Maths Information for Parents

(Upper School)

St. Helen's College

St. Helen's College

Introduction

This booklet aims to show you how we teach the 4 main operations (addition, subtraction, multiplication and division) at St. Helen's College.

It gives you some handy activities that you can do with your child to consolidate key ideas.

It also contains a maths dictionary of core language.

It is important to note that this by no means covers all of the maths topics that we teach your children.

ADDITION

Language of addition

addition, add, find the sum of, find the total of, increase

double (25 + 25), near double (25 + 26)

count on, count back

carry forward

Mental strategies for addition

- Adding two-digit / three-digit multiples of 10:

5 + 7 = 12 so 50 + 70 = 120 and 500 + 700 = 1200

5 + 7 + 4 + 8 + 3 = 27 so 50 + 70 + 40 + 80 + 30 = 270

- Adding two two-digit / three digit numbers:

54 + 27 = 81 (partition into tens and units)

50 + 20 = 70, 4 + 7 = 11 (70 + 11 = 81)

354 + 283 = 637 (partition into hundreds, tens and units)

300 + 200 =500, 50 + 80 = 130, 4 + 3 = 7 (500 + 130 + 7 = 637)

- Adding doubles / near doubles:

56 + 56 = 112 ⟶ 50 + 50 = 100, 6 + 6 = 12

65 + 67 = 132 ⟶ 65 + 65 = 130 + 2 = 132

- Adding doubles of multiples of 10:

63 + 63 = 126 so 630 + 630 = 1260

- Addition of three-digit numbers:

326 + 152 = 478 ⟶ 300 + 100 = 400, 20 + 50 = 70, 6 + 2 = 8

Standard written methods of addition

A standard vertical recording

Always begin with the units column

```
  2432
+ 2357
  4789
```

An addition which involves a carry Forward / over

```
  3528
+ 1359
  4887
   1
```

Write the digit carried underneath the next column along

An addition which involves two or more carry forwards

```
  4572
+ 1819
  6391
  1 1
```

```
  6748
+ 2795
  9543
  1 1 1
```

An addition which involves four or five numbers with different numbers of digits

```
  3562
   483
    71
+    9
  4125
  1 2 1
```

IMPORTANT...DIGITS MUST BE RECORDED IN THE CORRECT PLACE VALUE COLUMNS WITH ONE DIGIT PER SQUARE.

SUBTRACTION

Language of subtraction

subtraction, subtract, take away, minus, reduce, decrease, less

difference between

count on, count back

exchange, column

Mental strategies for subtraction

- Subtracting a multiple of 10:

76 – 40 = 36 7 tens take away 4 tens equals 3 tens

- Subtracting a two-digit number:

67 – 31 = 36 (take away tens and then the units) 67 – 30 = 37 37 – 1 = 36

76 – 48 = 28 ⟶ 76 – 40 = 36, 36 – 8 = 28

- Subtracting a near-multiple of 10:

826 – 49 = 777 826 – 50 = 776, 776 + 1 = 777

328 – 52 = 276 328 – 50 = 278, 278 - 2 = 276

- Subtracting two-digit / three-digit multiples of 10:

32 – 18 = 14 so 320 – 180 = 140

Standard written methods of subtraction

A subtraction without exchanging

Always begin with the units column

```
  6438
- 2337
  4101
```

Exchanging a thousand

Start at the units and work left. Firstly 8-4=4. Secondly 7-1=6.

```
  5278
- 3614
    64
```

When a number cannot be subtracted you will need to exchange. In this case, exchange from the 'thousands'

```
  4 1
  5278
- 3614
   664
```

```
  4 1
  5278
- 3614
   664
```

Exchanging a thousand and a hundred

```
  7256
- 2671
     5
```

```
   1 1
  7256
- 2671
    85
```

```
  611 1
  7256
- 2671
   585
```

```
  6 11 1
  7256
- 2671
  4585
```

Exchanging a thousand, a hundred, and a ten

```
  7 10 16 1
  8176
- 4398
  3778
```

MULTIPLICATION

Language of multiplication

times, multiply, multiplied by, product, double, halve

factor, multiple

groups, sets, lots of, teams

Mental strategies for multiplication

- Multiplication facts for 2 to 10:

Six times four.
What is the product of nine and four?
Multiply three by seven.

- Finding products mentally involving multiples of 10 / 100 / 1000:

7 x 9 = 63 so 70 x 9 = 630

4 x 8 = 32 so 4 x 800 = 3200

6 x 3 = 18 so 6 x 3000 = 18000

- Multiplying a two-digit number by a single –digit:

6 x 37 → 6 x 30 = 180 → 180 + 42 = 222
→ 6 x 7 = 42 →

- Mental multiplication by 99, 100, 101:

100 x 34 = 3400

99 x 34 = 3366 *is the same as 100 sets of 34 (3400) minus one set of 34*

3400 – 34 = 3366

101 x 34 = 3434 *is the same as 100 sets of 34 (3400) plus one set of 34*

3400 + 34 = 3434

Standard written methods of multiplication

Short Multiplication

Multiplying a two-digit number by a one-digit number

Long method

```
   38
 x  5
 ---
   40   (5x8)
+ 150   (5x30)
 ---
  190
```

Short method

```
   38
 x  5
 ---
  190
   4
```

Long Multiplication

Multiplying a two-digit number by a two-digit number

```
   65
 x 34
 ----
  260   (4x65)
   2
+1950   (30x65)
  1
 ----
 2210
 1 1
```

