

KEY STAGE 1 MATHS CURRICULUM

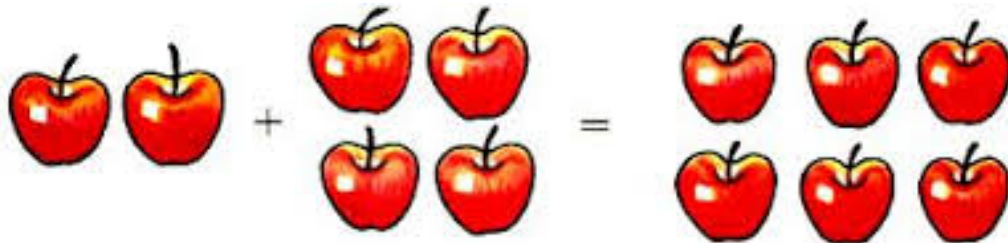


To be the best I can be..

BROMLEY HEATH INFANTS KEY STAGE 1 MATHS CURRICULUM

Addition

Combining groups



$$2 + 4 = 6$$

BROMLEY HEATH INFANTS KEY STAGE 1 MATHS CURRICULUM

Addition

Counting on



$$3 + 4 = \square$$

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Addition

Bar Model

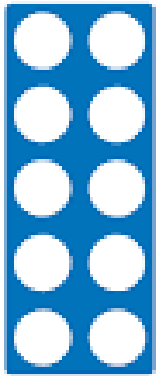


$$4 + 3 = 7$$

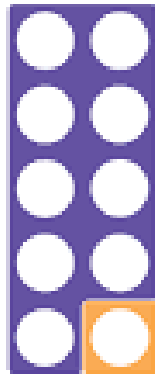
BROMLEY HEATH INFANTS KEY STAGE 1 MATHS CURRICULUM

Mental Addition

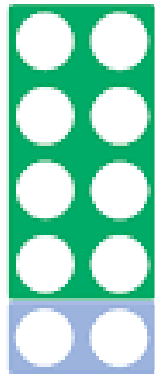
Number Bonds to 10



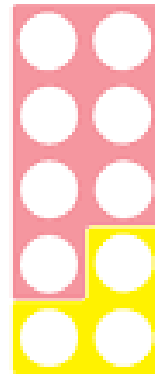
$10 =$



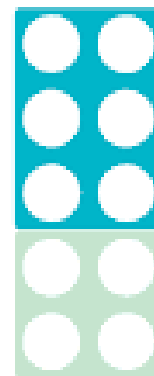
$1 + 9$



$2 + 8$



$3 + 7$



$4 + 6$

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Mental Addition

Number doubles and near doubles

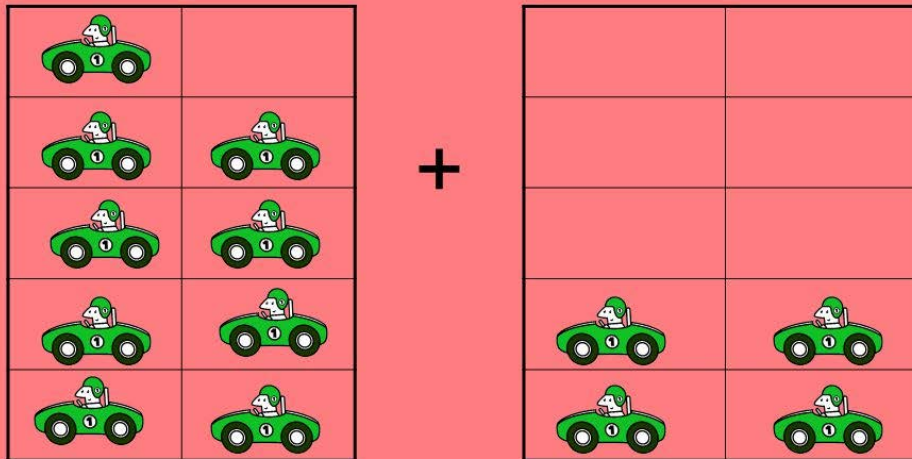
| | | | |
|--------------------|--------------------|----------------------|----------------------|
| $0+0$ 0 | $1+1$ 2 | $2+2$ 4 | $3+3$ 6 |
| $4+4$ 8 | $5+5$ 10 | $6+6$ 12 | $7+7$ 14 |
| $8+8$ 16 | $9+9$ 18 | $10+10$ 20 | $11+11$ 22 |

