

# Welcome to the Early Years and Key Stage 1 Maths Workshop



Mrs Clemo and Mrs Hollingsworth

## Why another maths workshop?

From our last workshop parents made us aware of the fact that they needed to not only understand the current methods but how we effectively support children within the classroom.



## Our Aim

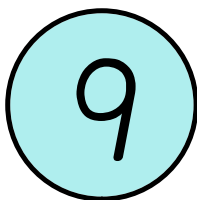
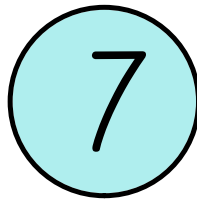
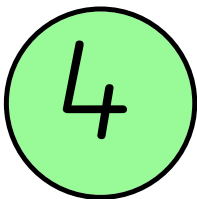
To share with you the approaches we use in the classroom and the questions we use to guide children through new and tricky concepts.

## Reception - Ordering Numbers

I know which number is bigger.

I know which number is smaller.

I can recognise my numbers.



### Top Tips

- Always count from 1 to help you remember.



- Which one is bigger?
- What number comes first?

## Reception - One More One Less

I know less is smaller.

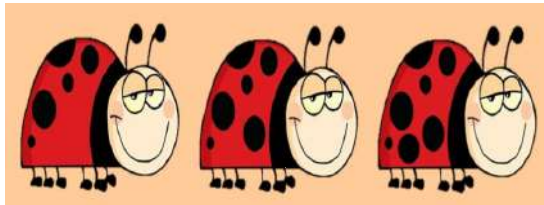
I know more is bigger.

I can count the number of objects.

8

12

27



### Top Tips

- Will your number get bigger or smaller?
- What number is next?
- What number comes before?



## Reception - Addition

I can push the groups together and count them.  
I can make the second number using objects.  
I can make the first number using objects.

$$\text{○} \text{○} \text{○} + \text{○} \text{○} = \text{○}$$

$$3 + 2 =$$

$$4 + 3 =$$

$$6 + 2 =$$



### Top Tips

- How many do you need in your first group?
- How many do you need in your second group?
- How many altogether?
- Careful counting!

## Reception - Subtraction

I can count how many are left.

I can take some objects away.

I can make the first number using objects.



"Take away"

$$5 - 2 =$$

$$6 - 4 =$$

$$8 - 5 =$$

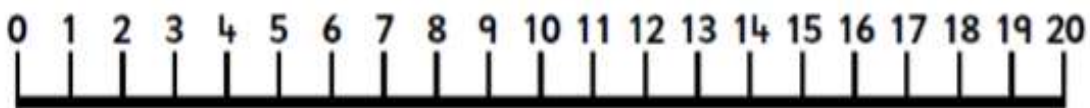


### Top Tips

- How many counters do you need?
- How many do you need to take away?
- How many are left?
- Careful counting!

## Year 1 - Addition

I can say what number I land on.  
I can jump forwards.  
I can find the first number.



Use me to help  
you jump along  
the line!



### Top Tips

- Careful counting!
- Where do you need to start?
- How many jumps?

$$5 + 4 =$$

$$11 + 6 =$$

$$8 + 9 =$$

## Year 1 - Addition

I can count along in ones.  
I can recognise the add sign.  
I can find the first number.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



### Top Tips

- Careful counting!
- Where do you need to start?
- Don't forget the zigzag!

$$25 + 4 =$$

$$16 + 12 =$$

$$38 + 11 =$$



## Year 1 - Subtraction

I can find what is left.

I can take away.

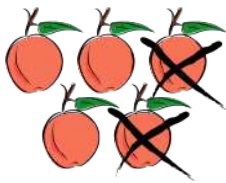
I can make the amount with counters.

I know the - sign.

$$10 - 4 =$$

$$13 - 5 =$$

$$12 - 8 =$$



### Top Tips

- How many do you need to get to start with?
- How many are you going to take away?
- How many are left?

## Year 1 - Subtraction

I can say what number I land on.  
I can jump backwards.  
I can find the first number.



$$12 - 5 =$$

$$14 - 11 =$$

$$20 - 9 =$$

### Top Tips

- Careful counting!
- Where do you need to start?
- How many jumps?



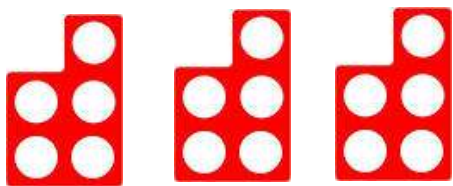
Use me to help you jump along the line!

## Year 1 - Multiplication

I can find the total of the groups.  
I can make the groups.  
I understand  $\times$  as lots of.

$$3 \times 5$$

3 lots of 5



Repeated addition



Top Tips

- How many do you need?
- Can you find the total?

$$5 \times 2 =$$

$$3 \times 4 =$$

$$6 \times 3 =$$

## Year 1 - Division

I can share them into groups.

I can count the objects.

