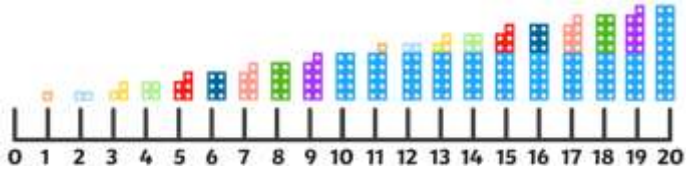
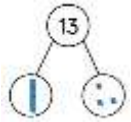
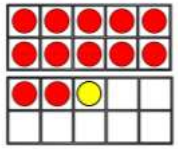
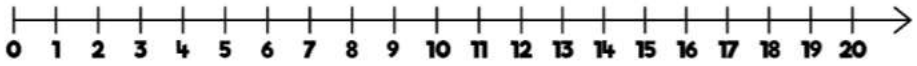
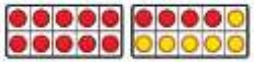
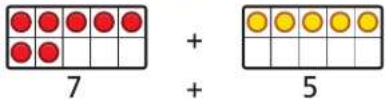
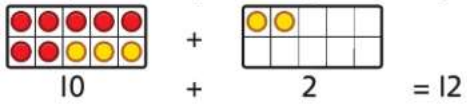
Year 1 Maths Parent Overview – Summer 1 2021

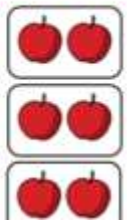
This term we will be revisiting some of the maths learning that we started in our Home Learning in January and February. We will differentiate the learning so that each area is fully mastered and understanding is deepened through varied fluency, reasoning and problem solving.

Maths Objective	Ways of supporting this objective
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. • We also represent numbers 11-20 with Deines on a part whole model 
Identify tens and ones	• Find objects/ pictures to show numbers. Arrange them into groups of ten and some ones eg 45 straws =4 groups of 10 straws and 5 ones , 4 groups of 10 cakes and 5 cakes on their own.  • • How many balllons would you draw to show 34 ballons? Draw them in groups of tens and then ones left over. How many groups of ten in 34? How many ones? What number would I have made with 4 groups of 10 and 3 ones?
Adding by counting on	• Add numbers by counting on using counters on a 10 frame so that  $12 + 1 = 13$ • Or children can count on along the number line- starting on 12 and taking 1 jump forwards along the number line. They always start on the biggest number and add on the smallest number. They need to explain why it is better to do this ie – not so many jumps to take , or ones to add on. 

Finding number bonds to 20 using knowledge of bonds to 10	 • If we know that 7+3=10 , then we can use this fact to work out 17+3=20 • Use resources as to illlustarte this – If I have 14 pencils and then find 6 more, how many will I have. 4+6=10 so 14+6=20. There is an extra 10 when making 14+6 
Add by making 10 first	• If 7 + 5 = 12 , how can we make 10 first to make the addirion easier? We can look at how many we add to 7 to make 10 , which is 3 and then the remainder 2 will add on to 10 to make 12  7 + 5 The 3 yellow counters move over to fill the first ten frame  10 + 2 = 12 Practise this strategy in everyday situations eg 5 eggs plus 6 eggs, 8 grapes plus 4 grapes.
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:

<table>
<tr>
<td></td>
<td>
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>
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<tr>
<td>Division- Sharing numbers of objects equally</td>
<td>
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.

</td>
</tr>
</table>

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".
I 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