

Useful websites and links

<http://www.mathszone.co.uk/>

<http://www.bbc.co.uk/bitesize/ks1/maths/>

http://www.bbc.co.uk/schools/websites/4_11/site/numeracy.shtml

<https://www.mathsisfun.com/>

<http://www.topmarks.co.uk/Interactive.aspx?cat=8>

<http://www.crickweb.co.uk/ks1numeracy.html>

<http://resources.woodlands-junior.kent.sch.uk/teacher/maths.html>

<http://www.amblesideprimary.com/ambleweb/maths.htm>

<http://games.e4education.co.uk/groupone/>



Year 1 Mathematics Parent Booklet



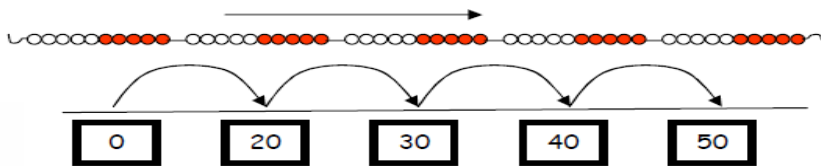
**Supporting your child at
home.**

Learning

Counting

Counting with your child on a daily basis can dramatically support their understanding of the number system and place value. By the end of year 1, most children are expected to count in 2's, 5's and 10's from any given number. E.g. count in 3's starting from 4- 4, 7, 10 ...

Counting everyday whilst undertaking daily activities at home, can help develop your child's fluency of numbers and become familiarised with counting in different steps but not always starting at 0 or.



Shapes and measure

By the end of year 1, most children should be able to recognise 2D and 3D shapes. They will be able to recognise the properties of common 2D and 3D shapes. At home, using the correct language when talking about household objects or when going shopping can develop their language and understanding.

By the end of year 1, most will be able to recognise different ways of measuring length, mass and time. They will use language that compares different measures such as heavier, lighter, faster, slower.



Learning

Addition and Subtraction

By the end of year 1, most children will be adding and subtracting numbers to 20, showing a secure knowledge of their number bonds.

Your child will be encouraged to explore different methods to adding and subtracting numbers, including simple addition and subtraction mentally (number bonds) and use objects and pictures to represent their work.

At home, practising the number bonds to 20 will significantly support your child, reinforcing the learning from school.

Each week, your child will be given a few 'Learn it' facts to learn and memorise at home. Saying these facts, chanting or even singing will encourage your child to memorise and recall the

Thought bubble: Maria had six sweets and she ate four. How many did she have left?

$$6 - 4 = 2$$

$$1 + 2 = 3$$

$$2 + 1 = 3$$



Three teddies take away two teddies leaves one teddy



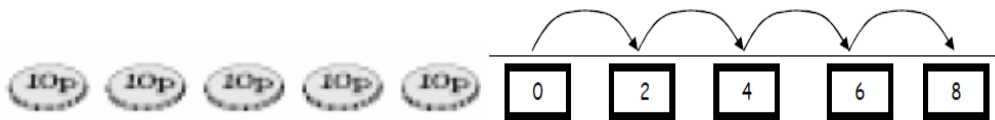
Learning

Multiplication and Division

By the end of year 1, most children will be able to count in multiples of 10 and will begin to double numbers to 10 and 20. At home, counting in 10's will help your child practise the flow and rhythm of counting in 10's.

By the end of year 1, most children will be able to divide even numbers to 20 by multiples of 2 and begin to explore other numbers. The idea of 'sharing' will be introduced, with activities being based around the use of objects and pictures. At home, you can support your child by encouraging them to share food pieces or toys with yourself or other children.

Encourage your child to count each object, sharing them equally between the amount of people.



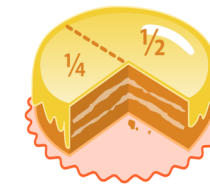
Give every bear a sweet - how many sweets do we need?



