

Year 1 Maths Parent Overview – Autumn Term 1 2017

Pupils will be taught maths in a way that ensures a deep understanding of number through using concrete objects and pictorial representations. This approach helps children to reason and solve problems and supports their understanding of abstract methods.

Maths Objective	Ways of supporting this objective
I can count to 10, matching numerals Count, read and write numbers to 10 in numerals and words.	<ul style="list-style-type: none"> Counting steps as you walk upstairs, through the house, starting at different numbers. What if we had 2 more stairs, how many would we have then? Counting cars on a journey Spotting numbers around us e.g. house numbers, car number plates, numbers on clocks or calendars. Counting backwards from 10, starting at any number, taking off like a rocket at zero! Line up cars, beads, other play objects and count along a line. How many? Write this number down. What if all these disappeared? What does zero look like? Write zero.
Given a number, identify 1 more or 1 less.	<ul style="list-style-type: none"> Place a number of objects on a tray and ask how many will there be if you take one off. Cover tray with a tea towel and remove 1 object. Remove towel, were they correct? How many potatoes will you have on your plate if you have 1 more/ What about when you've eaten one? Hold up 5 fingers, how many will I have if I put one down/ add another? Roll a dice, count dots. How many will we have if we roll a 1 with another dice? How are are you? How old will you be on your next birthday?
Use language of: equal to, more than, less than (fewer), most, least.	<ul style="list-style-type: none"> Share small number of pencils/ other objects between 2 of you. Set them out in 2 lines to see who has more/ less. Draw groups of objects in 2 sets, which set has the most / least? Which bag has the most/least shopping in it? Which dish has the most/least pasta in? Who is holding the most/least playing cards? Who has more/less than you? How do you know?
Represent and use number bonds and related subtraction facts within 10	<ul style="list-style-type: none"> Collect 5 (or 6 or 10) buttons/ pennies/ pebbles/ shells. Line them up on the floor, table in front of you. Now move some of the counters so that you have some each in front of you e.g. you have 3 and your child has 2, so 3 and 2 more makes 5. Push them back together and check that there are 5 counters still. Change the combination so that you have 1 and your child has 4. Do you still have 5 altogether? Extend to higher numbers when they are secure with 5. Draw a butterfly/ladybird outline and then arrange 10 coins/counters on each side e.g. 2 on one side and 8 on the other. How many different ways can you arrange the counters. As above but with fingers-show 3 fingers with your palm facing your child, how many fingers are still down on that hand? $3+2=5$

I hope this information will help you. There are lots of games that you have in the house that can help maths skills and don't forget how much maths comes into a shopping trip and cooking the tea. Please keep maths a positive experience for your children even if you did not find it so when you were at school. Remember to make maths fun and relevant to the children's lives, they soon learn how to divide when they have to share favourite toys or favourite food! There are lots of maths games on the computer- Just google "Free interactive maths games year 1".

As always, please don't hesitate to let us know if there are any problems or if we can help in any way.

Thank you for your continued support.

Rebecca Olive and the Year 1 team.