

Useful Vocabulary

Complements: Children are encouraged to learn number bonds to ten and one hundred, or ways of making 10 and 100

E.g. Complements to make ten could be $2+8$ or $4+6$

Complements to make 100 could be $20+80$ or $36+64$

Inverse: In general addition and subtraction are inverse (opposite) operations. Doubling and halving are inverse operations. Multiplication and division are also inverse operations.

E.g. If you know:

$$3+7=10 \quad \text{then you also know } 10-3=7 \quad \text{or } 10-7=3$$

$$3 \times 7=21 \quad \text{then } 21 \div 7=3 \quad \text{or } 21 \div 3=7$$

If you know *double 6 is 12* you also know *half of 12 is 6*.

Partitioning:

Splitting a number in to tens and units and so on.

$$\text{E.g. } 53=50+3 \quad 253=200+50+3 \quad 4765=4000+700+60+5$$

You can also split single digit numbers into parts

$$\text{E.g. } 7 \text{ is } 5+2 \quad 8 \text{ is } 5+3$$

Division

Children often find division difficult, so we teach this as the opposite of multiplication and show them that they can turn a division sum into a multiplication sum.

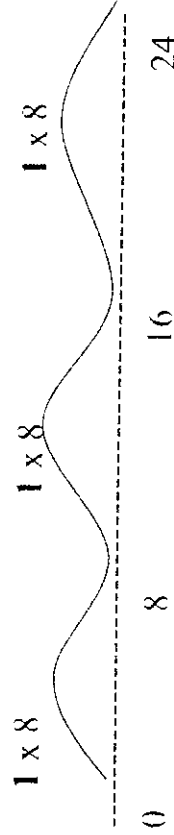
$$\text{E.g. } 35 \div 5 \quad 5 \times \boxed{} = 35$$

$$72 \div 8 \quad 8 \times \boxed{} = 72$$

If children know their tables they are able to complete these calculations more easily.

We also reinforce the idea that division is repeated addition and encourage the use of the empty number line. We say "How many groups of 8 do we need to make 24?"

$$24 \div 8 =$$



$$24 \div 8 = 3$$

Children count



together