When multiplying by the tens (30) you must put a zero as a place marker before calculating 3 x 5

Multiplying a three-digit number By a two-digit number

```
  328
 x 45
 ----
 1640   (5 x 328)
  1 4
+13120  (40 x 328)
 1 3
 ----
 14760
```

DIVISION

Language of division

share equally between, divide, divided by, quotient, divisible by,

left over, remainder,

round to the nearest ten / hundred

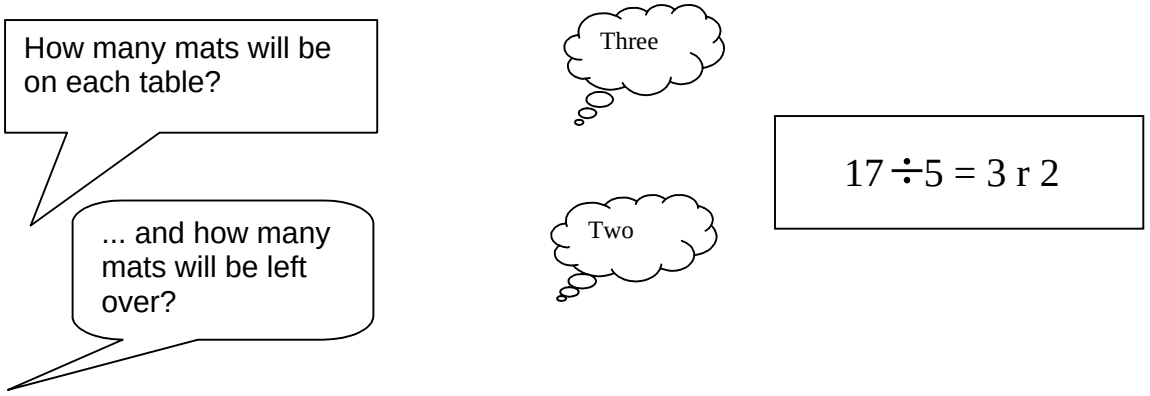
Mental strategies for division

- Division facts for 2-10, varying the division language:

Divide thirty-six by nine.
How many sixes are in forty-two?
What divided by eight gives four?
Share fifty-six equally among eight.
What is one fifth of thirty-five?

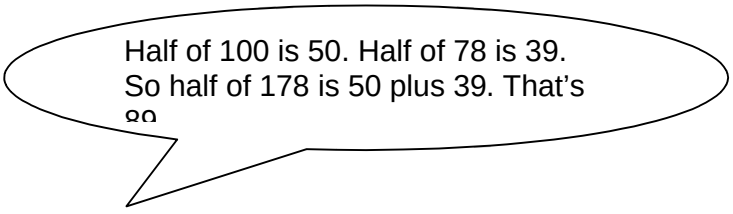
- Mental divisions where there will be a remainder:

Describe a scenario where 17 mats are shared equally among 5 restaurant tables and ask



- Halving

Find half of 178:



Standard written methods of division

Short method

968 ÷ 3 = 322 r 2

```
   3 2 2  r 2
3 ) 9 6 8
```

3 will go into 9 three times.
3 will go into 6 twice.
3 will go into 8 twice and there will be two left (the remainder).

9145 ÷ 8 = 1143 r 1

```
   1 1 4 3  r 1
8 ) 9 1 4 5
```

8 will go into 9 once and there will be one left.
8 will go into 11 once and there will be three left.
8 will go into 34 four times and there will be two left.
8 will go into 25 three times and there will be one left (the remainder).

Long method

511 ÷ 23

```
      2 2  r 5
23 ) 5 1 1
   - 4 6
     0 5 1
   -   4 6
       0 5
```

23 will go into 51 twice. (23 x 2 = 46)

Take away 46 from 51 (51 – 46 = 5)
Bring down 1 to become 51.
23 will go into 51 twice (23 x 2 = 46)
Take away 46 from 51 (51 – 46 = 5)
5 is the remainder.

875 ÷ 34

```
      2 5  r 25
34 ) 8 7 5
   -6 8
     1 9 5
   -1 7 0
     0 2 5
```

