

Y1 - How to help at home?

Learning to count

Learning the order of numbers and where numbers are in relation to other numbers is an important skill. Counting forwards and backwards sets a foundation for early addition and subtraction and counting in different steps sets a foundation for early multiplication and division.

Practise counting in ones with your child, forwards and backwards starting from both zero and then other starting numbers e.g. count forwards from 13, count backwards from 24.

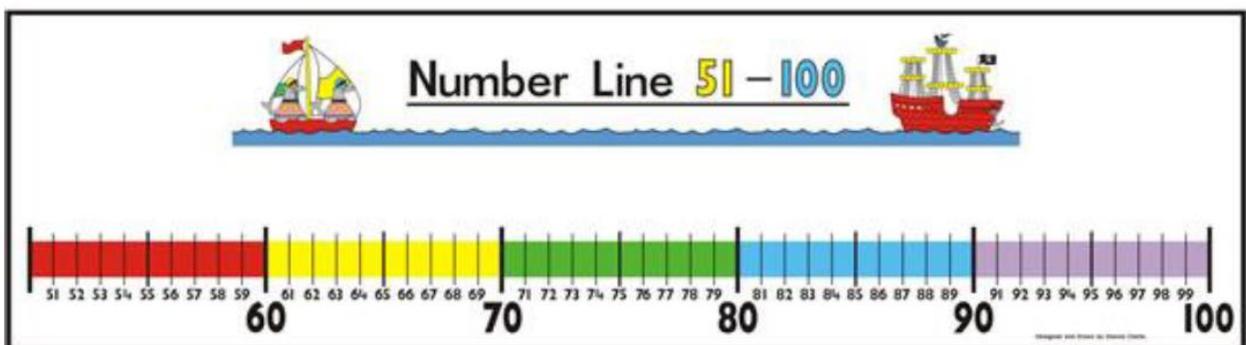
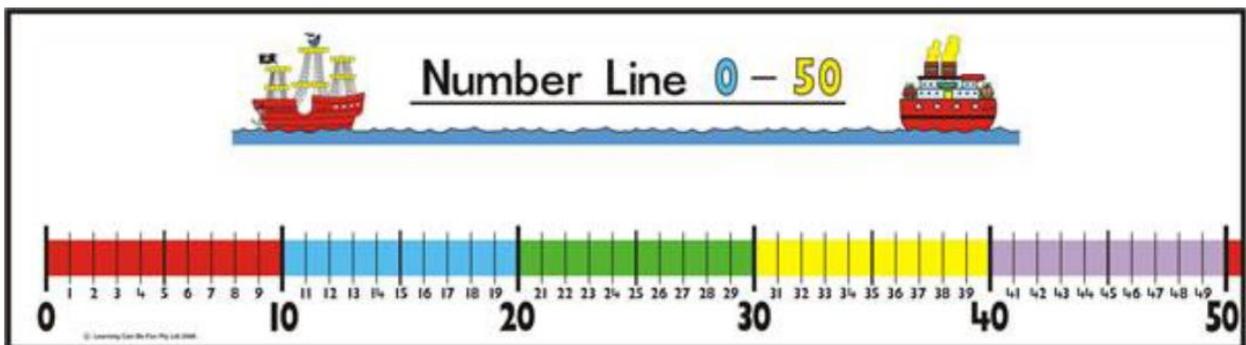
Your children will be learning to count in twos, fives and tens. Ask your child to help sort the washing!

Matching and counting pairs of socks is a great way of practising counting in twos. Food always proves to be a motivating way of learning for children! Can you put the biscuits from this packet into the biscuit barrel in twos? Can you count the chunks of this chocolate bar in twos? Can you put these sweets into groups of five and count how many sweets there are altogether?



Learning to add and subtract

Your children are learning to add and subtract using a number line. A number line is a great way of helping your child to count on and count back to complete number sentences.



$15+3=?$

Start at 15 on the number line, count on 3 steps. Where do you land? $15+3=18$

$18-6=?$

Start at 18 on the number line, count back 6 steps. Where do you land? $18-6=12$

Eventually, the aim is for your children to count forwards or backwards mentally to solve these addition and subtraction number sentences without the need of the number line.

Your children are learning to add and subtract

Your children will be learning to add and subtract using number ladders and a hundred square as they progress through Year 1.

