

Cherry Maths Strategies Spring B

ADDITION

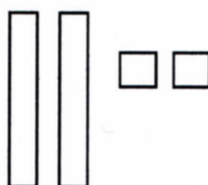
We have learned how to add two 2-digit numbers using partitioning:

$36 + 12 =$

$30 + 10 = 40$

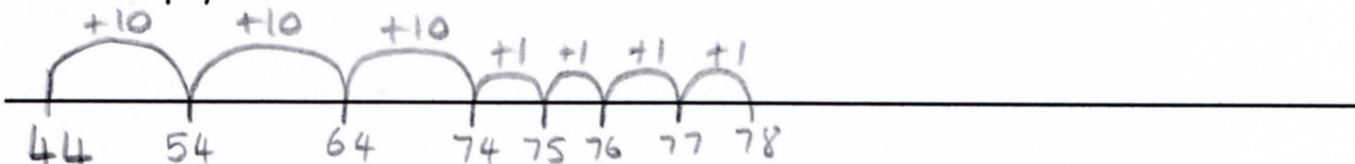
$6 + 2 = 8$

$40 + 8 = 48$



Or an empty numberline:

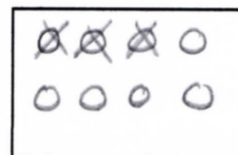
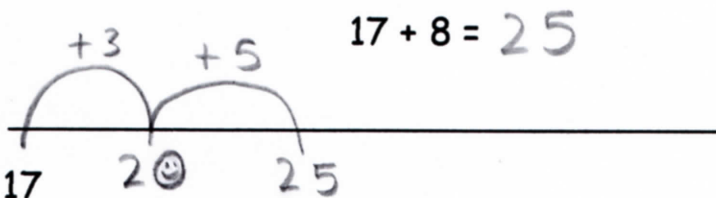
$44 + 34$



Notice that when you add 10 the unit does not change.

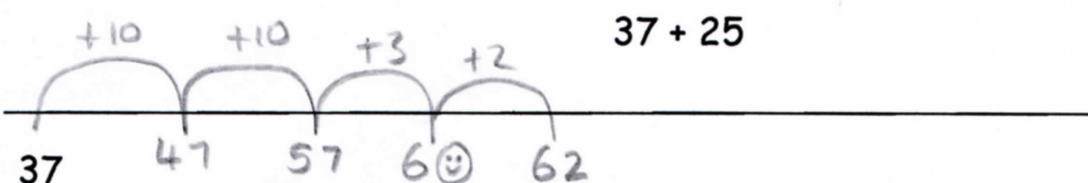
Our next step is to 'bridge the ten' by jumping up to the 'next round friendly number.'

So, to add a single digit to a 2 digit number bridging a 10:



1. Draw an empty number line and write the starting number at the beginning of the line.
2. Look at the number of units/ones to be added and draw circles in the box.
3. Jump to the nearest 10 (we call them 'round friendly numbers!') in this case it's 20.
4. Use your bonds to 10 to say how many you have added. (3 because 3 and 7 make 10)
5. Cross that number out of the box. See how many you have left to add. (5)
6. Use place value knowledge to know that $20 + 5 = 25$

The process is similar to add two 2-digit numbers together:



* Just add the tens first after step one (shown above.)

SUBTRACTION

We have learned how to subtract two 2-digit numbers using partitioning:

$$36 - 12 =$$

$$30 - 10 = 20$$

$$6 - 2 = 4$$

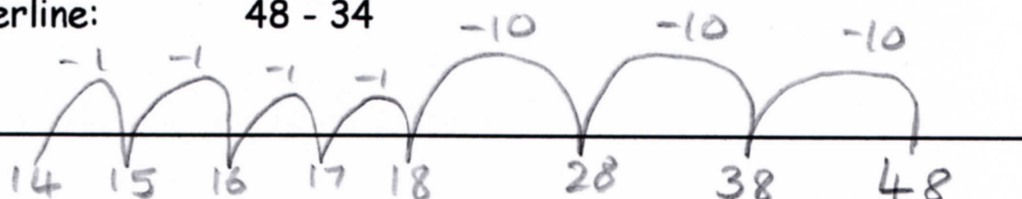
$$20 + 4 = 24$$



The children may use dienes (plastic tens and ones) and take away a ten and two units from 36 or be able to do this mentally.

Or an empty numberline:

$$48 - 34$$

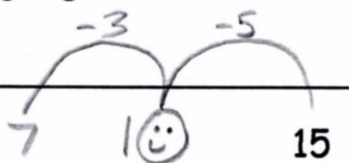


Notice that when you subtract 10 the unit does not change.

Our next step is to 'bridge the ten' by jumping down to the 'nearest round friendly number.'