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Mental Addition

Bridging through 10

$$9 + 4 = ?$$

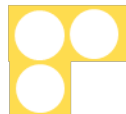
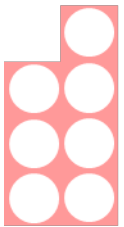


BROMLEY HEATH INFANTS

KEY STAGE 1 MATHS CURRICULUM

Mental Addition

Adding 3 numbers



7

+

3

+

9

=

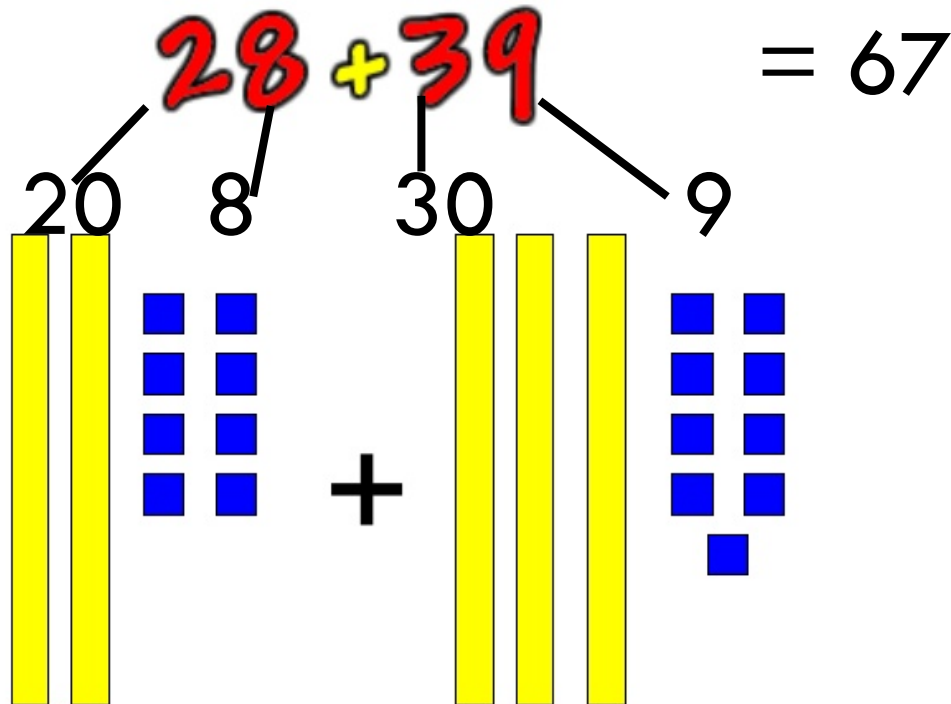
19

Bromley Heath Infants

Key Stage 1 Maths Curriculum

