

# MAGIC AT MATHS MASTERY



## YEAR 1

# INTRODUCTION

Firstly, thank you for purchasing our Year 1 Magic at Maths Mastery PowerPoint. We hope you find it useful.

## **So what is mastery?**

There are lots of definitions being circulated! We believe mastery means children being able to confidently and accurately use mathematical concepts, facts and strategies appropriately. They will be able to recall given number facts quickly and use these in different areas of maths to solve unknown answers. They will also have good age appropriate reasoning skills and be able to describe how they have reached an answer in their own words. They will also be able to explain it to someone else.

In essence they will be fluent with the fundamentals, being able to reason mathematically and can solve problems using a range of strategies .

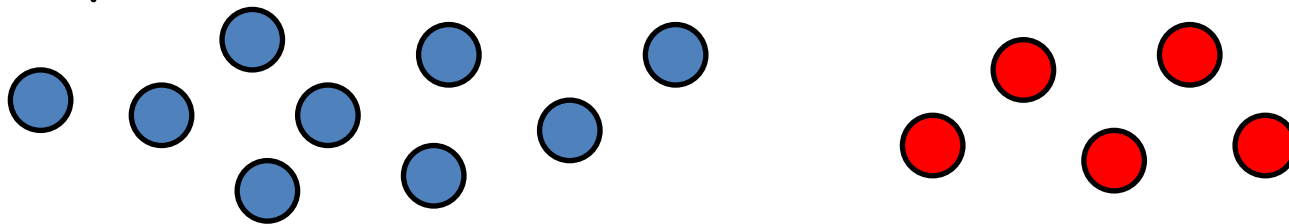
## **What activities are included?**

We do not have activities for all the Year 1 objectives as there are so many! Instead we have taken the NAHT Key Performance Indicators (KPIs) and have carefully put together a set of activities that will help you begin to understand whether a child has mastered a particular areas of maths.

## **How to use them?**

We have designed them so they can be used in a variety of ways. A question could be displayed on the board as a plenary activity to move the children's learning forward. Likewise they can be printed out and given to those more able pupils as a challenge or extension activity. Whatever way they are used we hope they help you develop an understanding of whether the objectives have been mastered or not. Let us know how you get on!

- Compare the red and blue counters:



- How many red counters are there?
  - How many blue counters are there?
  - How many counters are there in total?
  - What is the same?
  - What is the difference?
- If I counted from 0-20, would I say the number 17?  
Prove your answer.
  - Continue the following sequence.

57	56	55				
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- Write the following numbers in order of size starting with the smallest:

2      58      19      22      89      11      30      99

- Complete the following sequences:

22	24			30
35		45	50	

- I am thinking of a number 10 more than my number is 32. What is my number?

- Complete the following:  
One more than 19 is \_\_\_\_\_  
One more than 67 is \_\_\_\_\_  
One less than 7 is \_\_\_\_\_  
One less than 40 is \_\_\_\_\_
- I am thinking of a number one less than my number is 64. What is my number?
- Josie has 59 marbles. Bobby has one more than Josie. How many marbles does Bobby have?
- Complete the following:



- Use the following bar models to complete the equations:



$$5 + \underline{\quad} = \underline{\quad}$$



$$3 + \underline{\quad} = \underline{\quad}$$



$$9 + \underline{\quad} = \underline{\quad}$$

- Use the first equation to write three other addition and subtraction facts:

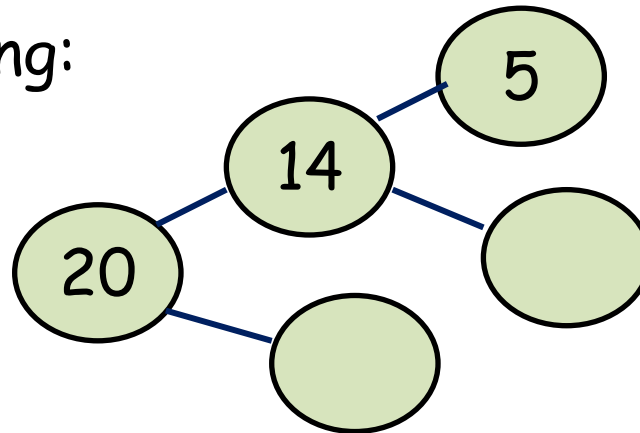
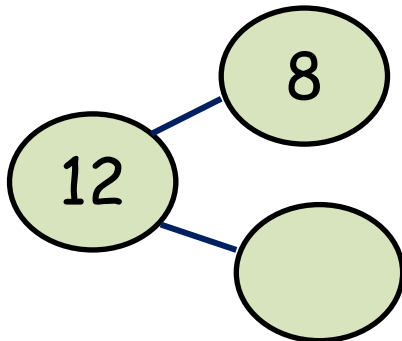
$$14 + 6 = 20$$

