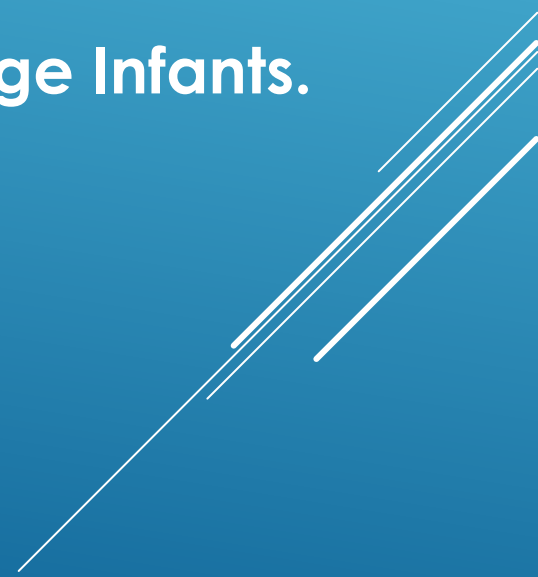




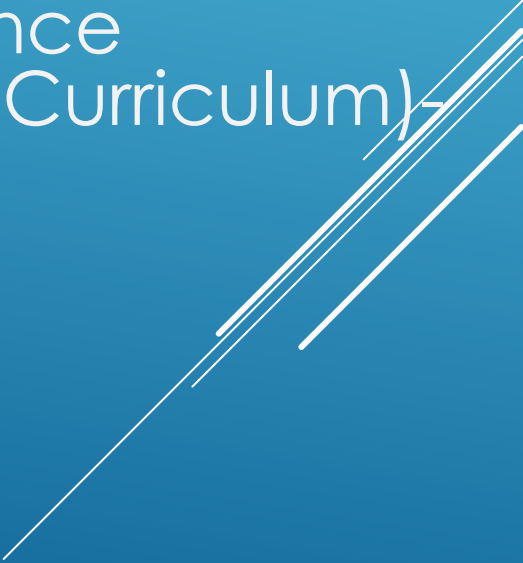
# MATHS IN YEAR ONE



# AIMS OF THE PRESENTATION

- ✓ To know what is the government expected standard for Year One.
  - ✓ To know how you can help your child.
  - ✓ To get some ideas to do at home.
  - ✓ To be familiar how Maths works at Village Infants.
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# WHAT HAPPENS IN YEAR 1?

- ▶ In **Year 1** they have whole class lessons, daily.
  - ▶ **Interventions** happen Mon-Thurs in the afternoons.
  - ▶ Children are Working towards the year 1 standard, Expected or Greater Depth within the year 1 curriculum
  - ▶ They are assessed by Key Performance indicators (taken from the National Curriculum)- See next slide
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<b>Number facts</b>	
Say 'one more' and 'one less' than a number within 10.	C1, C3
Say '2 more' within 10.	C8
<b>Partners for 5 by heart</b>	C3
Partners for 5 by heart for add and sub calculations	
<b>Number - addition and subtraction</b>	
Add two sets of objects within 20.	C4
Take away using objects within 20.	C7
Do written additions within 10.	C6, C7
<b>Number – Counting, number systems and place value</b>	
Move a counter along a 1 to 10 number track.	C1
Say the next number (not starting from 0 e.g. 8,7,6...) backwards and forwards	C6
Recognise dots on a dice	C1
<b>Count to 20 forwards</b>	C4
Point to the first and last in a line.	C2
Identify which set has more. Identify which set has less.	C2
Read numbers 0 to 10 in random order.	C2
Write and order numbers 0 to 10	C3
Say which out of two numbers is biggest/smallest	C4
Match number cards to sets up to 10.	
<b>Measurement</b>	
Say the days of the week in order	C4
<b>Geometry – properties of shapes</b>	
Point to a triangle, circle, square and rectangle.	C2

# WORKING TOWARDS THE YEAR 1 CURRICULUM

N.b. all calculations are written horizontal  
e.g.  $10+7=17$

Say '2 more' and within 20.	C8
<b>Partners for 10 by heart</b>	C5
Partners for 10 by heart for add and sub calculations	C8
Know double 0,1,5,10,3,4,6	C6, C9
Use number bond partners to work out missing number (add)	
<b>Number - addition and subtraction</b>	
Do written subtractions within 10 and that cross 10.	C12
Work out missing number add calculations within 10.	C10, C13
Add mentally calculations that do not cross 10.	C11
<b>Number – Counting, number systems and place value</b>	
Count to 20 forwards and backwards (CHECK TEEN)	C12
Counting in 2s, 5s and 10s.	C7, C10, C11
Say the next number e.g. 4,6,8...	C12
Count on and back from a given number (1 digit)	C12
Order multiples of 5	C12
<b>Geometry – properties of shapes</b>	
Name a triangle, circle, square and rectangle.	C8
Show half of 2d shape	
Point to a cylinder, sphere, cube, cuboid and pyramid.	C13
<b>Measurement</b>	
Compare objects. (biggest, smallest, longest, shortest, lightest, heaviest)	
Say the days of the week in order, knowing which day comes after Tuesday e.g. day comes before	C5
Tell the time to o'clock,	C10
Say the months of the year in order.	C9
Recognise and know the value of different coins and notes.	C4, C6, C8
<b>Geometry – position and direction</b>	
Follow instructions. (under, in, next to, by behind, on).	