Addition of 2 digit numbers

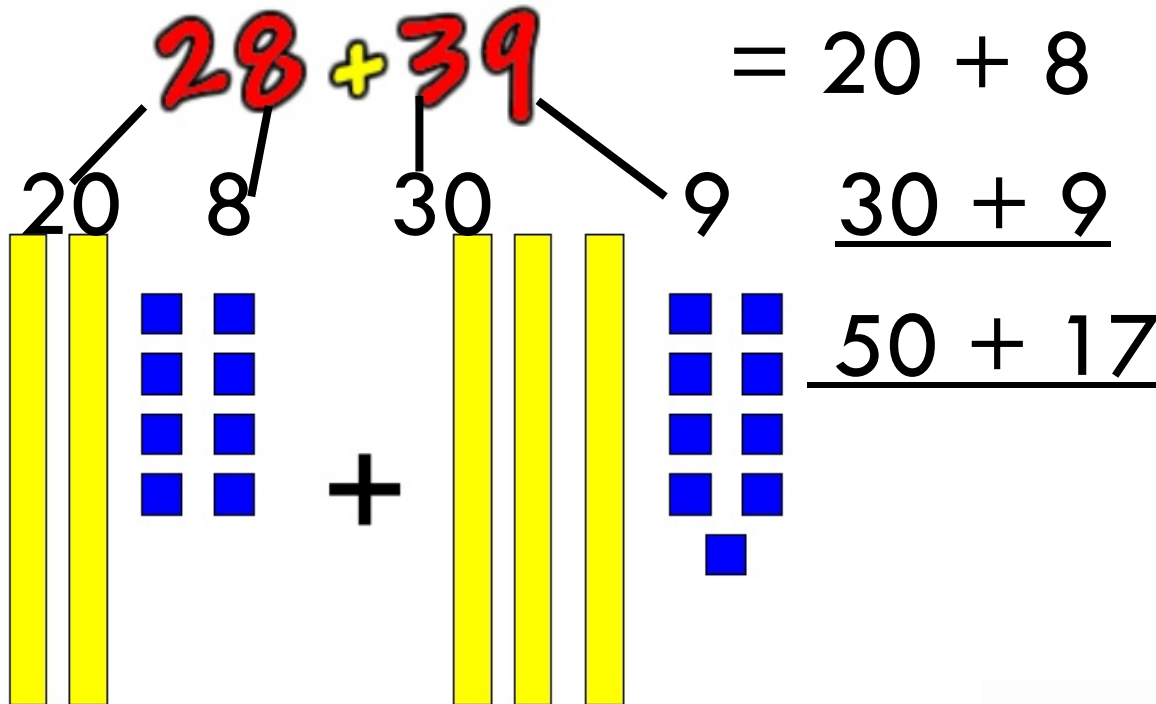
Using base 10



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Addition of 2 digit numbers

Using column method



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Addition of 2 digit numbers

Using column method

T.O.

28

39+

67

1



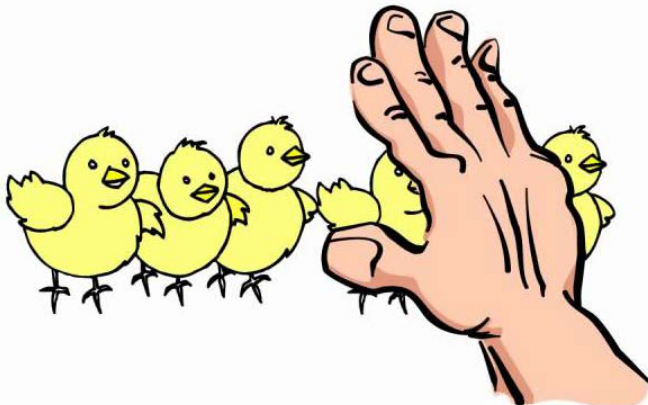
To be the best I can be..

