
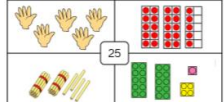
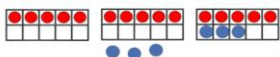












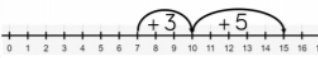
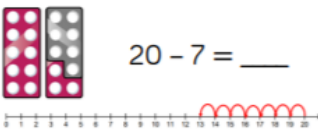
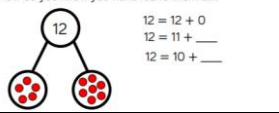
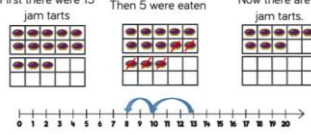



## How to support your child at home!

Below are some ideas that you can do with your child at home to help them with their Maths.

<b>Number – Place Value</b> To be successful in understanding and applying their knowledge of place value, children in year one need to be able to represent and order numbers within 100 by the end of the academic year.	<b>Number – Addition and Subtraction</b> We use a variety ways to help children add and subtract. Most importantly we use pictures, concrete objects (counters, numicon etc) and the abstract of numerals and symbols.										
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Part, part whole models can be used with objects, pictures and numerals to support children make and represent numbers.</p>  </div> <div style="width: 45%;"> <p>Number representation grids are really helpful for children to explore and explain how they can make a number in a variety of ways.</p>  </div> </div>	<p>Counting on is the first step of addition.</p> <p>Use ten frames to complete the number story.</p>  <p>First there were ___ cars in the car park. Then ___ more cars parked in the car park. Now there are ___ cars in the car park.</p>										
<p>Tens and ones frames are a great way for children to recognise place value in double digit numbers.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th style="width: 50%;">Tens</th> <th style="width: 50%;">Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			<p>Comparing and ordering numbers in grids and number lines is a useful skill.</p> <p>Complete each box using &lt;, &gt; or =</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>2 tens and 8 ones</td> <td></td> <td>3 tens and 6 ones</td> </tr> </table>				2 tens and 8 ones		3 tens and 6 ones
Tens	Ones										
											
											
2 tens and 8 ones		3 tens and 6 ones									
<p><b>By the end of year one children should be able to confidently count in 1s, 2s, 5s and 10s.</b></p>	<p>Number bonds are a key foundation to addition and subtraction. All pupils need to know their number bonds to 10 confidently.</p> <p>Number lines are useful for addition and subtraction.</p>  <p>Use of pictures or counting aids such as numicom are helpful.</p>  <p>Part, part whole models are a great visual representation and can be used with objects too.</p> <p>Continue the pattern to find all the number bonds to 12 How do you know you have found them all?</p> 										
<p>Being able to cross 10 with addition and subtraction can be quite tricky but is an essential skill in addition and subtraction.</p> <p>First there were 15 jam tarts. Then 5 were eaten. Now there are 8 jam tarts.</p> 	<p>Recognising related facts and being able to compare number sentences is another key foundation to success in addition and subtraction.</p>  <p>15 - ___ = 3 15 - 3 = ___ 3 + ___ = 15 ___ + 3 = 15</p> <p>Bar models are a super way to link related facts in a visual way.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="2" style="background-color: #c8e6c9;">17</td> <td colspan="2" style="background-color: #c8e6c9;">12</td> </tr> <tr> <td style="background-color: #ffe0b2;">?</td> <td style="background-color: #bbdefb;">6</td> <td style="background-color: #ffe0b2;">4</td> <td style="background-color: #bbdefb;">?</td> </tr> </table>	17		12		?	6	4	?		
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## Number - Multiplication and Division

Children will explore multiplication and division by grouping and sharing in year one. Below are some examples of how we teach the early stages of multiplication and division. The majority of these lessons would be taught with concrete objects such as counters.

**Make equal groups**  
Are the groups equal or unequal? Write a label for each.

Complete the sentences  
There are \_\_\_ groups of \_\_\_ pencils.  
There are \_\_\_ groups of \_\_\_ flowers.

