# Bullion Lane Primary School
A PARENTS' GUIDE TO MATHS IN THE CURRICULUM

Year 1

Addition

Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. Recognise there are objects to be grouped and recognise that there are objects in the second group to add.

Children recognise the need to count objects.
They put them into sets.
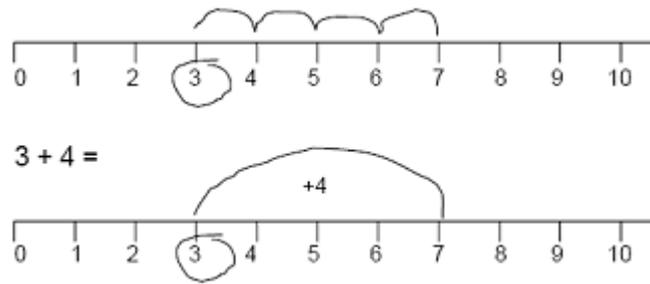Count on from the larger set.
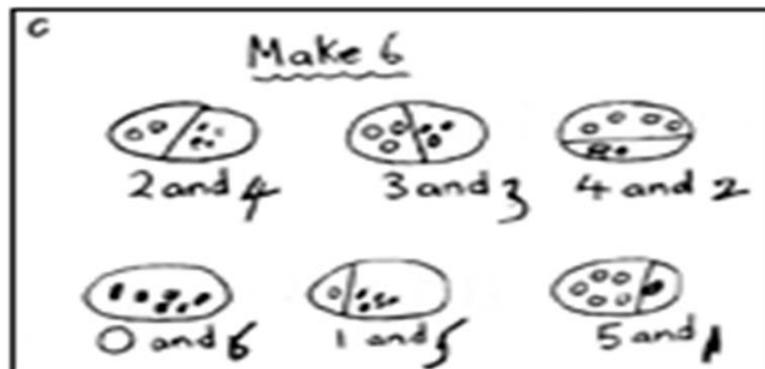
They develop ways of recording calculations using pictures, etc. Children then learn to read a number sentence.

Then …
Find starting no. count on the
right amount one jump for
each, see where landed by
using a number line.

$3 + 4 =$

Next work focuses on using a hundred square.
Adding 1 to a number and looking at what
happens.

28 + 1
Then adding 10 to a 2 digit tens number
using a 100 square.
23 + 10
Then adding any number to a number
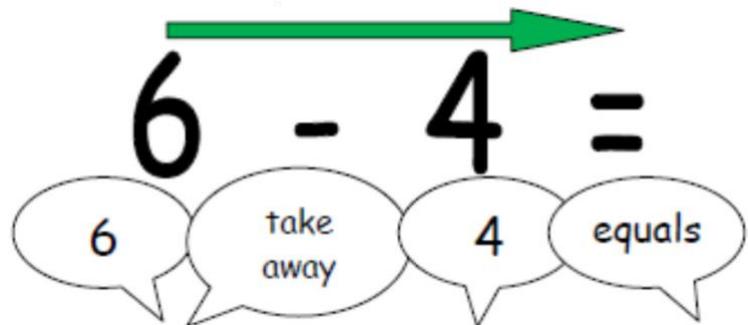that is on a hundred square.

Subtraction

Children are encouraged to develop a mental picture of the number system in their heads to use for calculation.
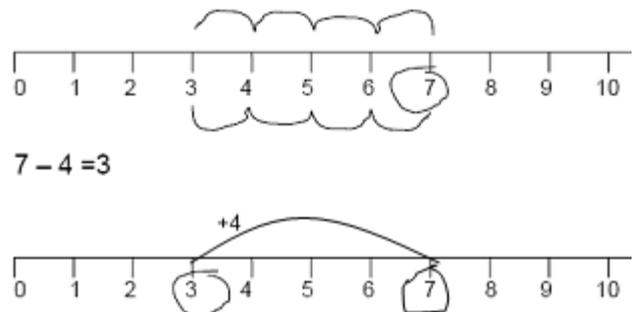They develop ways of recording calculations using pictures etc.

They see a group of objects, know they need to take some away, find out how many are left.
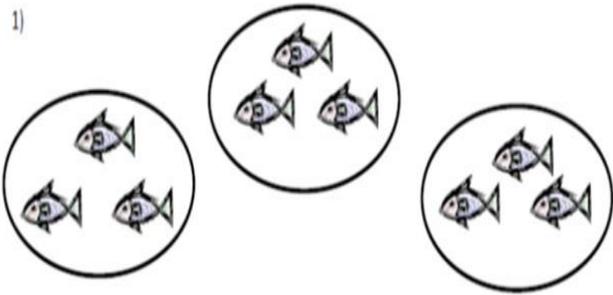The next step is to learn to read a subtraction number sentence.