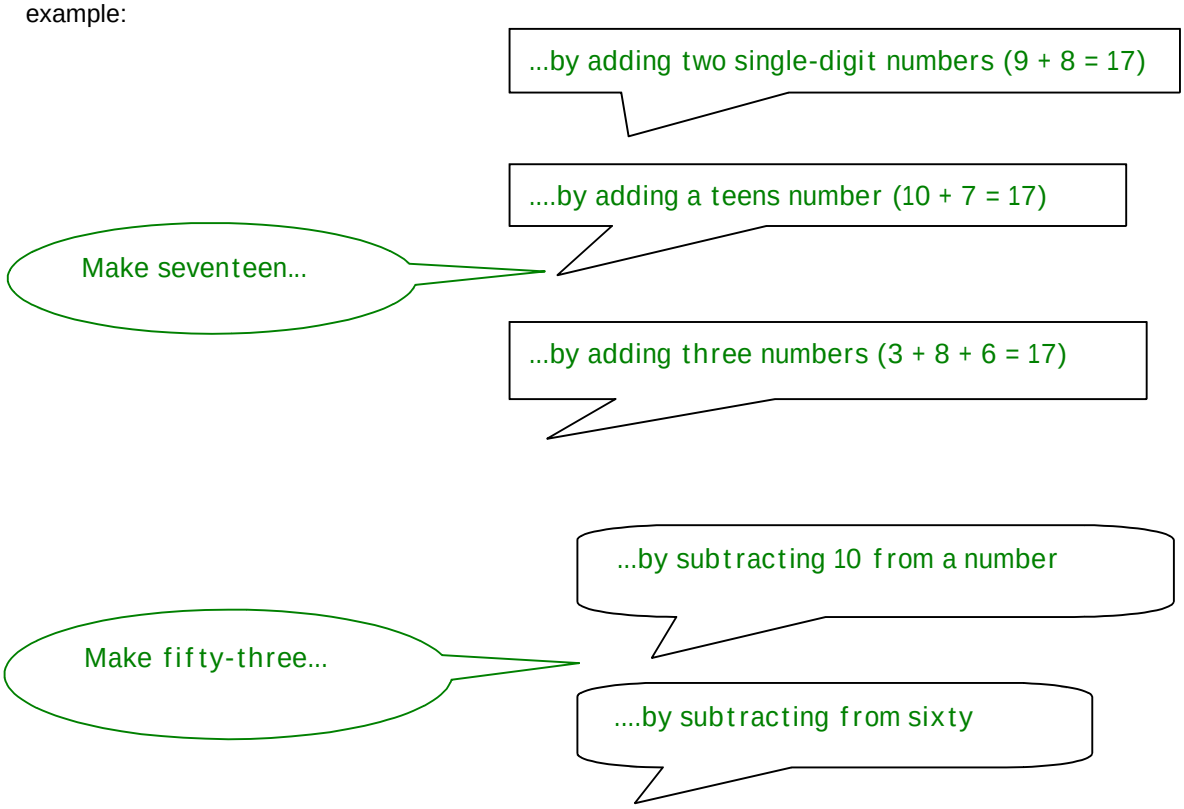
You must estimate and find out how many times 34 will go into 87:
(34 x 2 = 68)

Take 68 away from 87. (87-68 = 19)
Bring down 5 to become 195.
You must estimate and find out how many times 34 will go into 195:
(34 x 5 = 170)
Take away 170 from 195
(195-170= 25)
25 is the remainder.

Generic activities **which can be adapted for different topics and levels of mathematics**

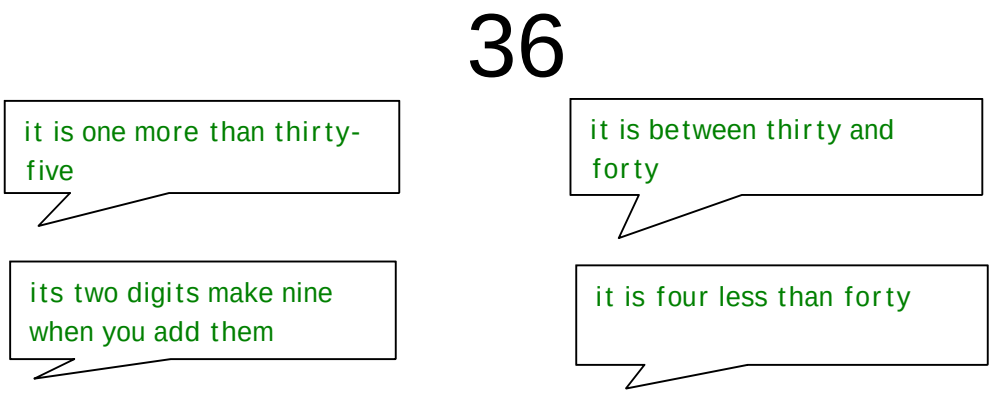
1) 'Target'

Ask your child to make a 'target' number, specifying the rule or rules they should apply. For example:



2) 'Describe a number'

Write a two-digit number and ask your child to say as many different things as possible about it. For example:

