Year 1 Maths Parent Overview – Autumn Term 1 2019

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 Objective	Ways of supporting this objective
I can sort, group objects to 10 using different criteria.	• Find ways of sorting up to 10 buttons- by colour , size, shape- How many other ways can they be sorted? • Sort fruit in the fruit bowl-by colour/type of fruit/shape or size. Allow children to find their own criteria when they are ready to. • Ask children to explain their groups and talk about what they now have eg I have 4 red apples and 3 yellow bananas, I sorted them like this because they are different types of fruit.
Recognise and count different representations of 10	• How can you show the number 6? You could show number 6 with 6 lego bricks, 6 fingers, 6 toys or you could draw 6 dots, 6 crosses, 6 people etc… • Ask how their choice shows 6. How do they know this is 6? • Ask them to prove that it is 6 because you are not sure yourself. Alllow your child to explain in their own words.
I can count to 10, matching numerals Count, read and write numbers to 10 in numerals and words.	• 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 eg 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.	• 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 lang of: equal to, more than, less than (fewer), most, least.	• 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	• 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 eg 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 nos when they are secure with 5. • Draw a butterfly/ladybird outline and then arrange 10 coins/counters on each side eg 2 on one side and 8 on the other. How many different ways can you arrange the counters so that the total is always 10 ? • As above but with fingers-show 3 fingers with your palm facing your child, how many fingers are still down on that hand? 3+7=10 or 3 + 2 =5