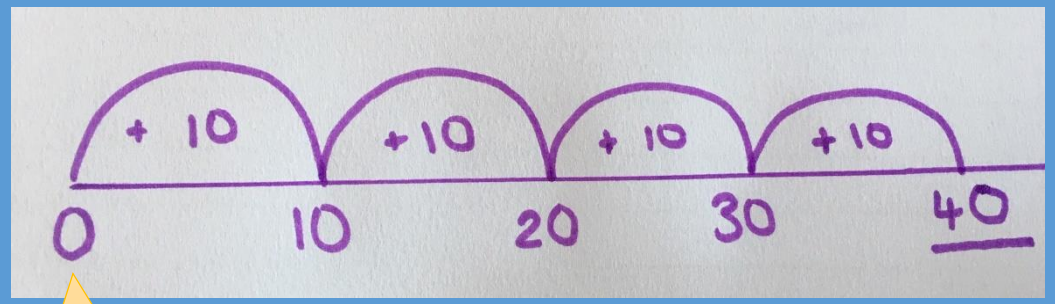
5 10 15 20

2. Count the dots to find out how many there are altogether.

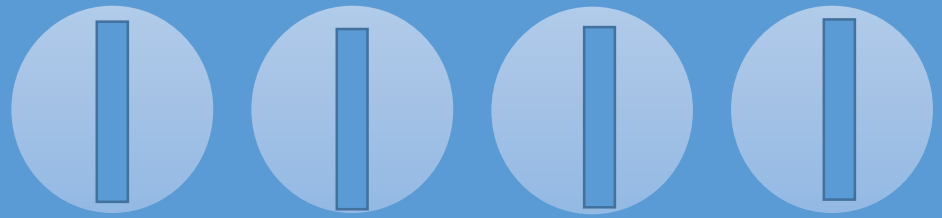
$4 \times 5 = 20$

$4 \times 10 =$

4 groups of 10 =



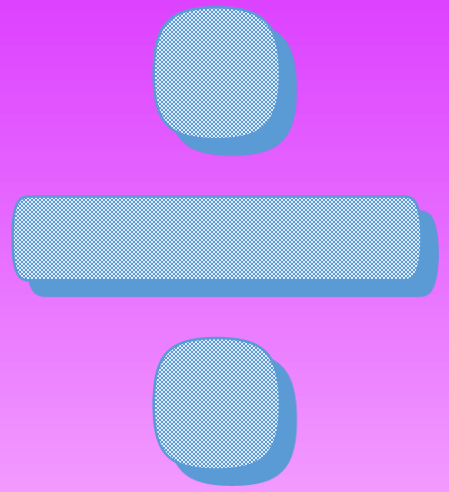
Always start at zero



40			
10	10	10	10

divide

division

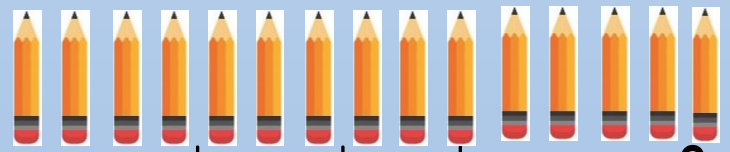


shared equally

by sharing

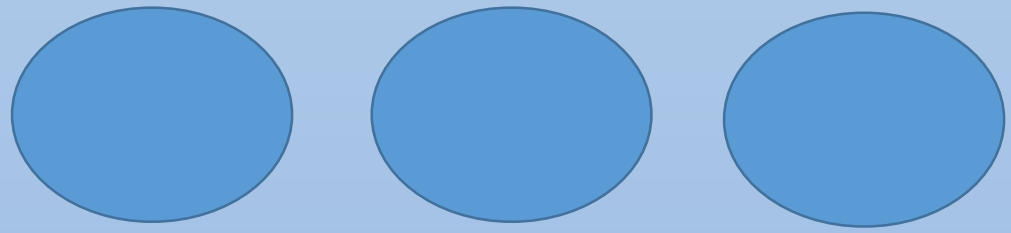
As well as the multiplication facts, children should be rehearsing the division facts associated with the 2x, 3x, 5x and 10x tables.
It can help children's understanding if they create a story for a division calculation. This can sometimes help them visualise what the question is actually asking them to do.

15 ÷3 = ?



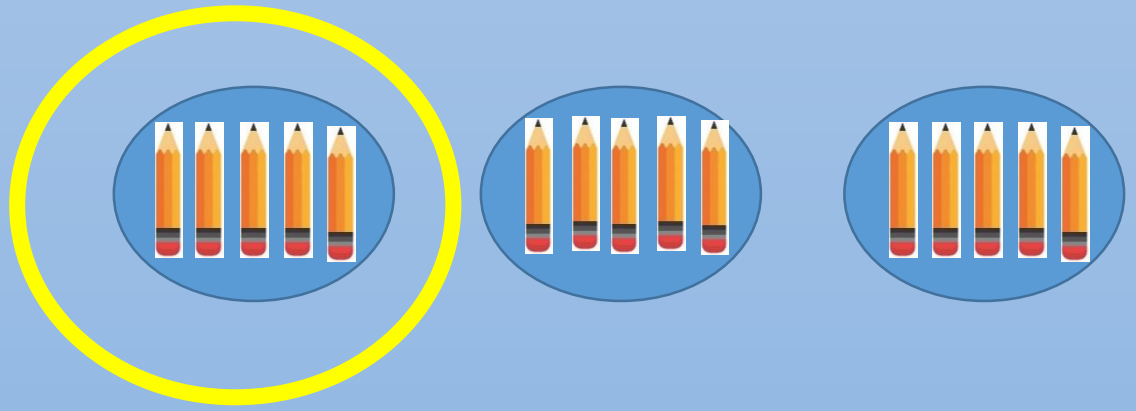
Mrs Stevens has **15** pencils. She wants to share them between **3** children. How many pencils will each child get?

1. Draw the **3** groups.



2. Share the amount **(15)** equally between the **3** groups. Remind children to use the 'one of me, one for you' approach until all 15 pencils have been shared.

3. Check all the groups are **equal.**
Then count how many are in <u>one group</u>

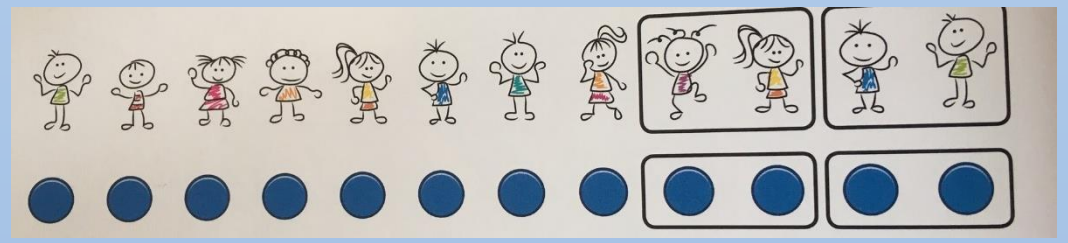


15 ÷ 3 = 5

÷ by grouping

12 children are dancing in groups of 2. How many groups are there?

1. Draw the **12 children or dots to represent them.**



2. Draw around the children so they are sorted into 'groups of 2'.

3. Count how many groups you have made and that is your answer!

$12 \div 2 = 6$