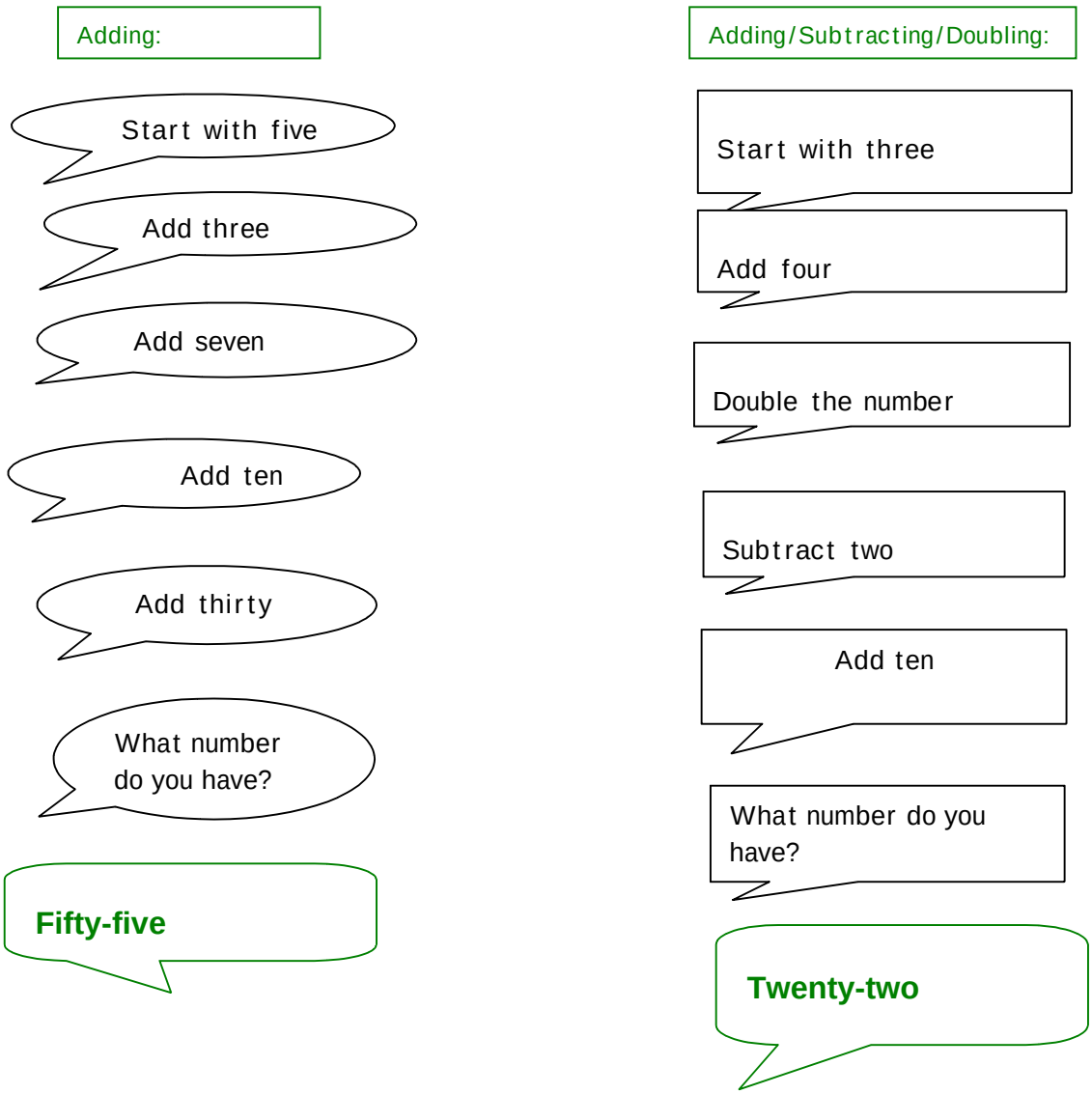


3)'Number Chains'

A number chain builds through a series of instructions which requires your child to calculate mentally while keeping a running total in their head.

Initially chains should contain only two or three instructions.

A chain can deal with a single aspect of number or a variety of aspects. For example:



Change the starting number to repeat the task.

NUMBERS TO 100, then 1000

Language:

Counting on and back in ones, twos, threes, fours, fives, tens, hundreds, odd, even, larger, smaller, largest, smallest, order, before, after, between, one more, two more, one less, two less.

The hundred square:

Display a hundred square and ask your child to:

- Say a sequence, for example, from 20 to 30, forwards and backwards
- Continue the sequence, from any number, forwards and backwards
- Point to numbers given orally
- Give the numbers before/after a given number
- Give the numbers 1 or 2 more/less than a given number
- State a number between, for example, 22 and 24

Display a hundred square and ask your child to identify patterns:

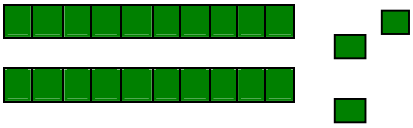
- Count from ten in tens to 100 (10, 20, 30, 40 etc.)
- Count from a one-digit number in tens to 100 (3, 13, 23, 33 etc.)

Further counting activities:

- Count in 2s to 100
- Count in 5s to 100

Place Value:

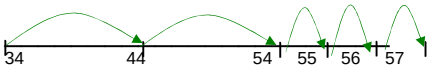
Number 23 is made up of 2 tens and 3 units -



Drawing your own number line:

Your child will be taught how to draw their own number line to enable them to calculate answers.

34 + 23 = 57 34 + 20 = 54 + 3 = 57



ADDITION

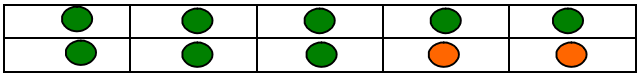
Language: Add, makes, gives, equals, plus, double, How many altogether?, total, one-digit number, two-digit number, 'teens' number

Addition to 20:

- **Number bonds**

A ten frame can help your child learn number bonds to ten

8 + 2 = 10



Use two ten-frames to help with number bonds to twenty.