So, to subtract a single digit from a 2 digit number bridging a 10:

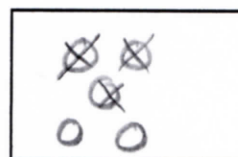
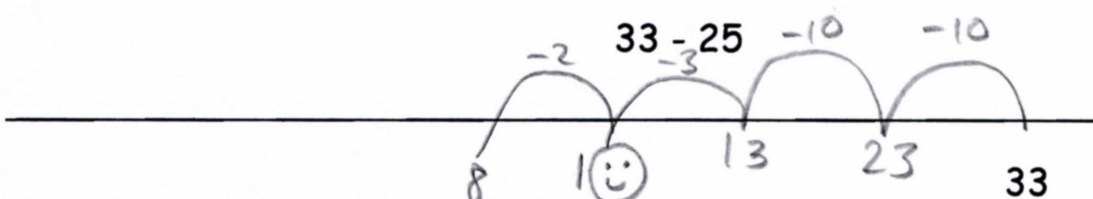
$$15 - 8 = 7$$



1. Draw an empty number line and write the starting number at the end of the line.
2. Look at the number of units/ones to be taken away and draw circles in the box.
3. Jump back to the nearest multiple of 10 (we call them 'round friendly numbers!') in this case it's 10.
4. Cross the number of circles that you have just subtracted out of the box using your place value knowledge. (5 circles to cross out)
5. See how many you have left to take away. (3)
6. The number you land on is your answer.

The process is similar to subtract two 2-digit numbers:

$$33 - 25$$

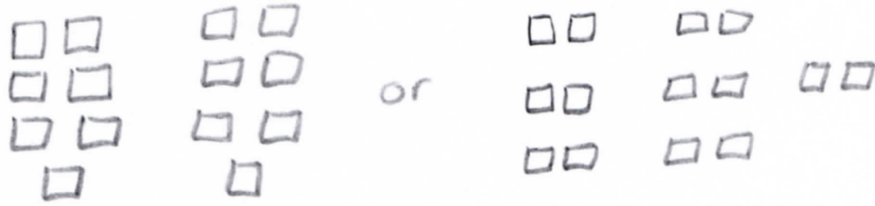


* Just subtract the tens first after step one (shown above.)

DIVISION

We have learned how to divide using sharing objects.

E.G. $14 \div 2 =$



The children would share 14 cubes into 2 groups or put 14 cubes into groups of two and count how many sets of two they have.

If the child is confident with their times tables they may use them to find the answer:

$18 \div 3 = 6$

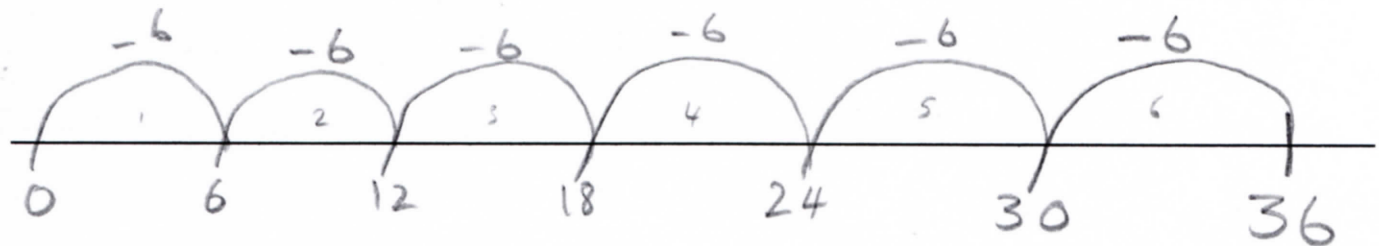


The children count in threes on their fingers until they reach 18 and then look to see how many fingers they have used.

Our next step is to use 'repeated subtraction' on an empty numberline.

(This strategy is especially useful if it is a larger number at the beginning of the calculation and/or they aren't confident at the times table of the number they are dividing by.)

$36 \div 6 = 6$



1. Draw an empty number line and write the starting number at the end of the line.
2. Subtract 6 and record the number you land on below the number line.
3. Continue to subtract sixes until you reach zero.
4. Now count how many jumps of six you used - this is your answer!

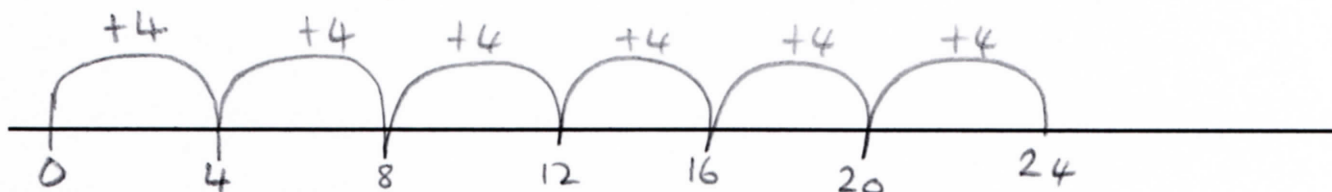
This method relies on accuracy of subtraction so lots of practise of subtracting 1- digit numbers from 2-digit numbers would be really useful.

MULTIPLICATION

It would be useful to practise the 10, 2, 5 and 3 times tables with your child. If they are confident at counting forwards and backwards in steps of 10, 2, 5 and 3 and can recall facts by heart then you might want to start on the 4 times table.

This is how we use repeated addition to multiply when the times table is unfamiliar:

$$6 \times 4 = 24$$



1. Draw an empty number line and start at zero.
2. Draw a jump of +4 and write down the number you land on.
3. Continue to jump in fours until you have done six jumps. The number you land on is your answer.

TIME:

At home you could ask your child to tell you what time it is frequently and discuss their answers. Of course allowing your child to wear a watch always increases their interest in being able to tell the time!

ONGOING

- *Quick recall of addition and subtraction facts of numbers below 20 is always useful and increases the children's confidence across the maths curriculum.*

Thank you for your support, I hope you have found these strategy sheets helpful ☺