What are "Number bonds?"

If your child is in Key Stage 1, chances are they'll have told you they're learning 'number bonds'

Number bonds are also often referred to as 'number pairs'. They are simply the pairs of numbers that make up a given number.

1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5

1 + 19, 2 + 18, 3 + 17, 4 + 16, 5 + 15

Children sometimes start to learn about number bonds in the Foundation stage, when they might be given a number, such as 5, and then asked to select two groups of objects that will add up to that number.

In Year 1 and 2 Children are expected to know number bonds to 10 and number bonds to 20. Children need to be very confident with their number bonds to 20. They need to be able to work out number bonds to 100. They also need to be confident with the corresponding subtraction facts (for example: 20 - 13 = 7).

If they find this difficult then they may be offered a chance to join our SpLD maths intervention.

To practice number bonds at home

- Give the child ten counters (Lego bricks, past shapes, buttons, sweets) and ask them questions such as: What do you add to 3
- to make 10? What do you add to 2 to make 10? Encourage them to use the counters to work it out.
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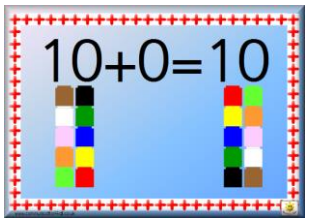
- Print out or write some number cards and ask your child to match them up into number pairs or number bonds (this can be done as a game of Snap).

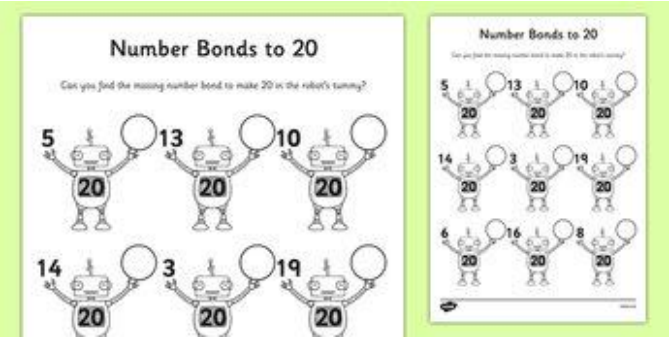
- Write a list of ten numbers then time your child to see how long it takes them to write down the other number that makes up each pair (2 and 18; 5 and 15; 4 and 16). Knowledge of number bonds is essential when it comes to harder calculations involving addition and subtraction (for example, children learn to use the **bridging through 10 method** to help them add numbers mentally), so it is vital children get a firm grounding in this from Years 1 to 3. Children with SpLDs (specific learning difficulties such as dyslexia, dyspraxia, dyscalculia, Asperger's syndrome amongst others) can experience difficulties with memory, processing, sequencing, hand-eye co-ordination, motor skills and many other potential barriers to learning which can affect the easy acquisition of maths skills. Children who find difficulty in these areas, including those with dyscalculia, may actually be very capable mathematicians but cannot manipulate the numbers or process the information effectively!

SpLD Maths programme

A 3 x10 week number bond and times table programme at Stonehill School –



Information for Parents/ Carers



How to learn your times tables

Every one's life will be a lot easier when you can simply **remember** the multiplication tables.
So ... **train your memory**!

Practice and use your times table a few times a day for about 5 minutes each, and you will learn your tables.

Tip 1 Order does not matter

When we multiply two numbers, it does not matter which is first or second, the answer is always the same.

Tip 2 Learn the tables in chunks

It is too hard to put the whole table into your memory at once. So, learn it in "chunks" ...

A Start by learning the 5 times table.

B Then learn up to 9 times 5.

C Is the same as **B**, except the questions are the other way around. Learn it too.

D Lastly learn the "6×6 to 9×9" chunk

Then bring it all together by practicing the whole "10 Times Table"
And you will know your 10 Times Table!

Tip 3 Some patterns

There are some patterns which can help you remember:

2× is just doubling the number. The same as adding the number to itself.
2×2=4, 2×3=6, 2×4=8, etc.
So the pattern is 2, 4, 6, 8, 10, 12, 14, 16, 18, 20
(And once you remember those, you also know 3×2, 4×2, 5×2, etc., right?)
5× has a pattern: 5, 10, 15, 20, etc. It ends in either **0** or **5**.

9× has a pattern, too: **9**, **18**, **27**, 3**6**, 4**5**, 5**4**, 6**3**, **72**, 8**1**, 9**0**
Now, notice how the "ones" place goes down: 9,8,7,6, ...? And at the same time, the "tens" place goes up: 1,2,3,...? Well, **your hands can help**!
Example: to multiply 9 by 8: hold your 8th finger down, and you can count "7" and "2" ... the answer is **72**

10× is maybe the easiest of them all ... just put a zero after it.
10×2=2**0**, 10×3=3**0**, 10×4=4**0**, etc.