- **Doubles/Near Doubles**

Memorise doubles to 10 + 10

1 + 1 = 2
2 + 2 = 4
3 + 3 = 6
. . . . . .
10 + 10 = 20

Use knowledge of doubles to calculate near doubles

6 + 6 = 12 so 6 + 7 = 13

- **Adding 10:**

3 + 10 = 13

Using cubes/counters –
Ask your child to lay out three cubes and a tens stick.

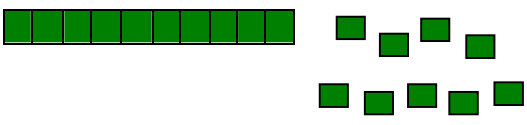
How many cubes are there altogether? *3 + 10 = 13*

- **Adding a single digit to a teens number:**

14 + 5 = 19

a) Using a number line, start at fourteen (the bigger number) and count/jump on 5.

b) Lay out a stick of ten cubes and four loose cubes. Lay out a further five loose cubes. Count the cubes. Point out that they added the four to the five, as the stick of ten was already complete.



Highlight the link with a known fact - 14 + 5 = 19 so 15 + 4 = 19

12 + 6 = 18 so 16 + 2 = 18

c) 'Hold' 14 (the biggest number) in your head and count on 5.

Addition to 100:

- **Adding mentally using known facts:**

4 + 3 = 7
14 + 3 = 17
24 + 3 = 27
34 + 3 = 37 etc

Use a number line and discuss how a known fact such as 4 + 3 = 7 is related to 14 + 3 = 17:

- **Adding mentally multiples of 10 using known facts:**

4 + 3 = 7 so 40 + 30 = 70

- **Adding 10 and a two-digit number:**

32 + 10 = 42

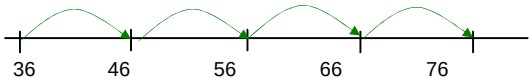
a) Using a number line, start at 32 (the bigger number) and count on ten.

b) Using a hundred square, start at 32 and count on ten/ move to the number underneath.

Highlight that the units stay the same and the tens column increases by one.

- **Adding a two-digit number and a multiple of 10:**

36 + 40 = 76



Use knowledge of adding 10 and count on the correct number of tens either on a number line or on a hundred square. Your child may be able to count on using their fingers – each finger represents 10.

Or

30 + 40 = 70 and 70 + 6 = 76

- **Adding on in ones to bridge 20:**

17 + 5 = 22

a) Using a number line or hundred square, start at 17 and count on 5 – highlight that 3 more makes 20 and then add 2 more.

b) 'Hold' 17 in your head and count on 5.

- **Adding on 11 and 21:**

If your child can mentally add a two-digit number and a multiple of 10 they may be able to extend this to add on 11 and 21.

42 + 11 = 53 *42 + 10 = 52 + 1= 53*

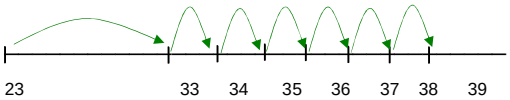
36 + 21 = 57 *36 + 20 = 56 + 1 = 57*

- **Adding a teens number and a two-digit number:**

23 + 16 = 39

a) Lay out 2 tens sticks and 3 loose cubes. Lay out 1 tens stick and 6 loose cubes. Count up the tens and continue with the units.

b) Start at 23 – add 10 and then 6 – your child could draw their own number line to calculate this.



SUBTRACTION

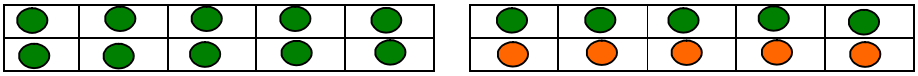
Language:

Take away, subtract, minus, leaves, How many are left?, difference between, How many more?, take four from seventeen,, subtract eight from sixteen, three less than twelve.

Subtraction to 20:

- **Linking to addition**

a) Display two ten-frames, side-by-side, with fifteen green circles and five orange circles.



15 + 5 = 20 so 20 – 5 = 15

b) Display a strip like this

How many red and blue squares are there? (9 and 8)
What is the sum of nine and seven? 9 + 8 = 17

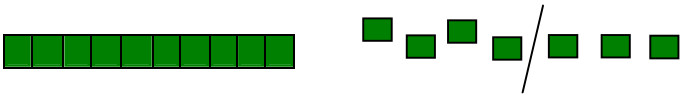
The related subtractions 17 – 8 = 9 and 17 – 9 = 8

- **Subtracting a single-digit number:**

17 – 4 = 3

a) Using a number line, start at seventeen (the bigger number) and count/jump back 4.

b) Lay out a stick of ten cubes and seven loose cubes. Take away/set aside three. Count the cubes. Point out that 7 – 4 leaves 3. The answer is 10 and 3, 13.



c) 'Hold' 17 in your head and count back 4.