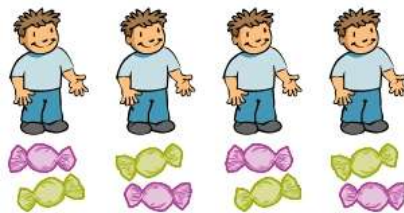
I can understand division as sharing.



TOP TIPS

### Top Tips

- How many groups do you need?
- How many are you going to share between?
- Make sure it is fair!
- Careful counting!



"Shared between"

$$8 \div 2 =$$

$$10 \div 2 =$$

$$12 \div 3 =$$

## Year 2 - Tens and Ones

I can say what value the numbers have.

I can identify the tens digit.

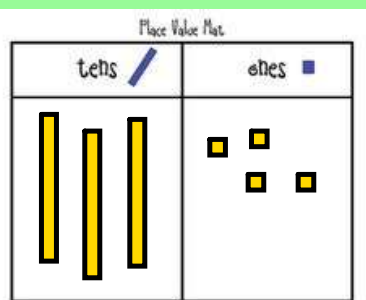
I can find the ones digit.

24

32

40

34



TOP TIPS

### Top Tips

- How many tens?
- How many ones?
- What is 2 tens? (20)
- What is 6 ones (6)

## Year 2 - Addition

I can find the total.

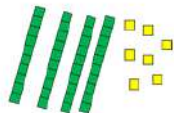
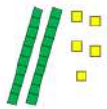
I can add the ones.

I can add the tens.

I can identify the tens and ones in a number.

$25 + 47 =$

T	O



### Top Tips

- How many tens?
- How many ones?
- Count in tens.
- How many altogether?



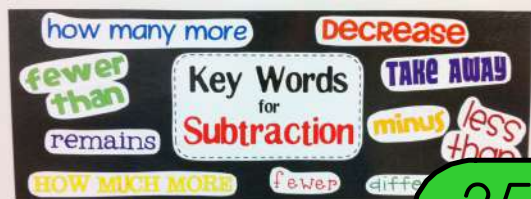
$25 + 14 =$

$26 + 22 =$

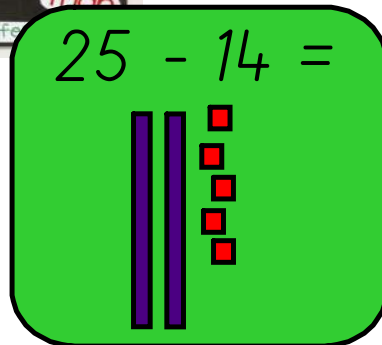
$38 + 21 =$

## Year 2 - Subtraction

I can say how many are left.  
I can take away the ones.  
I can take away the tens.  
I can identify the tens and ones in a number.



$$25 - 4 =$$
$$26 - 12 =$$
$$37 - 23 =$$



### Top Tips

- How many tens and ones do you need?
- How many tens do you need to take away?
- How many ones?
- How many are left?

## Year 2 - Multiplication

I can total my array.  
I can draw my array.  
I can say how many rows.  
I know how many are in each row.

$$7 \times 2 =$$

$$8 \times 3 =$$

$$5 \times 6 =$$



$$4 \times 6 = 24$$

What is the array?



### Top Tips

- How many do you need in each row?
- How many rows do you need for your array?
- How many dots are there altogether?



## Year 2 - Division

I can count how many are in each group.

I can share into the right amount of groups.

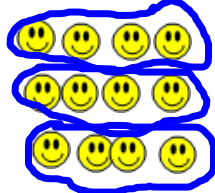
I can count the amount of objects I need.

I can read my number sentence.

$$15 \div 3 =$$

$$18 \div 9 =$$

$$24 \div 6 =$$

$$12 \div 4 = 3$$


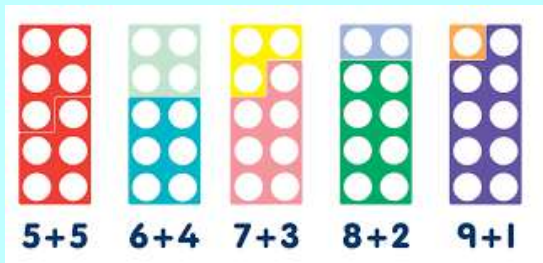


TOP TIPS

### Top Tips

- How many do you need to draw altogether?
- How many should be in each group?
- How many groups have you got?

*Number bonds to and within 10.*



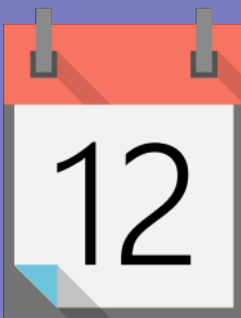
*Move counting counters and then recount to help begin to identify patterns within numbers.*





We hope you have enjoyed the workshop and feel even more equipped to support your child at home with their maths.

The slides will be available on the website under Parent workshop where you will find further maths workshops and in addition to this our calculation policy.



Year 3 and 4 workshops will be on 21.11.2018 at 2.15 and 6.15.

Year 5 and 6 workshops will be on 22.11.2018 at 2.15 and 6.15