Useful Websites and Apps

Math Playground — Give your Brain a Workout

Bitesize

MATHSFRAME.co.uk

Top marks

Times Tables Rock Stars

Maths at St Chad's

LOVE God • LOVE Neighbour • LOVE Self

At St Chad's, we follow the 'White Rose Small Steps Programme' to teach maths. In all maths lessons, children access a wide range of:

- **fluency** (recalling number facts)
- **reasoning** (explaining their thinking)
- **problem solving** (solving mathematical problems)
-

We have produced this booklet to help you support your child's maths at home. Please work through the booklet regularly with your child (a 'little and often approach' will help your child lots).

All White Rose resources can be found at www.whiterosemaths.com

> The only way to learn **mathematics** is to do **mathematics**.
>
> PAUL HALMOS

If you need any help with supporting your child's maths at home, please speak with your child's class teacher.

TTRockstars

As a school, we have bought into 'TTRockstars'. This is a website and app that helps your child learn their timetables.

Children should access their account 3 times or more a week, for short burst practise.

Website: https://ttrockstars.com/

App Store: Times Tables Rock Stars

Year 1

Your child should be practising...		
x2	x5	x10

Year 2

Your child should be practising...			
x2	x3	x5	x10

Your child's login details are:

Shapes

Practise naming 2D and 3D shapes. Can children spot any in the environment and name them?
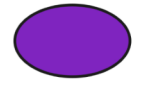
2D Shape Word Mat
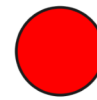
circle   rectangle   triangle   oval
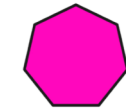
octagon   square   heptagon

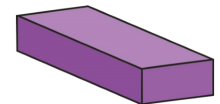rhombus   pentagon   hexagon   kite

twinkl www.twinkl.co.uk

3D Shapes

square-based pyramid   triangular prism   cone   cuboid
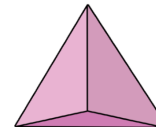
tetrahedron   cube   cylinder   sphere

twinkl visit twinkl.com
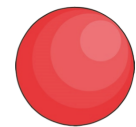
*In **Year 2** children should also be able to describe these shapes.*

2D– count sides and vertices (corners)

3D– count edges, faces and vertices (corners)

Number Bonds

Children should be able to recall all number bonds to 10 and 20, fluently and accurately.

Rainbow to 10

0 1 2 3 4 5

5 6 7 8 9 10

0 + 10 = 10
1 + 9 = 10
2 + 8 = 10
3 + 7 = 10
4 + 6 = 10
5 + 5 = 10

10 + 0 = 10
9 + 1 = 10
8 + 2 = 10
7 + 3 = 10
6 + 4 = 10
5 + 5 = 10

Rainbow to 20

0 1 2 3 4 5 6 7 8 9 10

10 11 12 13 14 15 16 17 18 19 20

0 + 20 = 20
1 + 19 = 20
2 + 18 = 20
3 + 17 = 20
4 + 16 = 20
5 + 15 = 20
6 + 14 = 20
7 + 13 = 20
8 + 12 = 20
9 + 11 = 20

10 + 10 = 20
11 + 9 = 20
12 + 8 = 20
13 + 7 = 20
14 + 6 = 20
15 + 5 = 20
16 + 4 = 20
17 + 3 = 20
18 + 2 = 20
19 + 1 = 20

The 100 Square

Children in Year 1 and 2 must be secure with numbers to 100. The 100 square is used for children to count forwards and backwards; write digits the correct way round; and identify numbers.

You can help your child by regularly referring to the 100 square and:

- counting across 100 (forwards and backwards)
- asking them to find a given number
- saying a number and asking them to write it down

'Little and often' is the perfect approach. 😄

100 Square

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

The Four Calculations   + - x ÷

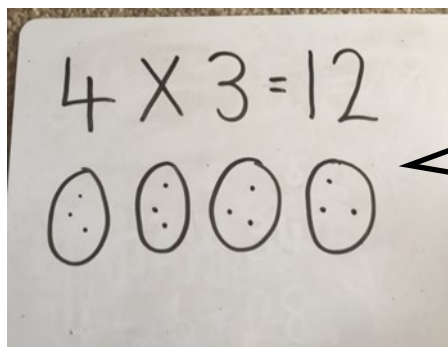Below you will find the methods we teach your child for addition, subtraction, multiplication and division.

Children should **not** work beyond the year group they are currently in, as it is vital they master their current year group.

Multiplication

Year 1: practise counting in 2s, 5s and 10s.

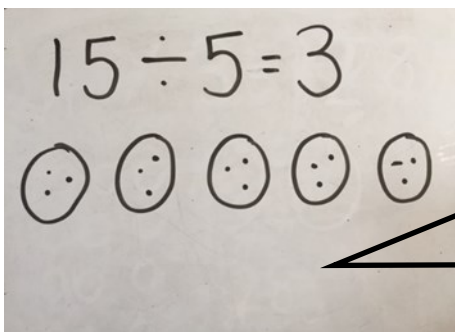Year 2: practise counting in 2s, 5s, 10s and 3s.

The grouping method.

$4 \times 3 = 12$

> Children draw 4 groups and put 3 in each group.
>
> They then count all groups.

Division

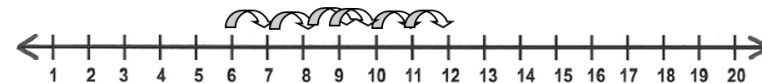**The sharing method.**

$15 \div 5 = 3$

> Children draw 5 groups and share 15 between the groups.
>
> They then count how many are in one group.

Addition

Year 1:

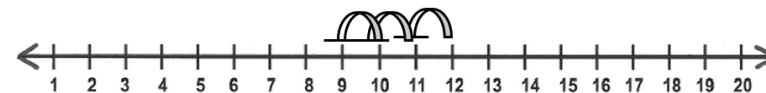**Using a number line and counting forwards.**

$6 + 6 = 12$

$42 + 20 = 62$

$42 + 23 = 65$

20 3

$42 + 20 = 62$

$62 + 3 = 65$
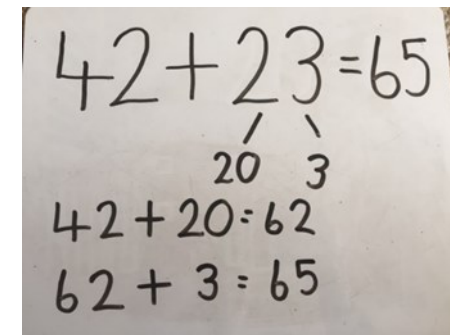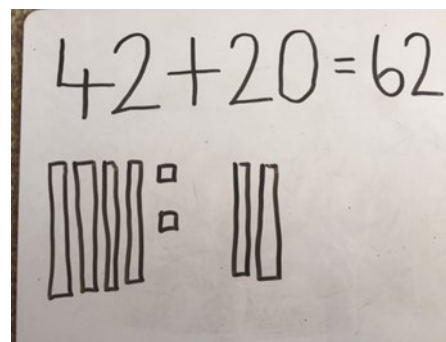
Subtraction

Year 1:

Using the 100 square and counting backwards.

$12 - 3 = 9$

Year 2:

$63 - 30 = 33$

$56 - 31 = 25$

-1   -10   -10   -10

25 26   36   46   56