Subtraction to 100:

- **Linking to known subtraction facts:**

Show a subtraction such as 9 – 5 and calculate 9 – 5 = 4

Link to facts 9 – 5 = 4
19 – 5 = 14
29 – 5 = 24

- **Subtracting 10:**

42 - 10 = 32

a) Using a number line, start at 42 (the bigger number) and count back ten.

b) Using a hundred square, start at 42 and count back ten/ move to the number above.

Highlight that the units stay the same and the tens column decreases by one.

- **Subtracting mentally multiples of 10 using known facts:**

7 – 3 = 4 so 70 - 30 = 40

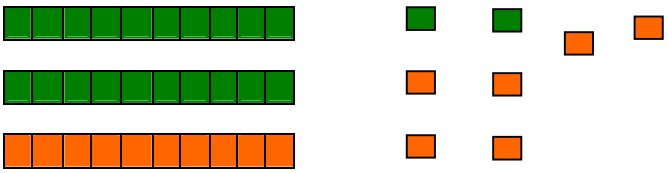
5 - 1 = 4 so 50 - 10 = 40

- **Subtracting a teens number from a two-digit number:**

38 – 16 = 22

a) Using a number line or hundred square, start at 38 and count back 16.

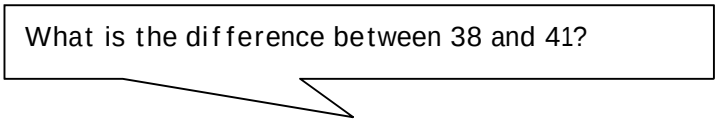
c) Lay out 3 tens sticks and 8 loose cubes. Take away 1 ten and 6 units (loose cubes).



c) 'Hold' 38 in your head and count back 16.

d) Take away a 10 and then 6: 38 – 10 = 28
28 – 6 = 22

- **Finding a small difference**



Place counters on a number line. Count back from 41 to 38 or on from 38 to 41 to show that the difference is 3.
Record: 41 – 38 = 3

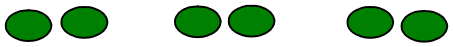
The answer can be found mentally, perhaps using fingers, by counting on from 38 or counting back from 41.

MULTIPLICATION

Language: Two sets of four, three times two, four fives, multiply, double, repeated addition.

Activities for multiplication

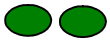
- **Multiplication is introduced by laying out 'sets' of,** for example:

3 sets of 2 

3 x 2 = 6
Answers can be found by using repeated addition. (2 + 2 + 2 = 6)

Point out that 2 x 3 and 3 x 2 have the same answer, 6 (they are commutative)

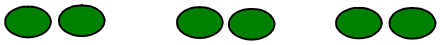
- **The two times-table**

Make a drawing of a set of 2 

1 x 2 = 2

Add another set of 2 

2 x 2 = 4

Continue with 3 sets of 2 

3 x 2 = 6

Work up to 10 sets of 2

10 x 2 = 20

Continue to learn the two times-table by saying them in order and ask your child questions which requires them to know them out of order. *For example 7 x 2, 2 times 8, 5 twos, 2 nines.*

- **The ten times-table**

Count on and back in tens from 0 – 100. Point out the numbers 10, 20, 30 … 100 are called 'multiples' of 10.

Build up tables : 0 x 10 = 0
1 x 10 = 10
2 x 10 = 20
3 x 10 = 30
…….
10 x 10 = 100

You could use apparatus such as cubes to demonstrate.
Continue to learn the ten times-table by saying them in order and ask your child questions which requires them to know them out of order. *For example 7 x 10, 8 times 10, 5 tens, 10 nines.*

Ask your child to use their knowledge to answer ☐ *x 10 = 60*

- **The five times-table**

Count on and back in fives from 0 – 50. Point out the numbers 5, 10, 15, 20 ..50 end in 0 and 5 alternately.

Display a dot pattern for 5 (as on a dice) 1 x 5 = 5 

Build up tables: 0 x 5 = 0
1 x 5 = 5
2 x 5 = 10
3 x 5 = 15
……..
10 x 5 = 50

DIVISION

Language:

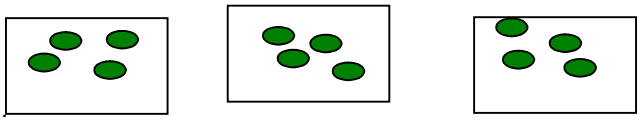
Share, group, halve, half, divide, divided by, How many twos are in twenty?, How many in each share?

Activities for division

Division is introduced by sharing using materials.

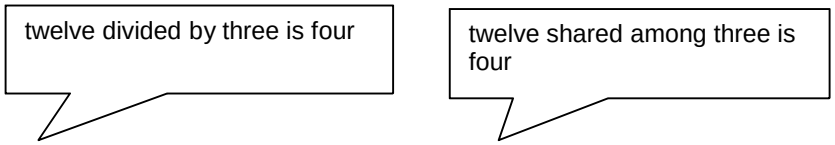
Using pencils/counters share out an equal amount of objects, for example:

Show how to record:



12 ÷ 3 = 4

Use language



MONEY

Language: Buy, spend, cost, sell, money, coins, amount, pay, change, pence, pounds, How much altogether?, same value, fewest coins.