$$\underline{\quad} - \underline{\quad} = 20$$

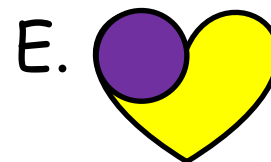
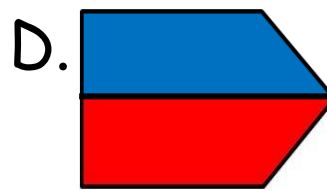
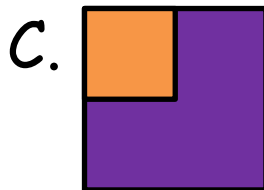
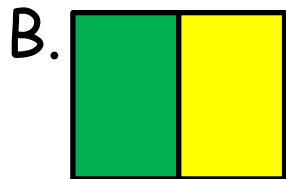
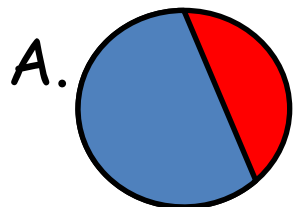
$$\underline{\quad} + \underline{\quad} = 20$$

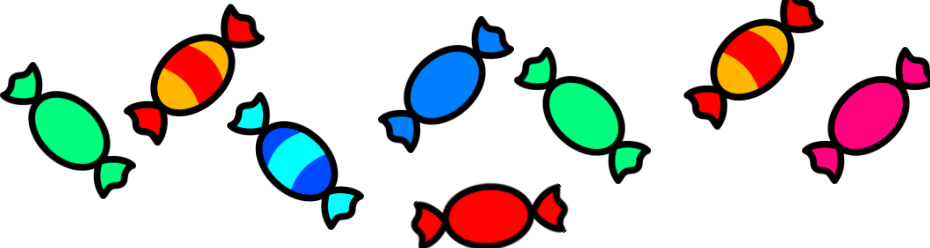
$$\underline{\quad} + \underline{\quad} = 20$$

- Complete the following:



- Identify which of the following shapes have been shaded to show a half.



- Tommy has 8 sweets: 

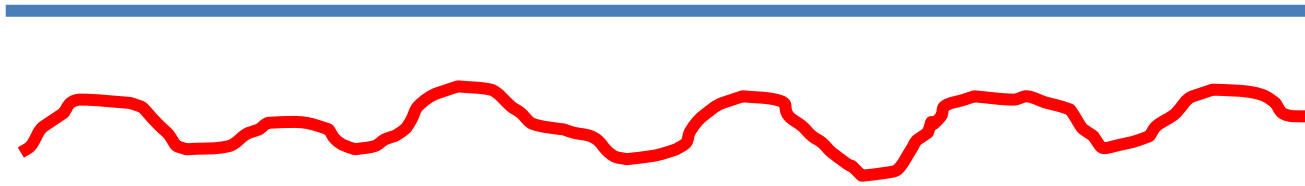
He shares half his sweets with his brother. How many sweets do each child have?

- Carly says that half of 14 is 8. Is she correct? Explain your answer.

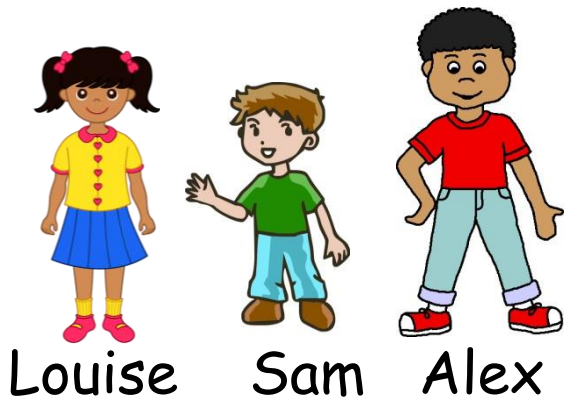
- What is half of 10p?