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Subtraction

Taking away

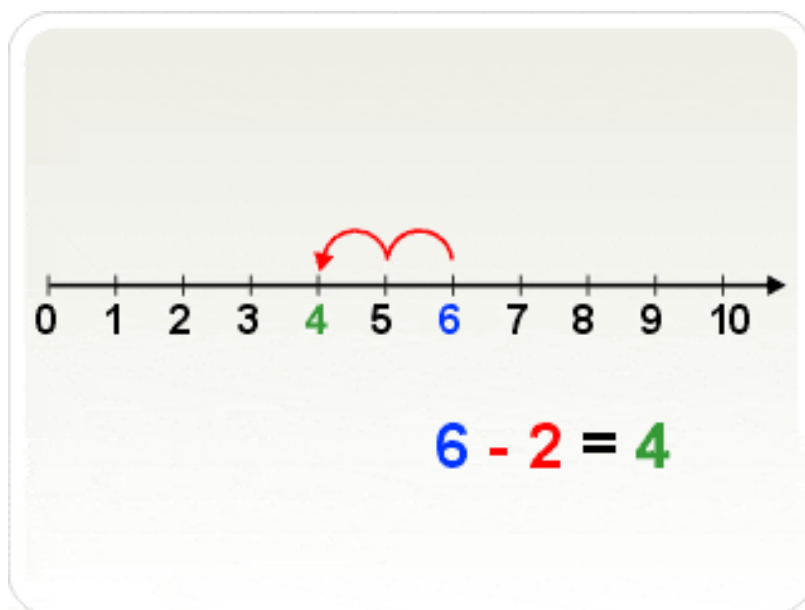
$$6 - 3 = 3$$



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Subtraction

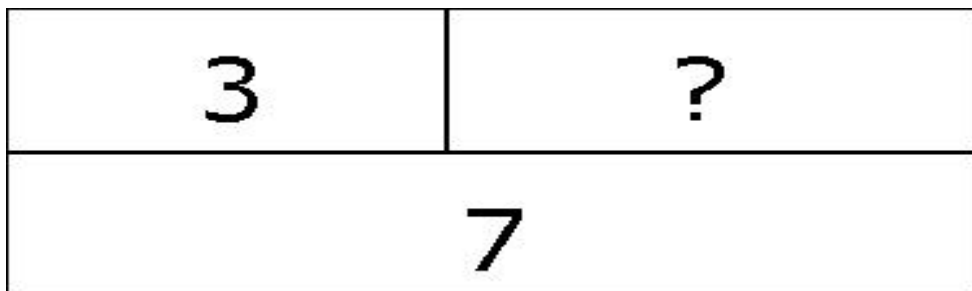
Counting back



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Subtraction

Bar Model



$$7 - ? = 3$$

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Mental Subtraction

Number Bonds to 10

$$10 - 7 = 3$$