Activities with money

- Display a collection of coins – (10p, 5p, 2p, 1p).
  How much money is there? Encourage your child to start with the coin of greatest value.
  When your child is confident in using 10p, 5p, 2p and 1p, introduce the 20p coin.

- Attach prices to objects and ask your child to count out coins that would be needed to pay for the item. *Encourage your child to use the fewest coins possible.*
  When your child is confident in using 10p, 5p, 2p and 1p, introduce the 20p coin.

- Find different ways of making 20p, for example:

10p + 5p + 2p +2p +1p = 20p or 5p + 5p + 5p +5p = 20p

- Introduce the 50p coin and find ways of making 50p, for example:

20p + 20p + 10p = 50p or 10p + 10p +10p + 10p + 5p + 5p = 50p

20p + 20p + 2p + 2p + 2p + 2p +2p = 50p

- Introduce the £1 coin and find ways of making one pound, for example:

50p + 50p = £1 or 20p + 20p + 20p + 20p + 20p = £1

Maths Dictionary

- ***angles*** -

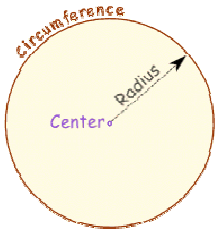
Type of Angle	Description
Acute Angle	an angle that is less than 90°
Right Angle	an angle that is 90° exactly
Obtuse Angle	an angle that is greater than 90° but less than 180°
Straight Angle	an angle that is 180° exactly
Reflex Angle	an angle that is greater than 180°

- ***area*** – area is a measure of the total surface of a shape or object. You can find the area of a square or a rectangle by multiplying its length by its width **area = length x width**

- ***capacity*** – the capacity of a container is the amount of water or other liquid that it will hold.

- ***conversions*** -

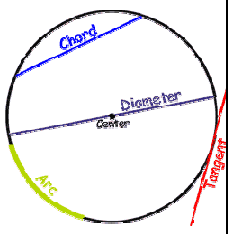
Length	1 km = 1000m	1m = 100cm	1cm = 10mm
Weight	1 tonne = 1000kg	1kg = 1000g	1g = 1000mg
Capacity	1l = 1000ml	1cl = 10ml	



- ***circumference*** – the circumference is the distance all the way around the edge of a shape.

- ***congruent*** – two shapes are congruent if they are exactly the same. One shape can be placed exactly on the other.

- ***cubic number*** – when you multiply a whole number by itself twice, the answer is called a cubic number. **3 x 3 x 3 = 27**



- ***denominator*** – the denominator is the number below the line in a fraction.

- ***diameter*** – a diameter is a line that cuts a circle in half. It passes through the centre of the circle.

- ***difference*** – the difference is the number you must count on to get from a smaller number to a bigger one.

- ***digit*** – a digit is any one of the following: 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9. The number 143 is made up of three digits.

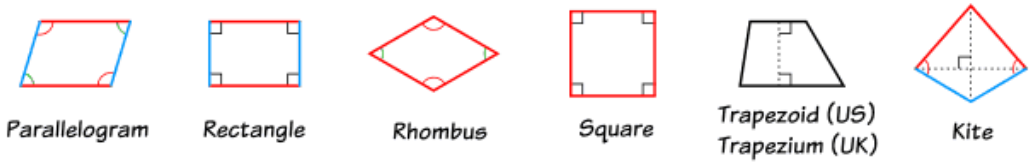
- ***equation*** – an equation says that one thing is equal to another. Every equation has an equals sign, which shows that the numbers to the left of the sign are the same as, or equal to, the numbers to the right of it.

- ***factor*** – a factor is a number that you can divide into another number without leaving a remainder. For example, 2 divides into 8 four times with no remainders. So 2 is a factor of 8.
  Ten has four factors : 1, 2, 5 and 10

- ***hypotenuse*** – the hypotenuse is the longest side of a right-angled triangle.

- ***integer*** – an integer is a whole number. An integer can be a positive number such as 1, 2, 3 etc., or a negative number such as -1, -2, -3 etc. Zero is also an integer.

- ***Quadrilateral*** – A shape with 4 sides, 4 vertices and the interior angles add up to 360°



- ***mean*** – the mean of a set of numbers is one way of measuring the average. You find the mean by adding all the numbers together and dividing by how many numbers there are.

- ***median*** – the median is the middle, or central, number in a set of numbers. If you line up five children in the order of their heights, the child in the middle has the median height. The median is often close to, but not always the same as, the mean.

- ***multiple*** - an answer in a given times-table: 4, 8, 12, 16, 20 are multiples of 4
  6, 12, 18, 24, 30 are multiples of 6.

- ***mode*** – the mode is the most common number in a set of numbers.

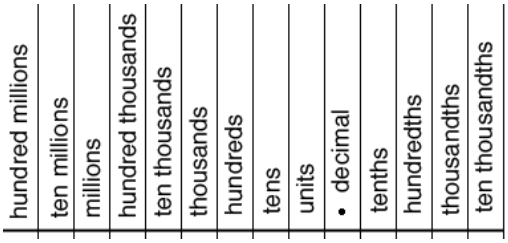
- ***numerator*** – the numerator is the number above the line in a fraction.