Learning

Fractions

By the end of year 1, most children will be able to find half and quarter of shapes, half of objects or an amount. Children will be encouraged to link this learning with division and shape work. At home, asking children to show you half of objects or food, including cutting fruit or biscuits into half or quarters.



Problem solving

By the end of year 1, most children will be able to solve one step problems and puzzles. The problems will require children to use their knowledge of adding, subtracting or dividing to find the answer. Children will be able to use objects, pictures and number recording to present their answers.

At home, saying simple problems and encouraging your child to answer them or find a solution will develop their problem solving confidence and independence. Here are some examples of questions that could be posed:

'How many toes are there on two feet?'

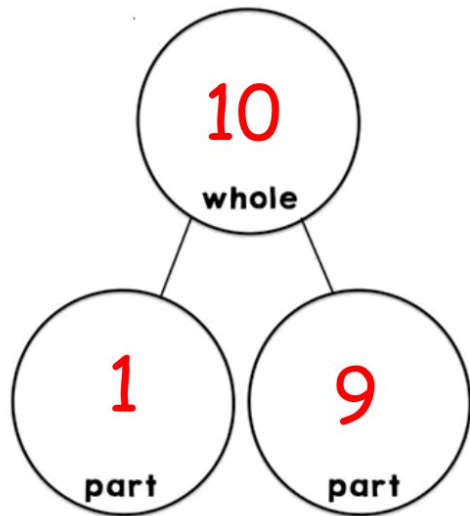
'Emma is two years older than Hamid. Hamid is 9 . How old is Emma?'

'A toy box had 6 dinosaurs in it. Half of them were green. How many were not green?'

Magic Ten

We use **'Magic Ten'** every day to develop and secure our number facts and knowledge. We count, chant, sing and play games. We focus on number bonds, multiplication and division facts, using these to solve **'It's nothing new'** questions.

You can help your child by consolidating these number facts; learning and practising them at home using the **'part, part, whole'** model.



Fact family

$$1 + 9 = 10$$

$$9 + 1 = 10$$

$$10 - 1 = 9$$

$$10 - 9 = 1$$

Termly 'Learn its'

| Term 1 | Term 2 | Term 3 |
|---------------------------|------------------------------|----------------------------------|
| Number bonds to 10 | Adding on 2 or 3 more | Doubling a number |
| 1 + 9 | 4 + 2 | 6 + 6 |
| 2 + 8 | 5 + 2 | 7 + 7 |
| 3 + 7 | 6 + 2 | 8 + 8 |
| 4 + 6 | 7 + 2 | 9 + 9 |
| 5 + 5 | 9 + 2 | Counting in 10's, 5's and 2's |
| Counting in 5's | 4 + 3 | |
| | 6 + 3 | |
| | 5 + 3 | |
| | Counting in 2's | |

Key vocabulary

I name you.....

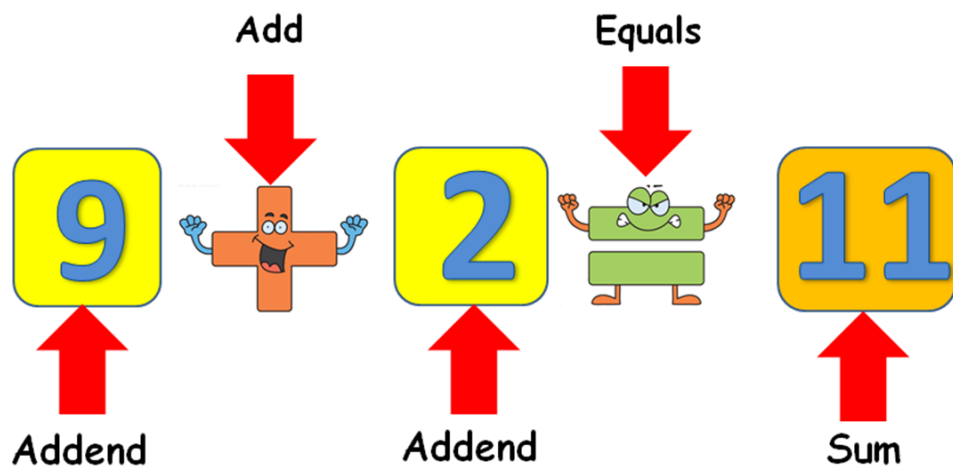
Equation!