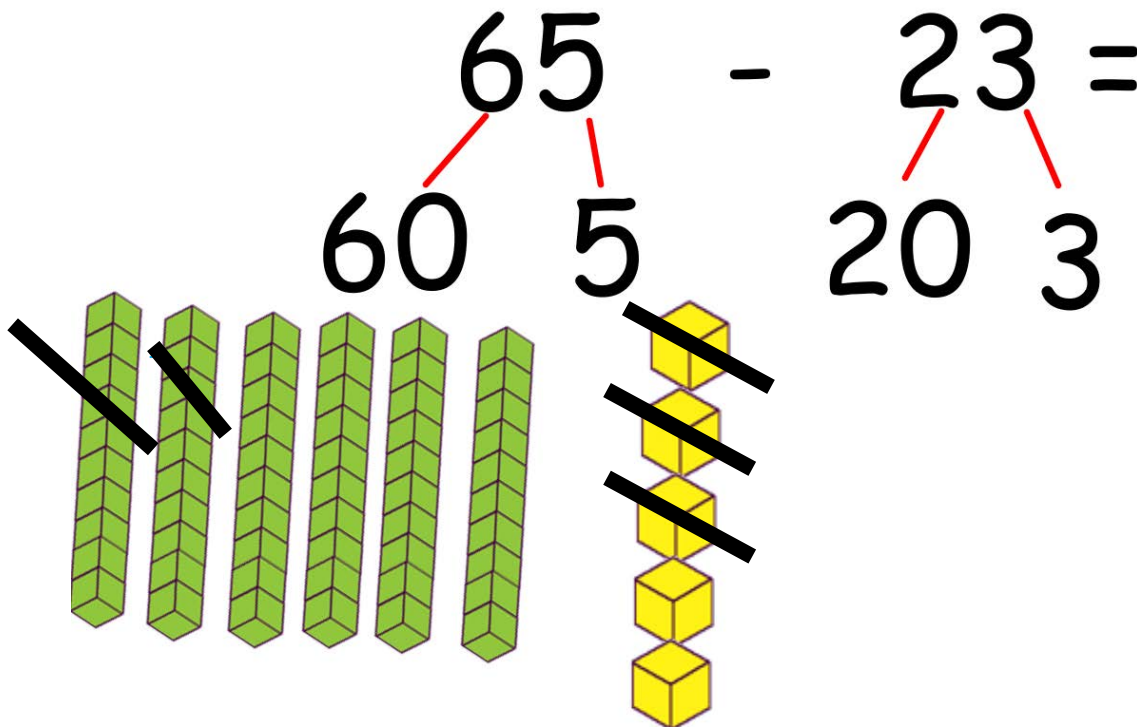
$$10 - 6 = 4$$

Number doubles and Near doubles

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KEY STAGE 1 MATHS CURRICULUM

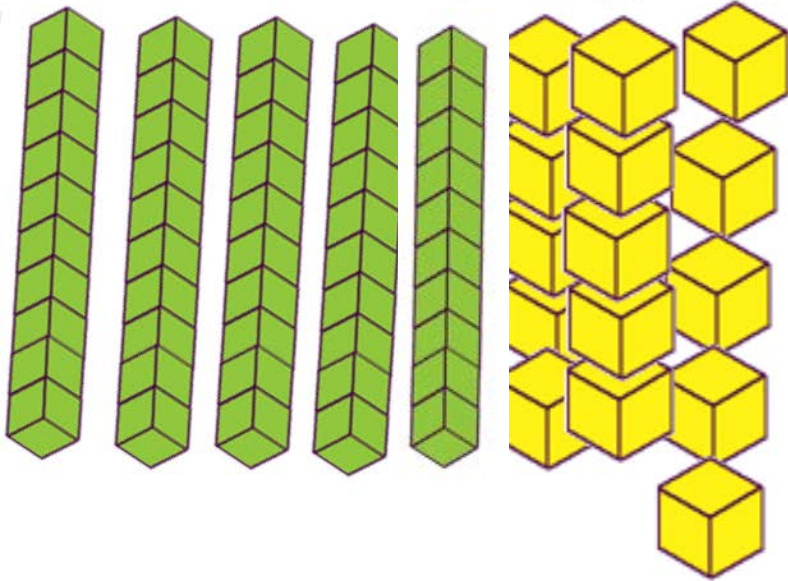
Subtraction



SUBTRACTION

$$65 - 28 =$$

50 ~~60~~ 15 20 8



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Subtraction

$$\begin{array}{r} \text{T.O.} \\ \hline 5 \quad \cancel{6} \quad | \quad 5 \\ 28 \quad \text{---} \\ \hline 37 \end{array}$$

