Year 1 Maths Parent Overview –Summer 1 2022

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.
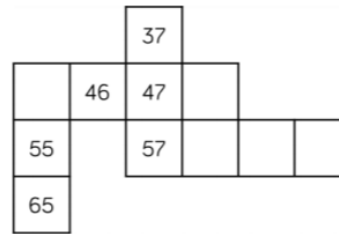
Maths Objective	Ways of supporting this objective
Grouping objects equally and counting in 2s ,5s and 10s Adding groups of objects (early multiplication)	• Count in 12s , 5s and 10s by wrote, eg 10, 20 , 30 … Ensure children say 30, 40 and not 13, 14.. • As they count , hold up 10 fingers to show 10 each time. How many flowers are there altogether? There are _____ flowers in each bunch. There are _____ bunches. There are _____ flowers altogether. • Groups objects equally. We have a bag of raisins, how can we count quicly? We could group them into 10s or 5s or 2s and then count the groups. • Fingers and toes are great for counting in 5s and 10s and pairs of socks are great for counting in 2s How many fingers altogether? $5 + 5 + 5 =$ There are 3 groups of 5 which makes 15
Multiplication -Making arrays	• The children make arrays by making equal groups and arranging them in columns and rows. This skill is carried through to Y2 multiplication and division. • For example: Build an array with counters to represent the apples. Complete the sentences. There are _____ apples in each row. There are _____ rows. _____ + _____ + _____ = _____ There are _____ apples altogether. • And … <table><tr><th>Array</th><th>Description - columns</th><th>Description - rows</th><th>Totals</th></tr><tr><td></td><td>5 columns 2 cookies in each column</td><td>2 rows 5 cookies in each row</td><td>2+2+2+2+2=10 5+5=10</td></tr></table>

Division- Sharing numbers of objects equally	- Play with buttons, dried past etc..sharing a given number between 2 people, 5 people or 10 people. They have to make the groups the same/ equal so that it is fair. There are 10 cakes and 2 boxes. An equal amount needs to be put into each box.
Identify and represent numbers to 100 using objects and pictorial representations including the 100 square, and use the language of: equal to, more than, less than, most, least.	- Count by wrote 0-100. What happens to the sounds of some of the numbers after10? Can you hear the word teen? What do all the numbers from 20-29 have in common, what do all the numbers from 30-39 begin with? Can you hear any patterns? - Look at the numbers on 100 square – Can you spot any patterns? Use the hundred square to: - Count forwards from 80 to 92 - Count backwards from 73 to 65 - Write down the numbers between 75 and 81 - Find what number comes between 46 and 48 - Represent nos to 100 using other resources/ manipulatives eg 26 raisins grouped into a ten and 6 ones on their own or 25 clothes pegs in a group of 2 tens and 5 on their own. - Group the numbers into tens eg How many straws are there? Bundle the straws into tens to make them easier to count.
Comparing numbers 0-100	- Try some of these activities using the language "more than" and "less than" and the symbols < > On the hundred square, find a number: - Less than 69 - Greater than 79 - Greater than 69 but less than 79

Complete the missing numbers.

			37		
	46	47			
55		57			
65					

Use the number cards to make 2 digit numbers.
Now write down one more and one less than the numbers you have made.
Use equipment if needed.

| 7 | 5 | 9 | 6 |

Remember to make maths fun. If your child gives you an answer that is incorrect, this is fine. Ask them to explain their answer with objects and very often, they can see their own mistake. If they don't, we say that this is a "juicy mistake" and we can "squeeze out" lots of learning by working through it together with objects and drawings.

There are many maths games on the computer- Just google "Free interactive maths games year 1".
We also recommend nrich.maths.org –Look for problem solving for EYFS or Stage 1. The problems do not have to always relate to our current learning, any problems will help to develop their problem solving and reasoning skills.

As always, please do not 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 Fleur McPherson