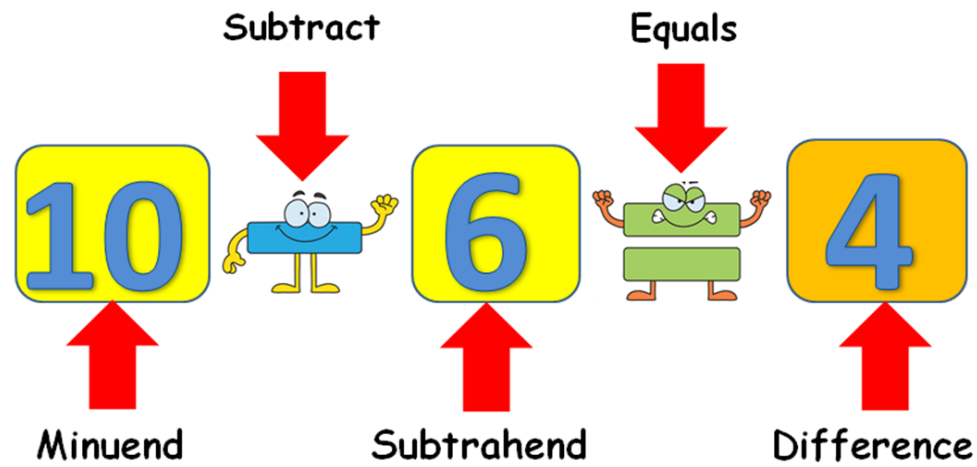
$$9 + 2 = 11$$

Equation

Parts of an Addition Equation



Parts of a Subtraction Equation



Key vocabulary

| New maths vocabulary for year 1 | | | | | | | |
|--|--|--|--|--|---|-------------------------------|--|
| Number and place value | Addition and subtraction | Multiplication and division | Measure | Geometry (position and direction) | Geometry (properties of shape) | Fractions | General/problem solving |
| Number | Number bonds, number line | Odd, even | Full, half full, empty | Position | Group, sort | Whole | Listen, join in |
| Zero, one, two, three to twenty, and beyond | Add, more, plus, make, sum, total, altogether | Count in twos, threes, fives | Holds | Over, under, underneath, above, below, top , bottom, side | Cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square | Equal parts, four equal parts | Say, think, imagine, remember |
| None | Inverse | Count in tens (forwards from/backwards from) | Container | on, in, outside, inside | Shape | One half, two halves | Start from, start with, start at |
| Count (on/up/to/from/down) | Double, near double | How many times? | Weigh, weighs, balances | around, in front, behind | Flat, curved, straight, round | A quarter, two quarters | Look at, point to |
| Before, after | Half, halve | Lots of, groups of | Heavy, heavier, heaviest, light, lighter, lightest | Front, back | Hollow, solid | | Put, place, fit |
| More, less, many, few, fewer, least, fewest, smallest, greater, lesser | Equals, is the same as (including equals sign) | Once, twice, three times, five times | Scales | Before, after | Corner (point, pointed) | | Arrange, rearrange |
| Equal to, the same as | Difference between | Multiple of, times, multiply, multiply by | Time | Beside, next to, Opposite | Face, side, edge | | Change, change over |
| Odd, even | How many more to make..?, how | Repeated addition | Days of the week: Monday, Tuesday, etc. | Apart | Make, build, draw | | Split, separate |
| | | | Seasons: spring, summer, autumn, winter | Between, middle, edge, centre | | | Carry on, continue, repeat, what comes next? |
| | | | Day, week, month, year, weekend | Corner | | | Find, choose, collect, use, make, build |
| | | | Birthday, holiday | | | | |
| | | | Morning, afternoon, evening, | | | | |