Josh is drawing equal groups of 3

Complete his drawing.

**Add equal groups**  
How many fingers altogether?  
 $5 + 5 = 5 =$

How many fish are there?  
Complete the sentences.  
Can you show this using ten frames?  
There are \_\_\_ fish.

**Number – Fractions** – By the end of year one pupils should be able to find half and a quarter of a number. Children need to recognise halves and quarters of shapes as well as numbers, we teach this using visuals and concrete objects. Counters for halving and finding quarters are particularly helpful.

**Find half of a shape**  
Which circles have been split into equal halves?  
Match the halves to make 5 complete shapes.

**Find a quarter of a shape**  
Colour a quarter of each shape. Can you colour it in different ways?  
Tick the shapes that show quarters.

**Make arrays**  
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.

**Make doubles**  
Circle the representations which have been doubled:  
Take a number piece and double it. Complete the sentence.  
Double \_\_\_ is \_\_\_  
Double \_\_\_ is \_\_\_

**Find half of a number**  
Find half of each amount.  
Find half of the amounts and complete the stem sentences.  
There are \_\_\_ beads. Half of \_\_\_ is \_\_\_  
There are \_\_\_ marbles. Half of \_\_\_ is \_\_\_  
Find half of the sheep.  
There are \_\_\_ sheep. Half of \_\_\_ is \_\_\_

**Find a quarter of a number**  
Share each quantity into four equal groups.  
There are \_\_\_ cakes. There is \_\_\_ cake in each quarter. A quarter of \_\_\_ is \_\_\_  
There are \_\_\_ sweets. There are \_\_\_ sweets in each quarter. A quarter of \_\_\_ is \_\_\_  
There are \_\_\_ peaches. There are \_\_\_ peaches in each quarter. A quarter of \_\_\_ is \_\_\_

**Grouping**  
Complete the table. Use equipment to help you.

Representation	Description
	There are ___ altogether. There are ___ equal groups of ___
	There are ___ altogether. There are ___ equal groups of ___
	15 has been sorted into 3 equal groups of 5
	___ has been sorted into ___ equal groups of ___

**Sharing**  
Share the muffins equally between the two plates. Complete the sentence.  
\_\_\_ cakes shared equally between 2 is \_\_\_

**Geometry – Shape**  
This aspect of maths is taught in a hands on way as much as possible. Especially the 3D shapes so children can actually feel the characteristics of the shapes.

A lovely activity at home to help learning 3D shapes is a shape hunt. Can they find an object that is a cylinder, cuboid, cube, cone etc and can they describe how they know each shape is that shape.

**Geometry – Position and Direction**  
This aspect of maths has a lot of vocabulary for the children to learn and use accurately.

When out and about, crossing roads, visiting places talk through the journey to help children apply their positional and directional language.

**Vocabulary :-**  
Half turn, quarter turn, full turn, three-quarter turn, left, right, forwards and backwards, top, middle, bottom, below, under etc

**Measurement – Weight and Volume**  
The best way to support children with this is to encourage to help with cooking, baking and making drinks.

**Vocabulary** they need to use and understand includes:  
Full, empty, almost, full, almost empty, more, less, heavier, lighter, weigh, capacity and mass.

**Measurement – Length and Height**  
In year one children should understand the words taller, shorter and longer.

To support children at home compare objects heights and lengths. They will also measure objects using a ruler. This is another activity they could do at home to practise this skill.

**Measurement - Money**  
In a world that is using less and less cash this aspect of maths does require extra support.

Children should recognise coins and notes. They should be able to count amounts of money with coins. At home use real coins to create amounts of money, can they make the same amount in different ways with different coins?

**Measurement - Time**  
Children should know the order of events in a day such as breakfast is the first meal of the day, we go to bed at night time etc.

We will use dialogue clocks to learn the time on the hour and time to the half hour. At home you can use a clock to support this learning at key points in the day including main meal times etc.