MULTIPLICATION: KEY VOCABULARY

❖ X

❖ repeated addition eg 5×3 is the same as (equals) $3 + 3 + 3 + 3 + 3$

❖ times

❖ lots of

❖ groups of

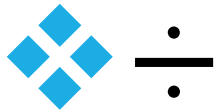
❖ multiplied by

❖ multiply

❖ times tables

❖ double

DIVISION: KEY VOCABULARY



❖ Repeated subtraction

❖ eg $20 \div 5 = 20 - 5 - 5 - 5 - 5$

❖ Divide

❖ Divided by

❖ Share

❖ Share equally

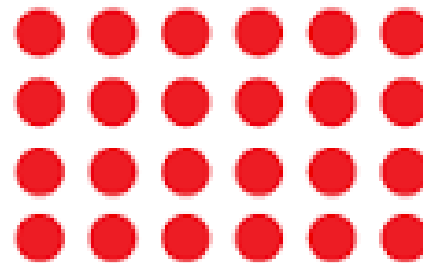
❖ Groups

❖ Lots

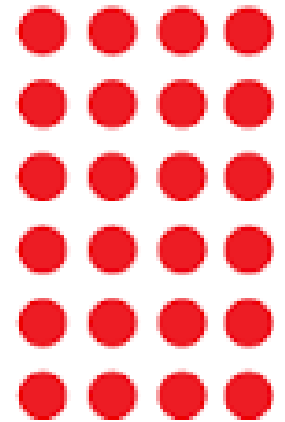
❖ Halve

MULTIPLICATION: ARRAYS

commutativity



$$4 \times 6 = 24$$



$$6 \times 4 = 24$$

COMMUTATIVE OPERATIONS

Addition and multiplication are **commutative** operations. This means that for these operations the numbers can be added or multiplied in any order and the answer will still be the same.

So $8 + 4 = 12$ is the same as $4 + 8 = 12$

And 8×5 gives the same answer as 5×8 .

But subtraction and division are **not** commutative.

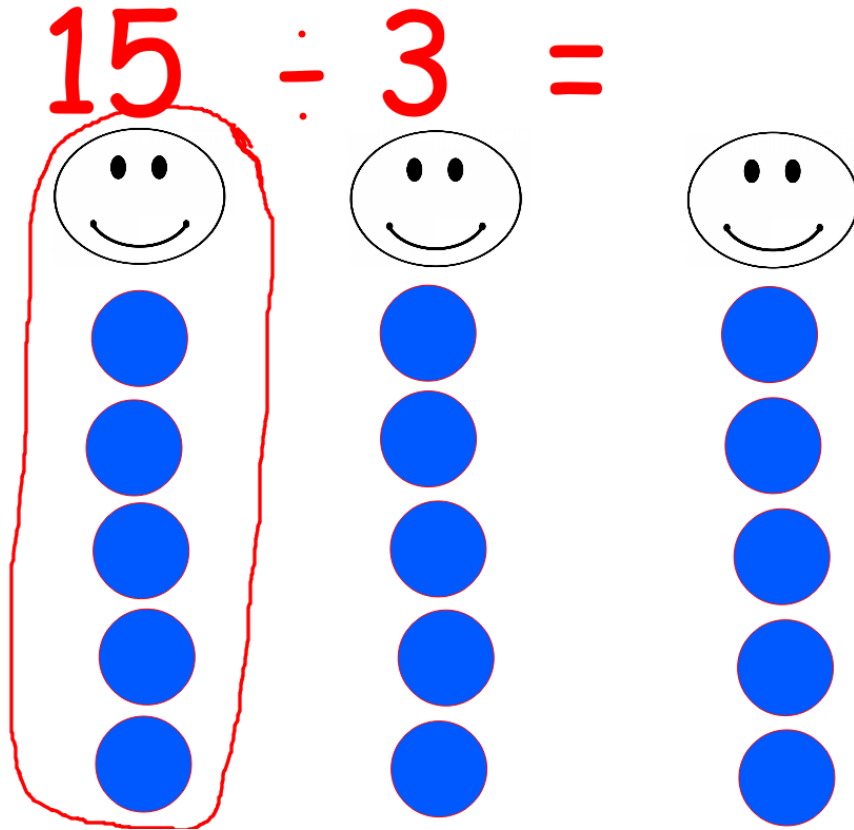
$8 - 4 (= 4)$ is not the same as $4 - 8. (= -4)$

And $40 \div 5 (= 8)$ is not the same as $5 \div 40 (= 0.125)$



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DIVISION: ARRAYS



INVERSE OPERATIONS

Multiplication and division are **inverse** operations. This means they are the reverse of each other.

Addition and subtraction are also inverse operations.

So an answer can always be checked by carrying out the calculation the other way round.

$$8 \times 10 = 80$$

$$80 \div 10 = 8 \quad \text{or} \quad 80 \div 8 = 10$$



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MULTIPLICATION AND DIVISION

At the end of Year 2 Pupils should be able to:

Recall and use multiplication and division facts for the 2, 5, 10 and 3 times tables including recognising odd and even numbers.



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Thank you

Please pop in and see us if you or your child is unsure about anything.



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