Year Group Counting Targets:

Year 1:

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number, Count in steps of 2, 5, and 10

Year 2:

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

Year 3:

Count from 0 in multiples of 4, 8, 50 and 100;

Year 4:

Count in multiples of 6, 7, 9, 25 and 1000

Helpful Numeracy based websites:

http://www.topmarks.co.uk/maths-games/

http://www.bbc.co.uk/schools/websites/4_11/site/numeracy.shtml

http://www.bbc.co.uk/bitesize/ks1/maths/

http://www.bbc.co.uk/bitesize/ks2/maths/

http://nrich.maths.org/frontpage

CHILDREN SHOULD ALWAYS BE SUPEVISED WHEN USING THE INTERNET!

End of Year targets summary:

Year 1:

- Count to and across 100 from any number.
- Identify one more or one less than a given number.
- Practical addition and subtraction of one and two digit numbers to 20.
- Begin to solve one step multiplication and division problems.

Year 2:

- Recognise, use and understand x, =, -, + and ÷ signs.
- Recognise the place value in 2-digit numbers.
- Solve + and - problems using a written method.
- Use addition and subtraction facts to 20 to assist in answering questions.

Year 3:

- Use a written method for multiplication and division.
- Add and subtract numbers mentally.
- Add and subtract money.
- Tell and write the time using an analogue clock.

Year 4:

- Add and subtract up to 4 digit numbers.
- Recall times tables up to 12x12
- Multiply 2 and 3 digit numbers by 1 digit.
- Solve word problems involving money, measure, fractions.

CAMESTONE LOWER SCHOOL

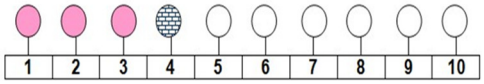
HOME HELP GUIDE 2016

NUMERACY

This leaflet provides examples of written Numeracy methods, a list of target times tables for each year group to focus on, end of year targets inline with the new national curriculum and several websites that children can use at home and in school. We hope that it will be a useful tool for children and adults alike.

KS1 Numeracy:

Key Stage 1 Numeracy leans strongly towards the development of practical maths skills. Children begin by using resources such as counters or objects and number tracks, all whilst attempting to verbalise their number sentence '3 add 1 is 4'.

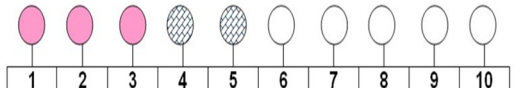


Using the = sign:

Before children use the = sign they must understand the concept of equality . This means they can see an example such as 7=6+1, or 5=5, as well as the more common arrangement 3+1=4, and know that it makes sense. Moving numbers in a number sentence around so that it is still correct is a game that could be played at home.

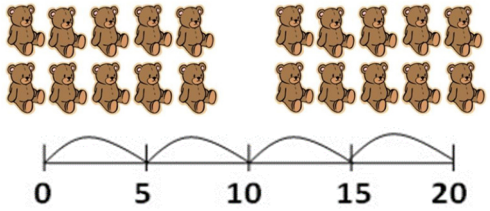
Subtraction:

Like addition, subtraction is initially the result of a practical activity, progressing into the use of number tracks, lines or as a number sentence. e.g. 5—2 = 3



Multiplying:

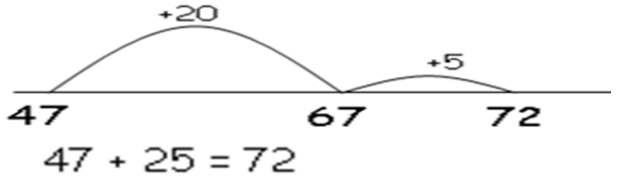
Children's first recording in multiplication will be by placing objects in arrays and counting in steps on number lines from zero.



Upper KS1 & KS2 Numeracy:

Addition:

In upper KS1 and KS2, number lines will be the most common written method for addition and subtraction. Number lines help children break down larger problems, understand the process of their operation and provides a great opportunity for self-assessment.

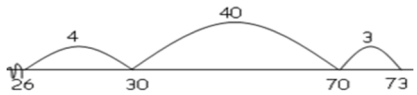


47 + 25 = 72

As children become more confident their class teacher may introduce them to column addition, however, until they can use 4 digit numbers this is not recommended.

Subtraction:

Children are introduced to subtraction using a number line. They're encouraged to draw their number line. Put the smallest number at the beginning and count up to the largest number finding the difference. This difference will be their answer. This method is used across late KS1 and KS2.



73 - 26 = 47

Multiplying using the Grid Method:

KS2 use the grid method to multiply, which involves breaking larger numbers up into a grid. Once the answers (160 & 24 in this case) are found, they are added to give the total.

X	20	3
8	160	24

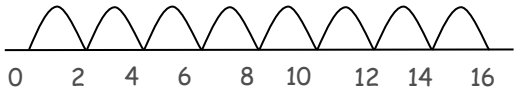
As confidence increases, so will the numbers that the children multiply and they may need to use a number line to add up their answers

(in this case: 1800+180+240+24)

X	60	6
30	1800	180
4	240	24

Division on a number line:

Division involves children 'jumping' on a number line starting at 0 and count up in the number they're dividing by (in this case 2), they stop when they get to the number they're trying to reach (in this case 16). They find their answer by counting how many jumps it took (in this case 8!).



Dividing with remainders: Problems with remainders are solved as below, with remainders being recorded as an 'X'.