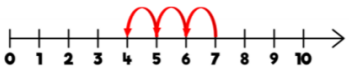
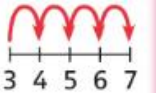
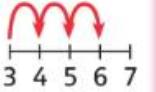
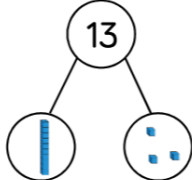


Year 1 Maths Parent Overview –Spring Term 2 2020

Pupils will be taught maths in a way that ensures a deep understanding of number through using concrete objects and pictorial representations. Pupils develop their reasoning skills by explaining their answers in full sentences and using the correct mathematical language. This approach helps children to reason and solve problems and supports their understanding of abstract methods.

Maths KIRF (Key Instant Recall Facts)- Addition and subtraction facts within 10

Maths Objective	Ways of supporting this objective
Subtraction by counting back from the biggest number	- We can also subtract by counting backwards. - What happens to the numbers as we count back? They are 1 less/ they get smaller - We can count back using our fingers, objects, drawings or a number line. - Board games are great for this eg snakes and ladders- how many spaces have you had to go back by when you go down a snake? How many spaces behind are you from the next ladder/ the other player?  $7 - 3 = \underline{\quad}$ - Which is the whole number? What are the 2 parts? - If you count backwards from 8, how many jumps will you take to get to 2? What is the subtraction fact? $8 - 6 = 2$
Finding the difference between 2 numbers	- What is the difference between 2 numbers? - If I have 8 counters and you have 6. What is the difference? The counters/ apples/raisins / pencils need to be lined up so both lines can be compared (1 to 1 correspondence)  $8 - 6 = 2$ Children represent both numbers with objects and then draw what they have set out, ensuring each counter/coin/ brick corresponds to the same number in the second number (As above) So the difference is 2 because each counter has a partner up to the number 6, but 2 counters on the top line don't have a partner. These 2 counters are what makes our 2 lines of counters different from each other. Practise this lots of times with different objects, always lining them up carefully.
Comparing +/- facts using <> = symbols	Who has the more cubes? You  $3 + 4 = 7$  Me  $3 + 3 = 6$ $7 > 6$  This can be played around with using dice scores, food, socks, anything you choose. Try to make it relevant eg who has more fruit? – me with 4 cherries and 2 strawberries, or you with 5 cherries and 4 strawberries? How do you know? Prove it to me!

Represent numbers to 20 showing the tens and ones	- Count by wrote 0-20 . What happens to the sounds of some of the numbers after10? Can you hear the word teen? - Look at the numbers written down. What do all the numbers between 10 and 19 start with? What does this mean? This shows that each of these numbers starts with a 10. The Numicon staircase illustrates this clearly  - Represent nos to 20 using other resources/ manipulatives eg 16 raisins grouped into a ten and 8 ones on their own or 15 clothes pegs in a group of 10 and 5 on their own. 
Comparing numbers 0-20	- We also represent numbers 11-20 with Deines on a part whole model - Which is greater 1 ten and 2 ones or 1 ten and 5 ones? How can you prove this? You could line up 12 counters/coins/pegs and then 15 of the same object. Check the 1 to 1 correspondence and the longest line shows the biggest number  12 13 14 15 Numicon also represents this clearly. - You can write $12 < 15$ or $15 > 12$
Ordering objects and numbers to 20 using tens and ones values	Order the crayons from smallest to greatest  The children can represent the numbers of crayons with counters/ pegs/coins and line them up to show the longest line or they can represent them with Numicon or draw a part whole model as above. It is important that they notice all of these numbers have a 10 , but it is the ones part of the number that is different. To check understanding repeatedly ask what the first 1 represents in teen numbers. Then ask them to prove it by setting out objects in a group of tens and some ones and to draw a representation of their objects eg a group of 10 sticks together and 2 sticks on their own = 1 ten and 2 ones = 12  11< 13 <14