

Developing Critical Thinkers and Young Problem Solvers at Acresfield

Year 1

Our Approach to Maths

This booklet is designed to give parents an overview of expectations in Year 1 linked to the maths curriculum.

It outlines the following:

- ✓ Curriculum expectations in number for children in Year 1
 - ✓ Approaches to learning used by staff at Acresfield
 - ✓ Ways you can support your child at home

In Year 1, the children need to secure adding and subtracting to 20, including reading and writing number to 20.

They will also be working with numbers up to at least 100 in order to support them with the following

- understanding place value with numbers up to 100 and applying this knowledge to basic problems
- practising counting in twos, fives and tens from different starting points.



Parent Support

At Acresfield, we develop the children's confidence with number mentally first. It is important the children have acquired this before they begin to record written methods. The children in Year 1 build on their learning in the early years, by using concrete objects to work from, so they can physically see the amounts being referred to. The children are also shown different models and images to support them with their calculations.

General Number

[National Curriculum Expectations]

- ✓ Count to and across 100. Forwards and backwards, beginning with 0 or 1 or from any given number
 - ✓ Count, read and write numbers to 100 in numerals
 - ✓ Count in multiples of 2s, 5s, 10s
 - ✓ Given a number identify one more and one less
 - ✓ Read and write numbers from 1 – 20 in numerals and **words**
- ✓ Identify and represent numbers using objects and pictorial representations
 - ✓ Use the language of: equal to, more than, less than [fewer], most, least

How might this look?



e.g. counting in 5s using concrete resources. It is important to establish mental confidence with maths skills first. We support the children with this by using number lines and number squares.

Addition and Subtraction

- ✓ Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) e.g $6 + 3 = 9$ and then move to harder examples where the children go over the multiple of 10 e.g $17 + 6 = 23$
- ✓ Represent and use number bonds and related subtraction facts within 20 e.g. $14 + 6 = 20$ so $20 - 6 = 14$
- ✓ Add and subtract one digit and two digit numbers to 20, including zero

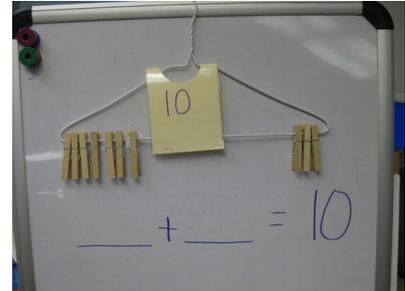


Parent Support

- ✓ Solve one step problems that involve addition and subtraction using objects and pictorial representations and missing number problems such as $5 = \square + 3$

How might this look?

Using a coat hanger with pegs to show number bonds to $10 = 7 + 3$. This can also be done to 20.

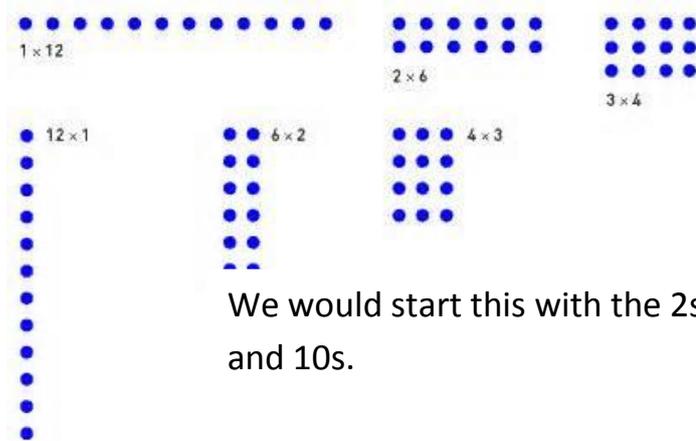


Multiplication and Division

- ✓ Solve one step problems involving multiplication and division, by calculating the answer using objects and pictorial representations

How might this look?

Using arrays to show multiplication



We would start this with the 2s, 5s and 10s.

Fractions

- ✓ Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- ✓ Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

How might this look?

What is $\frac{1}{2}$ or $\frac{1}{4}$ of these strawberries?



How Can I Help My Child?

- ✓ Build maths into everyday life
- ✓ Support the methods used in school
- ✓ Use objects to help your child to see the number
- ✓ Support basic shape and measures work

In Year 1 the children are introduced to homework in the summer term. These are usually informal activities designed to build the children's confidence with maths through practical activities, supported by an adult.

However, during the year, parents can look for ways to reinforce learning in everyday situations. This could include reinforcing **number bonds to 10** e.g I have 7 carrots how many more do I need to make 10? Or there are five chairs around the table; I need one more how many will that be?

Parents can reinforce the language the children will be using in class e.g. **more than, equal to, less than, fewer, most, least.**

Parents can support their child to count in **2s, 5s and 10s** by looking for opportunities in everyday life, for example when counting pairs of socks, pairs of shoes or money.

It is important that parents support their child's learning by using **concrete objects** to reinforce and help the child see the amount physically as well as seeing the written number.

The maths curriculum also includes shape and measures that the children need to learn. This is a good opportunity for parents to reinforce this outside of school by showing children **basic shapes and measures**. E.g. 2D shapes such as rectangles [including squares], circles, triangles. 3D shapes such as cuboids [including cubes, pyramids and spheres]. In measure children can be introduced to telling the time to the hour and half past the hour: recognise days of the week, months of the year and years: be introduced to the language of measures such as long/short, longer/shorter, tall/short, double/half, heavy/light, heavier than, lighter than, full/empty, half full, quarter, more than, less than, quicker, slower, earlier, later.