The next step Is to use the number sentence and be able to solve
it.
Find the starting number and then count back to correct number
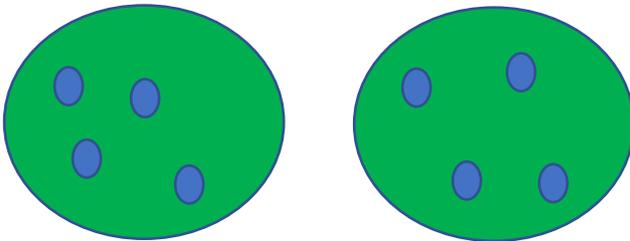using a number line.

7 – 4 =3

Multiplication

The first step is a practical approach where children can set out
'lots of' objects.

By counting out lots of and then setting them out into piles the children will be able to find the total amounts of objects.

1)

Stage 2
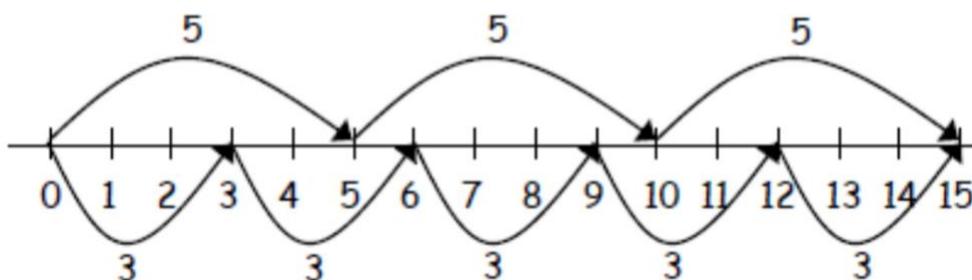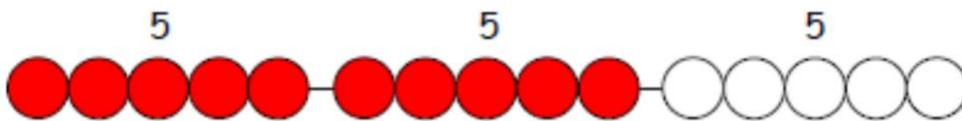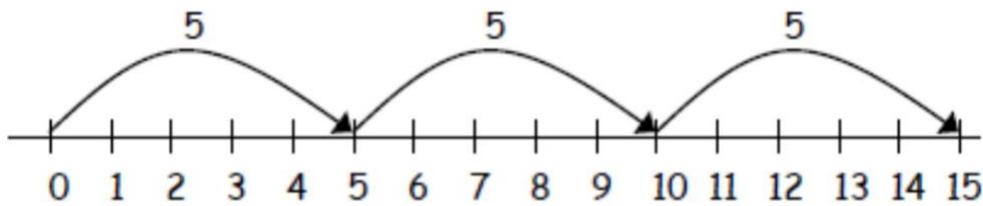
The next stage is to draw dots for each object as they set them out in lots of.

4 + 4=

Seeing the repeated addition is the next stage:

5 lots of 3 = 5 x 3 = 5 + 5 + 5

5   5   5

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

5   5   5

5   5   5

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

3   3   3   3   3

Division

The first step is to ensure that children have knowledge of sharing. Sharing between people and checking that each has the same amount.

Four shared by four equals one.
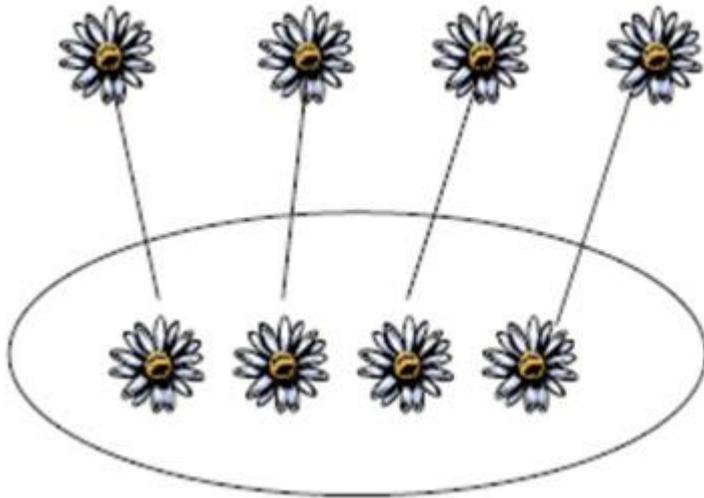
The next stage is to use the language associated with division and being able to read a division number sentence. When sharing out objects, they are placed one at a time into different containers.
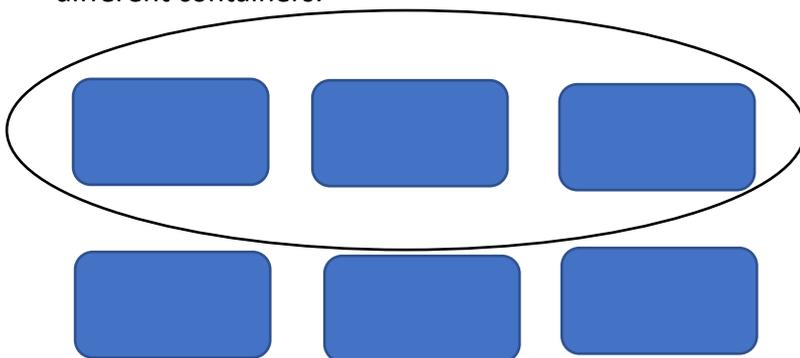
$$6 \div 2$$

