

# KS1 Maths Parent Handbook

## Useful Websites:

[www.oxfordowl.co.uk/for-home/kids-activities/fun-maths-games-and-activities/](http://www.oxfordowl.co.uk/for-home/kids-activities/fun-maths-games-and-activities/)

[www.bbc.co.uk/schools/websites/4\\_11/site/numeracy.shtm](http://www.bbc.co.uk/schools/websites/4_11/site/numeracy.shtm)

[www.topmarks.co.uk/maths-games/5-7-years/counting](http://www.topmarks.co.uk/maths-games/5-7-years/counting)

We also have a school subscription to Times Tables Rock Stars so ask your child's teacher if you would also like to practise times tables at home.

<https://trockstars.com/>



Whitley Park  
Primary and Nursery School

## Addition

At Whitley Park, children are taught to add by combining two numbers, by counting on, using their knowledge of making ten and then by partitioning numbers to add.

$$2 + 3 = 5$$

At a party I eat 2 cakes and my friend eats 3. How many cakes did we eat altogether?



Children could draw a picture to help them work out the answer.

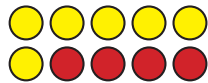
$$8 + 4 =$$

8 children are in class 12, another 4 arrive. How many are there now?



Children could use dots or tally marks to represent pictures and count the total.

$$6 + 4 = 10$$



$$6 + 5 = 10 \text{ and } 1$$



If children add by making ten then it is much easier when they partition and use the column method.

	tens	ones
	2	2
+	1	7
	—	—
	□	□

The children begin to learn formal methods by drawing the calculations as tens sticks and ones dots.

When they have ten or more ones dots they learn to exchange for a tens stick.

## Subtraction

At Whitley Park, children are taught to subtraction by taking away (counting back in ones or bigger groups) and by counting on and using their number bonds to find the difference. They then learn to subtract by taking from the ones and then the tens.

$$7 - 2 = 5$$

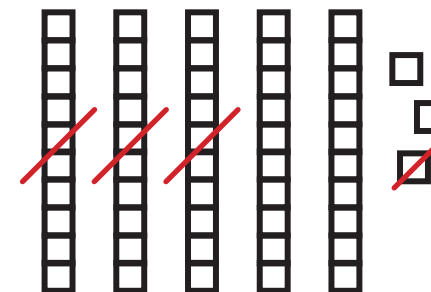
There are 7 ladybirds on the leaf. 2 fly away. How many are left?



Children could draw a picture and cross out to help them visualise the problem.

Using dots or tally marks is a quick way to solve the subtraction.

There are 5 red boats and 2 green boats. How many more red boats are there?



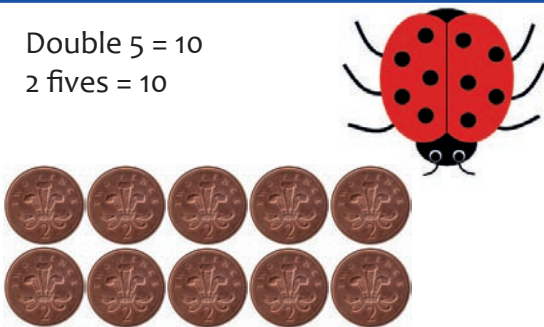
The children begin to learn formal methods by drawing the calculations as tens sticks and ones dots and crossing these out.



## Multiplication

At Whitley Park, children are taught multiplication by firstly understanding equal groups and doubles. They learn multiplication as repeated addition (arrays) and they begin to learn to count in multiples of 2, 5 and 10.

Double 5 = 10  
2 fives = 10



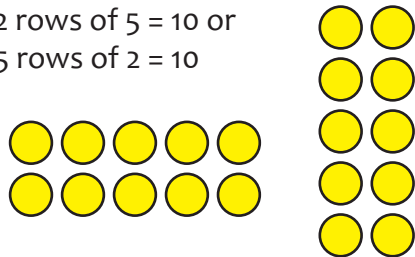
Children make and draw doubles and equal groups.

There are 3 pennies in each purse.  
How many pennies are there altogether?



Dots or tally marks can be drawn in groups and circled.

2 rows of 5 = 10 or  
5 rows of 2 = 10

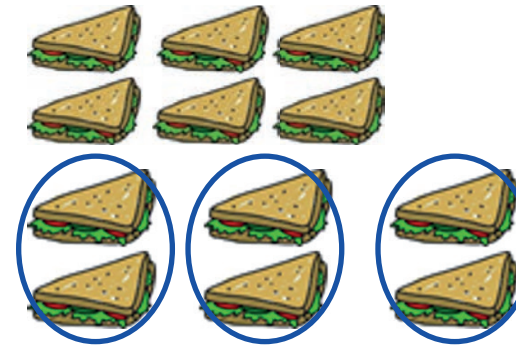


Drawing an array (2 rows of 5 or 2 columns of 5) gives children an image of the answer. It also helps develop the understanding that  $2 \times 5$  is the same as  $5 \times 2$ .

## Division

A Whitley Park, children are taught to understand division as sharing and grouping.

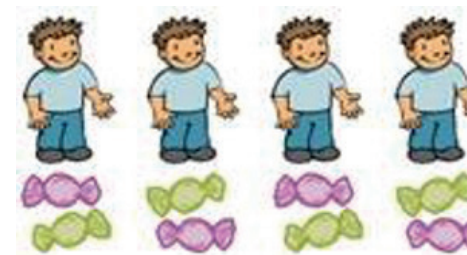
Division as grouping.



There are 6 sandwiches. How many lunchboxes can have two sandwiches?

Pictures, dots or marks can either be shared out one at a time or split into groups.

Division as sharing.



8 sweets shared between 4 boys.

Pictures, dots or marks can either be shared out one at a time or split into groups.

## Real life Problems

We use maths all the time in our everyday lives. The children are more motivated with their maths when they realise that they are using it in a real life context. You could try these ideas at home:

- Going shopping with your child to buy two or three items. Ask them to work out the total amount spent and how much change you will get.
- Plan an outing during the holidays. Ask your child to think about what time you will need to set off and how much money you will need to take.
- Ask your child to work out the length of their favourite programmes. Can they calculate how long they spend watching TV each day/week?
- Use a bus or train time table. Ask your child to work out how long a train journey between two places should take? Go on the journey. Do you arrive earlier or later than expected? How much earlier/later?
- Help your child to scale a recipe up or down to feed the right amount of people.
- Work together to plan a party or meal on a budget.

## Counting ideas

- Practise chanting the number names. Encourage your child to join in with you. When they are confident, try starting from different numbers - 4, 5, 6....
- Sing number rhymes together - there are lots of good You Tube Videos
- Count different types of interesting objects (coins, pasta, shapes, buttons etc). Encourage them to touch and move each object as they count. Count things you cannot touch or see (more difficult!). Try lights on the ceiling, window panes, jumps, claps or oranges in a bag.
- Play games that involve counting (e.g. snakes and ladders, dice games, games that involve collecting objects).
- Look for numerals in the environment. You can spot numerals at home in the street or when out shopping. Cut out numerals from newspapers, magazines or birthday cards. Then help your child put the numbers in orders.
- Make mistakes when chanting, counting or ordering numbers. Can your child spot what you have done wrong?
- Choose a number of the week e.g. 5. Practise counting to 5 and on from 5. Count out groups of 5 objects (5 dolls, 5 bricks, 5 pens). See how many places you can spot the number 5.