

## Maths Guidance Year 1

Below are the some of the objectives the pupils in Year 1 should reach by Easter. Maths works best when using practical equipment so please use counters or even pasta shells to help children visualise numbers.

### Time

- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Start with reading the time. <https://www.topmarks.co.uk/time/teaching-clock> - This is a brilliant tool if you do not have a teaching clock/ spare clock at home. You can move the hands to set a time and explain how you can work out what the time is.

Once your child is confident in recognising and reading the time, move to drawing the hands on a clock face. See Worksheet 1a - clock face template. Use this by suggesting a time to the child - e.g. 6 O'clock and asking them to draw where the hands would be. Note pupils are only expected to know the time at half past and O'clock, but if you want to challenge your child, you could extend this to quarter past/to.

- Recognise and use language relating to dates, including days of the week, weeks, months and years.

We have begun to look at this and pupils are familiar with the days of the week <https://www.youtube.com/watch?v=8GKmCQOy88Y> we used this (very catchy!) song to help pupils as well as <https://www.youtube.com/watch?v=wkRkzn74Q9U> for the months of the year.

- Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds)

This objective is very discussion based and can easily be fitted into daily life. Discuss events that happen in the day and sequence them using before, after etc. Children may want to use the recording sheet Worksheet 1b to time events such as running a bath, brushing teeth, running from one side of the garden to the other and baking a cake. Activities should be a range of times and should be recorded several times to see if there is any variation. Following collecting the data, children can then compare the timings and write/ discuss which was quickest, slowest etc.

## Numbers to 40

- Count to 40 forwards and backwards, beginning with 0 or 1, or from any number.

Children could count objects in the house e.g. have children count out how many shoes are in the cupboard - they may even count in 2s to make it quicker! Then ask children what would happen if there were 5 less. Encourage children to count backwards rather than counting forwards from the beginning again.

Another way to help children with this is practicing filling in number lines and missing number sequences:

e.g. 23,      24, \_\_\_\_ 26,      \_\_\_\_ 28.

Time each other to see how quickly they can count to 40 and backwards - can they beat their score?

<https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering> This is a great game for ordering and sequencing numbers. Unfortunately, it doesn't just have a 0-40 section but there is either 0-20 or 0-100 depending on how your child is finding counting.

<https://www.topmarks.co.uk/learning-to-count/helicopter-rescue> Another really useful game for counting forwards and back as well as recognising numbers.

- Count, read and write numbers from 1-40 in numerals and words.

The best way for this to work is to practice the writing of numbers in numerals and words as handwriting. Please make sure that your child is always writing their numbers correctly and are correcting reverse numbers and ensuring writing is legible. Creating number match activities where you would draw lines e.g. between 13 and thirteen would also be beneficial.

- Identify and represent numbers using objects and pictorial representations.  
Given a number, identify 1 more or 1 less.

Use objects around the house to gather and represent different numbers. Pupils have done this a lot at school and we find using the outdoor space brilliant for this.

<https://www.topmarks.co.uk/learning-to-count/chopper-squad> is another useful game to find one more and one less. Recognising numbers on a number line will also help if children are struggling to visualise adding or taking away one.

- Add and subtract one digit and two digit numbers to 40, including zero. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

Create number sentences for pupils to solve e.g.  $12+13 = ?$  To begin with, pupils will find it useful to have concrete manipulatives such as counters or the use of a number line to help with addition and subtraction. Once pupils are gaining confidence with these, withdraw the manipulatives and see if children are able to work out calculations mentally - this is very tricky so don't worry if children still prefer to draw pictures and use manipulatives to help them. There are many games online to support with this such as <https://www.topmarks.co.uk/maths-games/daily10> and <https://www.topmarks.co.uk/number-facts/number-fact-families>. When teaching, we often find putting the numbers in real life context also helps pupils with understanding the meaning of addition and subtraction. E.g. If I had 24 sweets and gave you 4 of them, how many would I now have?

**Please note:** Pupils will go through these objectives at a varied pace to others and that is ok! Mistakes are also really important as it is by correcting mistakes, that misconceptions can be addressed and we tell the children this is how their brain grows!

## Extensions

- There are lots of resources online that will support children with their learning. Websites that will benefit pupils' learning have been sent home separately on the letter regarding 'home learning in the event of closure' as well as being included in your 'Home Learning Pack'. This is not an extensive list so please feel free to use your own materials too.
- Number blocks is also a really great way to help children with maths learning - they pick up so much for these videos! You can find lots of episodes on Youtube or BBC iPlayer, try and select one that matches up with the learning you have done that day.
- Children should aim to complete 4 challenge cards a week. These can be the ones provided but feel free to make your own up to stretch your child where needed - maybe focus on an area they struggled with. They give an element of reasoning and problem solving which really benefits children's mathematical knowledge. With these children should be encouraged to write in full sentences and really explain how they have worked out their answers.
- Fluency - we have really been building up pupil's number fluency in class. This is the ability for children to recall number facts quickly. Maths games can really help with this or it can be as simple as giving your child questions about things they have already learnt this year.  
The topics we have covered this year so far is as follows:
  - Number addition and place value to 20 including number bonds and part - whole method.
  - Shape. Common 2D and 3D shapes including naming and labelling the features of these shapes.
  - Pattern. Questions such as what comes next in a sequence and why/ how do you know?

0 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