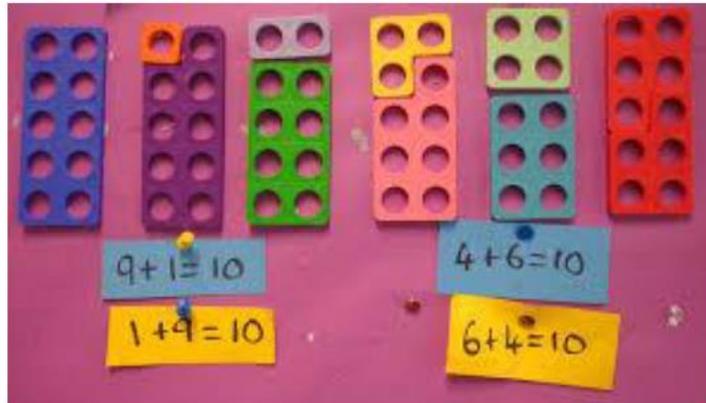
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Using the 100 square, ask your child to add or subtract a single digit number to or from any other number. What's happening to the number each time?

Use a variety of language; more, less, larger, smaller, greater, fewer, most, least, equal to.

Number bonds

Your children are learning number bonds. These include pairs of numbers which add up to 10 e.g. 8 and 2 make 10, 7 and 3 make 10. You can help your child with number bonds as you go about your everyday life! There are 4 apples in the fruit bowl. How many bananas do we need to make 20 pieces of fruit altogether? You have 17 pieces of lego but need 20 pieces to complete your model. How many more pieces will you need?



Doubling and Halving

Your children are learning doubles and halves to 10. Cooking is a great way of helping your child to become familiar with doubling and halving! Let your child weigh the ingredients they need in grams and kilograms and they're ready to go. This cake will need 3 eggs. If we wanted to make a cake for Grandma and Grandad too, how many eggs would we need? If I only want to make 5 buns instead of 10, what ingredients will I need?



Finally, maths is all around us and we're using it everyday!

Many of you will already be doing these types of mathematical activities and practising your child's numerical skills without even thinking about it!

The most important thing is to be positive about maths
and make learning maths FUN!



<p>Number and place value</p> <ol style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals count in multiples of twos, fives and tens given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in words <p> <small> ↗Count reliably well beyond 100 ↗Count on and back in 3s from any given number to beyond 100 ↗Say the number that is 10 more or 10 less than a number to 100 ↗Know the signs (<); (>) </small> </p>
<p>Addition and subtraction</p> <ol style="list-style-type: none"> know by heart number bonds to 20 represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero add and subtract more than two one-digit and two-digit numbers to 20, including zero read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ <p> <small> ↗Know the signs (+); (-); (=) ↗Apply knowledge of number to solve a one-step problem involving an addition, subtraction ↗Add and subtract 1-digit and 2-digit numbers to 50, including zero </small> </p>
<p>Multiplication and division</p> <ol style="list-style-type: none"> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <p> <small> ↗Apply knowledge of number to solve a one-step problem involving simple multiplication and division </small> </p>
<p>Fractions</p> <ol style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
<p>Measurement</p> <ol style="list-style-type: none"> compare, describe and solve practical problems involving a full range of measures: <ul style="list-style-type: none"> lengths and heights [eg long/short, longer/shorter, tall/short, double/half] mass/weight [eg heavy/light, heavier than, lighter than] capacity and volume [eg full/empty, more than, less than, half, half full, quarter] time [eg quicker, slower, earlier, later] measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes tell the time to the hour and half past the hour and draw the hands on a clock face to show these times sequence events in chronological order using language [eg before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years <p> <small> ↗Recognise all coins and notes and know their value ↗Use coins to pay for items bought up to £1 ↗Use knowledge of time to know when key periods of the day happen, eg, lunchtime, home time, etc </small> </p>
<p>Geometry: properties of shapes</p> <ol style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes [eg rectangles (including squares), circles and triangles] 3-D shapes [eg cuboids (including cubes), pyramids and spheres] <p> <small> ↗Recognise different 2D and 3D shapes in the environment </small> </p>
<p>Geometry: position and direction</p> <ol style="list-style-type: none"> describe position, direction and movement, including half, quarter and three quarter turns