Taking turns to give each pile one at a time, finding out how many altogether by counting in each group.

Half of 8 = 4

This includes finding a half of objects.

Year 1 - Suggested games to play at home which promote mathematical development

I can read and write numbers to 100 in numbers:
Number bingo or pairs – matching numbers to numbers or numbers to calculations;
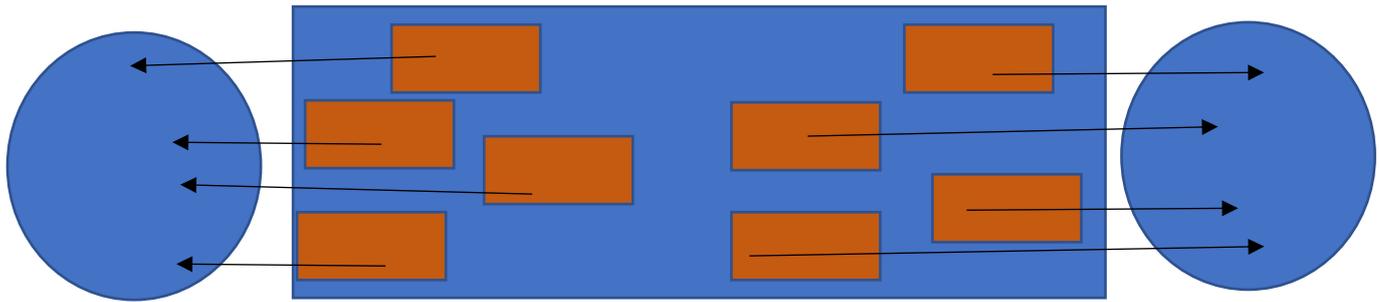Writing numbers or drawing shapes with water and paintbrushes, paints, in the air, on each other's backs or hands;
Making numbers and the correct number of balls using dough;
Magnetic numbers and shapes;
Foam numbers and shapes to play with in the bath;
Reading numbers in real life environments e.g. door numbers, road signs.

I can count to and across 100, count in 2s, 5s and 10s, say one more and one less:
Playing board games (to encourage the children to jump as they count);
Counting as walking up the stairs (in 1s, 2s, 5s and 10s);
Singing number songs;
Count or tally the number of different vehicles when in the car.

I can add and subtract 1-digit and 2-digit numbers up to 20, including zero:
Using the children's toys to add and subtract.

I can recognise, find and name a half and quarter of an object, shape or quantity:
Sharing food and toys so that each member of the group has an equal quantity:
Find half (½) and quarter (¼) (sharing out a box of smarties, bunch of grapes, box of Lego);
Making shapes using dough, find half (½) and quarter (¼).

I can compare, describe and solve practical problems in measures such as length, mass, capacity, volume, time and money:

Cooking and baking – weighing out ingredients;

Using the clock to illustrate tea time and how long it is until an event (o'clock and half past);

A child's calendar, focusing on the days of the week, how many days / weeks or months until special events;

Playing shops, pricing items and paying for them using real coins;

Encourage your child to select the correct coins to pay for small items;

Sorting coins from their money box or your purse;

Measuring how many footsteps it takes to walk down the drive and comparing the child's with the adult's;

Estimating how long it will take to do something around the house e.g. put your socks on;

Shape hunts when walking or in the car (rectangles, including squares, circles and triangles, cuboids, including cubes, pyramids and spheres) .

Below are some of the key skills you could practise with your children on a regular basis to make sure they are fluent:

Counting forwards and backwards across 100;

Counting in steps of 2s, 5s, 10s;

Finding 1 more or 1 less than a given number;

Knowing pairs of numbers that make 10 (6+4, 2+8);

Knowing pairs of numbers to make 20 (13+7, 9+11);

Doubling single digit numbers.

To see the whole of your child's Year 1 curriculum, use the following link:

The National Curriculum for Mathematics

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf

Websites that are useful:

http://resources.woodlands-junior.kent.sch.uk/maths/

http://www.kidsmathgamesonline.com/

http://www.bbc.co.uk/skillswise/maths

http://www.bbc.co.uk/education/subjects/z826n39