# Maths at Bedwell

**Each half-term**, every class in the school focuses on **one key area of maths**, based on strengths and weaknesses identified by all of our teachers at the start of the year. Your child's targets are explained over the page, along with some **ideas for how you can support your child with them at home**. The targets are split into 3 sections - the '**Should**' target is age-related, based on national standards for maths, and is the point most children should reach. For some children maths can be difficult and therefore they are targeted to get the '**Must**'. For others who really excel at maths there is the '**Could**' target, which challenges them to work at a higher level.

Each class also selects a key set of number facts - their **'Learn-Its'** - which they practice every day. These are explained below, and again it would be a **huge help** if you could spend a few minutes every day helping your child to learn these.

# Learn-Its: Doubles

This half-term, we are focussing on developing our knowledge of doubling by learning these three facts:

**6 + 6 = 12, 7 + 7 = 14, 8 + 8 = 16, 9 + 9 = 18**

Here are a few things you could try together at home:

→ Try making-up rhymes to help remember number facts ("*7 and 7 makes 14, my Mum's the greatest there's ever been!*" etc)

→ Write-out number facts with finger paints, chalk or water-on-tarmac, or make them from playdoh or fridge magnets.

→ Look for 12, 14, 16 and 18 in the world around you, and check the doubling fact when you spot them.

→ Chant, sing, whisper… Say number facts out loud together whenever you have the chance - silly voices and silly ways to say them really stick in the memory.

→ We learn number facts in 'fact families', so when you've got good at the addition facts, practice the related subtractions / halves (14 - 7 = 7, half 18 = 9 etc) too.

# Maths Targets

| Must | Should | Could |
|---|---|---|
| I can find different pairs of numbers to make 20 | I can make fact families using numbers up to 20 | I can solve missing number problems using adding and taking away |

When we learn (or calculate) number facts, **fact families** are really useful to help us identify what other facts we know as a result. For instance, if I know that 8 + 7 = 15, then I also know that 7 + 8 = 15, 15 - 8 = 7 and 15 - 7 = 8. We'll spend lots of time this term making collections of objects, splitting them into 2 groups and writing down as many calculations as possible linked to what's left (just like in the picture on the right), so it would be a great help to continue this at home, using buttons, pasta, smarties, coins or whatever comes to hand.
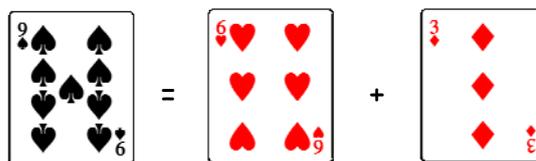


16

7 + 9 = 16    9 + 7 = 16

16 - 9 = 7    16 - 7 = 9

16 = 9 + 7    9 = 16 - 7

Other ways you can help:

→ Use dice or playing cards to select numbers at random - what two numbers could I add together to make this number?



= +

Can we check by counting fingers or objects? What would the related subtractions be in the fact family?

→ Try cooking together - the recipe says this should be enough to make 20 biscuits and we've cut-out 12 already, so how many more should we be able to make?

→ Look for number bonds when out and about - what would we add to each door number on your street to make 20? What would the bond to 10 be for each bus you spot? Can you find two cars with a number bond to 20 hidden in their number plates?

→ As your child becomes more confident, open-up challenges to get them thinking about different ways to make a total - eg. how many different ways could you make 15?