- ***perfect number*** - a perfect number is a number whose factors (apart from itself) add up to the number. For example, the proper factors of 6 are 1, 2 and 3 **1 + 2 + 3 = 6**

- ***perimeter*** – the perimeter is the edge, or boundary, of an area. The perimeter of a curved shape is the same as its circumference.

- ***perpendicular*** – two lines are perpendicular if they meet or cross at a right angle.

- ***Place value*** - The value of where the digit is in the number, such as: units, tens, hundreds, etc.
  Example: In 352, the place value of the 5 is "tens"
  Example: In 17.591, the place value of the 9 is "hundredths"

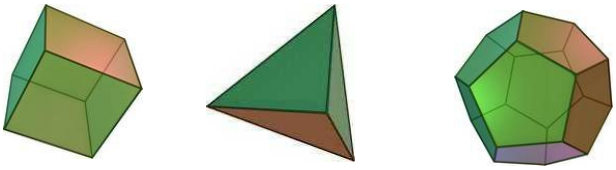


- ***polygon*** – a polygon is a flat, or plane, shape with three or more straight sides.

Number of Sides	Name of Polygon
3	*Triangle*
4	*Quadrilateral*
5	*Pentagon*
6	*Hexagon*
7	*Heptagon*
8	*Octagon*
9	*Nonagon*
10	*Decagon*
11	*Hendecagon*
12	*Dodecagon*

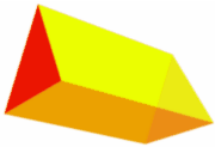
- ***polyhedron*** – a polyhedron is a solid shape with straight edges. When each of the faces of a polyhedron is identical, we call it a regular polyhedron. There are five different regular polyhedra:

Tetrahedron – 4 triangular faces
Cube – 6 square faces
Octahedron – 8 triangular faces
Dodecahedron – 12 pentagonal faces
Icosahedron – 20 triangular faces.



- ***prime number*** – a prime number is any whole number, apart from 1, that can only be divided by itself and by 1 without leaving a remainder. The first four prime numbers are 2, 3, 5 and 7.

- ***prism*** – a prism is a solid shape with matching ends. The ends are shaped like triangles, squares or polygons. A prism has the same cross-section all the way along its length.



- ***product*** – the product is the answer you get when you multiply together two or more numbers. **The product of 2 and 3 is 6. 2 x 3 = 6**

- ***quotient*** – the quotient is the number of times that one number will divide into another number. It is the whole number part of the answer to a division sum.

- ***radius*** – the radius is the length of a straight line from the centre of a circle to its circumference.

- ***rotation*** – a rotation means a turn. A complete turn always brings a shape back to its starting point. We say that shapes like squares and equilateral triangles have rotational symmetry because they look the same after less than a full turn.

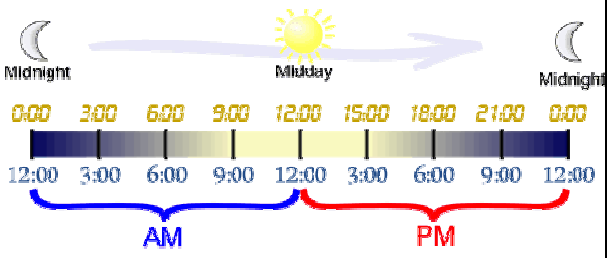
- ***square number*** – when you multiply a whole number by itself the answer is called a square number.
  3 x 3 =9 **7 x 7 = 49**
  The square root *of 9 is 3*
  The square root *of 49 is 7*

- ***sum*** – the sum of two or more numbers is the answer you get when you add them together. **The sum of 2 and 3 is 5. 2 + 3 = 5**

- ***symmetry*** **–** a shape has symmetry when two or more of its parts are matching shapes. There are different kinds of symmetry:
  Rotational symmetry – when an object looks exactly the same when it is turned by an angle less than 360 degrees.
  Reflection/mirror symmetry – when one half of a shape is the mirror image of the other half.

- ***three-dimensional*** **–** a solid shape is three-dimensional because it has length, width and height.

- ***time*** - Normally the time is shown as Hours : Minutes. There are 24 Hours in a day and 60 minutes in each hour. There are two main ways to show the time: "24 Hour Clock" or "AM/PM":



- ***total*** **–** the total is the result when you add together a group of numbers. **The total of 6 and 4 is 10.**
  6 + 4 = 10

- ***translation*** – a translation is a movement of a shape in a straight line.

- ***triangular number*** – a triangular number can be arranged as dots in the shape of a triangle. The number of dots is the same as the number itself. The first five triangular numbers are 1, 3, 6, 10, and 16.

1 3 6 10 16

Add another row of dots to the base of the triangle to find the next triangular number.

- ***two-dimensional*** – a two-dimensional shape has length and width but no height. A plane shape is two-dimensional.

Maths – Websites

www.bbc.co.uk/schools/starship

www.brainboxx.co.uk

www.mathsisfun.com

www.woodlands-junior.kent.sch.uk/maths

www.mathletics.co.uk/