- Frank says that both of these pieces of string are the same length. Is he correct? Explain your answer.



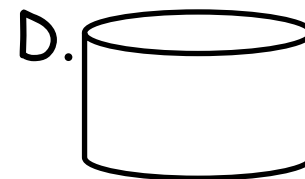
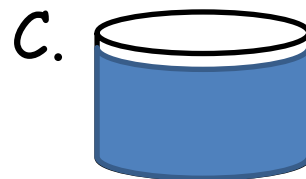
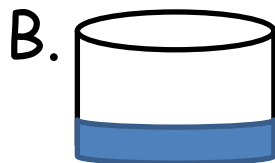
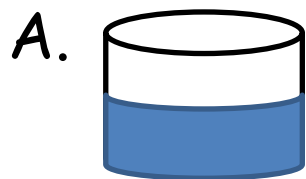
- Sameer has a bar of chocolate which is 12cm long. He cuts it in half. How long is each part?
- Luke's pencil is 11cm long. Maisie's is double this. What is the length of Maisie's pencil?



- Which child is the tallest?
- Which child is the shortest?
- Who is taller than Louise?



- Which of the following containers is half full?
- Which container/s are less than half full?
- Which container holds the most?
- Which container is empty?



- Look at the scales. What is heavier the pineapple or the cherries? How do you know?
- What would happen if I took the pineapple away?
- How could I make the scales balanced?



- Put the units of time in order starting with the smallest:

1 week

1 month

1 day

1 hour

1 year

- Today is Tuesday 5<sup>th</sup> September.
  - What day was it yesterday ?
  - What will the date be tomorrow?

- The time is 10 O'clock.
  - What time was it an hour earlier?
  - What time will it be half an hour later?



- On Monday it took Jack 4 minutes to read his story. On Tuesday it took 6 minutes and on Wednesday it took 5 minutes. Which day did he read his book the quickest? On which day was he slowest?

- Match the following clocks with the times:



Half Past 11



5 O'clock

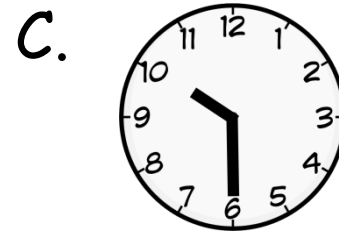
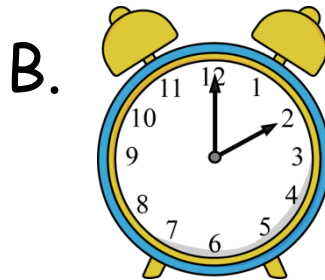
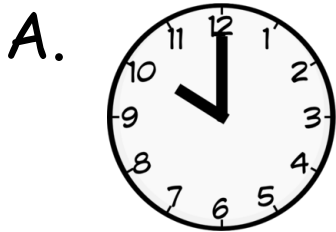


Half Past 2

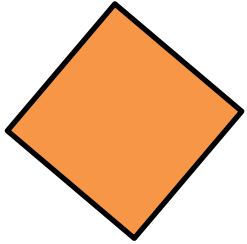


3 O'clock

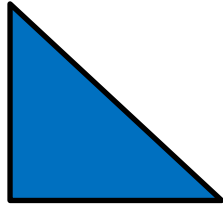
- Tyler goes to the park at 11 O'clock. Sophie goes to the park half an hour earlier than Tyler. Which clock shows the time Sophie went to the park?



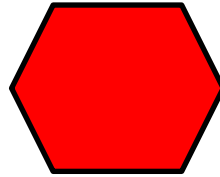
- Match the following 2d shapes with their names:



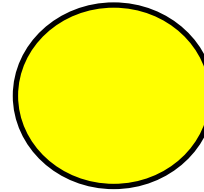
triangle



square



rectangle



triangle



circle

- What are the differences between a triangle and a square?
- Look at each of the following 3d shapes. What are they called? What similarities and differences are there between them?

