





# St Luke's CofE Primary School


'to cherish and challenge'

As an AWESOME mathematician, I know lots of strategies to.... **ADD** 


<p>Reorder the numbers - put the largest one first</p> $4 + 24 =$ can be $24 + 4 =$	<p>Count on in ones, twos or tens</p> $24 + 3 \rightarrow 25, 26, 27$ $24 + 8 \rightarrow 26, 28, 30, 32$ $24 + 30 \rightarrow 34, 44, 54$
<p>Partition small numbers - bridge through tens</p> $8 + 3 = 8 + 2 + 1$	<p>Partition and combine tens and ones</p> $24 + 15 = ?$ $20 + 10 = 30$ $4 + 5 = 9$ $= 39$
<p>Partition: double and adjust</p> $33 + 34 = ?$ $30 + 30 = 60$ $3 + 4 = 7$ OR $31 + 29 = ?$ $30 + 30 = 60$	<p>Partition: add a multiple of 10 and adjust by 1</p> $29 + 54 = ?$ $30 + 54 = 84$ $84 - 1 = 83$
<p>Use knowledge of pairs making 10 and 100</p> $52 + 18 =$ $2 + 8 = 10$ $50 + 10 = 60$ $60 + 10 = 70$	<p>What can I use to help me?</p> <p>Objects or pictures</p> <p>Number line</p> <p>Hundred square</p>

As an AWESOME mathematician, I know lots of strategies to.... **SUBTRACT** 

<p>Reorder the numbers - count on from the smallest number</p> $24 - 21 = ?$ Is the same as $21 + 3 = 24$	<p>Count back in ones, twos or tens</p> $64 - 3 \rightarrow 63, 62, 61$ $64 - 8 \rightarrow 62, 60, 58, 56$ $64 - 30 \rightarrow 54, 44, 34$
<p>Partition small numbers - bridge through tens</p> $12 - 4 = 12 - 2 - 2$	<p>Partition and combine tens and ones</p> $24 - 15 = ?$ $24 - 10 = 14$ $14 - 5 = 9$
<p><b>REMEMBER</b></p> <p>Subtraction is the same as</p> <p><b>FIND THE DIFFERENCE!</b></p>	<p>Partition: subtract a multiple of 10 and adjust by 1</p> $54 - 29 = ?$ $54 - 30 = 24$ $24 + 1 = 25$
<p>Use knowledge of pairs making 10 and 100</p> $100 - 57 = 43$ $57 + 3 = 60$ $60 + 40 = 100$	<p>What can I use to help me?</p> <p>Objects or pictures</p> <p>Number line</p> <p>Hundred square</p>

As an AWESOME mathematician, I know lots of strategies to.... **MULTIPLY** 

<p>Use patterns of digits when counting in multiples</p> <p>Multiples of 10 always end in a 0</p> <p>Multiples of 5 always end in a 5 or 0</p> <p>Multiples of 2 are always even</p>	<p>Count on in multiples - repeated addition</p> $24 \times 3 = 24, 48, 72$ $50 \times 4 = 50, 100, 150, 200$ $7 \times 6 = 6, 12, 18, 24, 30, 36, 42$
<p>Partition</p> $24 \times 6 = ?$ $20 \times 6 = 120$ $4 \times 6 = 24$ $= 144$	<p>Doubling Patterns</p> $2 \times 2 = 4$ $20 \times 2 = 40$ $200 \times 2 = 400$
<p><b>KNOWING MY <math>\times</math> FACTS LINK TO MY <math>\div</math> FACTS</b></p> $12 \div 3 = 4$ $12 \div 4 = 3$ $4 \times 3 = 12$ $3 \times 4 = 12$	<p>When <math>\times</math> by 10 or 100 the digits move to left and zero is used as a place holder</p> $1.4 \times 10 = 14$ $1.4 \times 100 = 140$ $14 \times 10 = 140$ $14 \times 100 = 1400$ <p>What can I use to help me?</p> <p>Objects or pictures</p> <p>Number line</p>

As an AWESOME mathematician, I know lots of strategies to.... **DIVIDE** 

<p><b>REMEMBER</b></p> <p>Divide means the same as</p> <p><b>'LOTS OF' or 'GROUPS'</b></p>	<p>Count back in multiples - repeated subtraction</p> $24 \div 3 = 24, 21, 18, 15, 12, 9, 6, 3$ $60 \div 20 = 60, 40, 20$ or count up $42 \div 6 = 6, 12, 18, 24, 30, 36, 42$
<p>Partition</p> $92 \div 4 = (80 + 12) \div 4$ $= 20 + 3$ $= 23$	<p>Halving Patterns</p> $2400 \div 2 = 1200$ $240 \div 2 = 120$ $24 \div 2 = 12$ $2.4 \div 2 = 1.2$
<p><b>KNOWING MY <math>\times</math> FACTS LINK TO MY <math>\div</math> FACTS</b></p> $12 \div 3 = 4$ $12 \div 4 = 3$ $4 \times 3 = 12$ $3 \times 4 = 12$	<p>When <math>\div</math> by 10 or 100 the digits move to right and zero can be used as a place holder</p> $1400 \div 100 = 14$ $140 \div 10 = 14$ $14 \div 10 = 1.4$ $1.4 \div 10 = 0.14$ <p>What can I use to help me?</p> <p>Objects or pictures</p> <p>Number line</p>