# WORKING AT EXPECTED WITHIN THE YEAR 1 CURRICULUM

<b>Number – fractions, sharing and grouping</b>	
Fold a square in half and in quarters.	
Divide objects in half and in quarters	
<b>Vocabulary</b>	
Name and write - +=	C7

<b>Number facts</b>	
Say '2 less' within 20.	<b>C8</b>
Know double, 7, 8 and 9 off by heart and apply using missing number.	<b>C15</b>
Use number bond partners to work out missing number (sub)	
Know half 6,8,20,12,14,100	<b>C16</b>
Use near doubles	
<b>Number - addition and subtraction</b>	
Work out missing number sub calculations within 10. (inverse)	
Do add and sub using money.	
Do word problems involving money.	<b>C17</b>
Sub mentally calculations that do not cross 10.	<b>C16</b>
Use number bonds to add and sub mentally.	
Add more than 2 numbers together.	<b>C14, C16</b>
<b>Number – Counting, number systems and place value</b>	
Count on and back from a given number (2 digit)	
Count and group objects (2s,5s,10s)	<b>C13, C14</b>
Say the next number 5.10.15.20....	<b>C14</b>
Write numbers to 100 random order. (including writing multiples of 10)	
Sort odd and even numbers up to 10.	<b>C14</b>
Write the next number 100, 90, 80, 70 ...	<b>C15</b>
Write the missing numbers 0, 2, 4, 8, 10. 15, 20, 25 35, 40	
Order random numbers within 100.	<b>C17</b>

<b>Number – Counting, number systems and place value</b>	
Count on and back from a given number (2 digit)	
Count and group objects (2s,5s,10s)	<b>C13, C14</b>
Say the next number 5.10.15.20....	<b>C14</b>
Write numbers to 100 random order. (including writing multiples of 10)	
Sort odd and even numbers up to 10.	<b>C14</b>
Write the next number 100, 90, 80, 70 ...	<b>C15</b>
Write the missing numbers 0, 2, 4, 8, 10. 15, 20, 25 35, 40	
Order random numbers within 100.	<b>C17</b>
<b>Measurement</b>	
Tell the time to half past	<b>C17</b>
Say months that come before and after	<b>C13, C15</b>
Say which out of two coins is worth the most/least.	<b>C13</b>
<b>Geometry – properties of shapes</b>	
Name a cylinder, sphere, cube, cuboid and pyramid.	<b>C16</b>
<b>Vocabulary</b>	
Match – and = to correct language	

**WORKING AT GREATER DEPTH  
WITHIN YEAR 1 CURRICULUM**

# KEY AIMS OF THE NEW MATHS CURRICULUM

- ▶ **Fluent recall** of **mental maths facts** e.g. number bonds. Knowing 4 and 6 makes 10, 3 and 7 makes 10
- ▶ To **reason** mathematically – children need to be able to **explain** the mathematical concepts with number sense; they must explain **how** they got the answer and **why** they are correct.
- ▶ **Problem solving** – applying their skills to real-life contexts.

# GOOD PRACTICE IN MATHEMATICS

- ▶ All children need to learn maths in a real life context.

As well as knowing double 4 is 8. Children need to be able to do the following:

There are 4 sheep in the farm. In a field there was twice the amount of sheep. How many sheep are there in the field?

- ▶ Children need to be able to explain how they have calculated or solved a problem and prove it.
- ▶ In the new curriculum, written calculations are taught at an earlier age. The mental methods are essential for supporting pupils understanding of these written calculations.



Looking at the 100 square.

Focusing on numbers before 20. Then beyond 20!

Teen and Ty-Children can get confused between numbers like 13 and 30- due to them sounding similar

Great for 1 more 1 less.

Towards the end of the year 10 more 10 less

# THE IMPORTANCE OF VISUALISING

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, set against a blue background.

← 1 less


→ 1 more

↓ 10 more

↑ 10 less

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100


# HOW YOU CAN HELP AT HOME

- ▶ Number formation and recognition.
  - ▶ Counting (forwards, backwards, different steps).
  - ▶ Number bonds to 10.
  - ▶ Telling the time. (o clock and half past)
  - ▶ To use maths in a real life context.
  - ▶ Cooking.
  - ▶ Shopping (money).
  - ▶ Board games (dice arrays).
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- ▶ Dice game
  - ▶ Throw the dice the first time for the tens, Throw the dice a second time for the ones to create a 2 digit number.
  - ▶ Throw the dice twice and get your child to add the numbers together
- ▶ Card game
  - ▶ making a total e.g. 10 (link to number bonds)
- ▶ I'm thinking of a number-using the 100 square
  - ▶ E.g. My number is even (get your child to identify the even numbers and the pattern). My number is more than 20 but less than 30. What number could it be?.
- ▶ Pick a number card- what can you tell me about this number
  - ▶ E.g. odd or even, how many digits, 1 less, 1 more,

## OTHER ACTIVITIES

# TARGETS- MATHS CLOUDS

- ▶ Individual personalised targets-these will be in your child's maths book and reading diary so they can practise at home.
  - ▶ Teaching mathematical skills.
  - ▶ Progressive (helps with any gaps).
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An expected child will get to around Target 13 or above by the end of the year

13

Say which out of two coins is worth the most.

Count back in twos from 12.

Group and count objects in twos within 20.

Say which month comes after June.

Point to 3d shapes

Cylinder   Cube  
Cuboid   Pyramid  
Sphere

Use an empty no. line to show an addition within 10.

# HOW TO HELP AT HOME – USEFUL WEBSITES

Espresso

Purple mash

<http://wild.maths.org/>

Bbc bitesize ks1

Topmarks e.g. hit the button