

Fun activities to do at home

Mathletics

Your child has a login and password in the front of their reading journals. They can complete set weekly homework and play games against others in school or around the world.

99 Maths Club

Practice sheets to complete on the school website-under School Info tab- See if you and your child can increase your mental arithmetic by competing against each other.

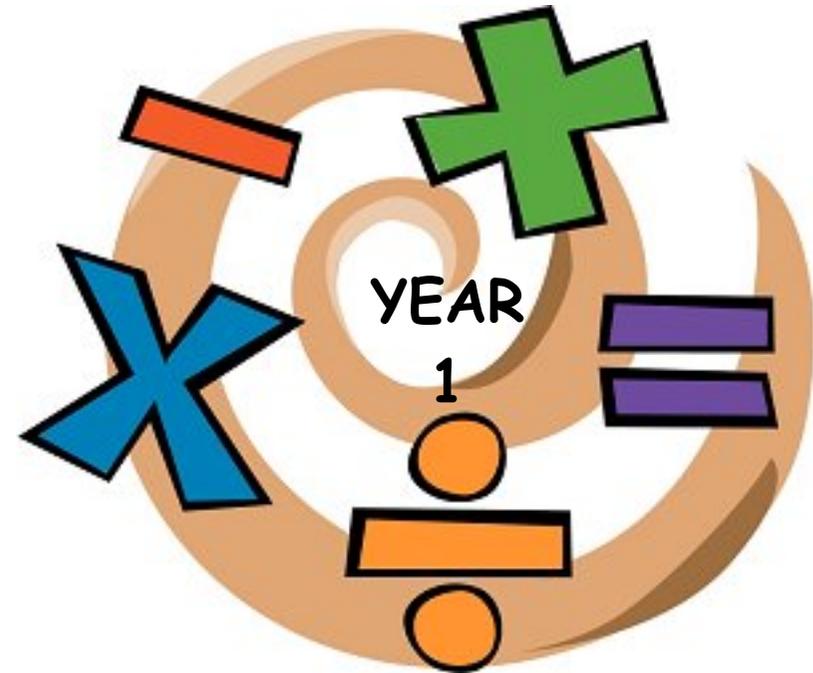
Track games



Make a number track to 20, or longer. Make it relevant to your child's interests - sea world, space, monsters... Then play games on it.

- ◆ Throw a dice. Move along that number of spaces. BUT before you move, you must work out what number you will land on. If you are wrong, you don't move! The winner is the first to land exactly on 20. Now play going backwards to 1.
- ◆ Throw a dice. Find a number on the track that goes with the number thrown to make either 10 or 20. Put a counter on it, e.g. you throw a '4' and put a counter on either 6 or 16. If someone else's counter is there already, you may replace it with yours! The winner is the first person to have a counter on 8 different numbers.

Maths at Pensans in Year 1



A booklet for parents

This booklet provides information on the maths taught in Year 1 through mastery, including methods of calculation. It also includes End of Year expectations for children in Year 1, as well as ideas and activities to try at home.

National Curriculum Expectations at the end of Year 1

The new National Curriculum is divided into different aspects of maths:

Number and Place Value, Calculations, Fractions, Measurements/Geometry and Statistics.

Number and Place Value:

- I can count to and across 100 forwards and backwards from any given number.
- I can count, read and write numbers to 100 in numerals.
- I can read and write numbers from 1 to 20 in words
- I can compare and order numbers to 100 and use $<$ and $=$
- I can begin to recognise the place value of any 2 digit number
- I can identify and represent numbers using objects, pictures including a number line
- I can identify one more and one less.
- I can use the language of equal to, more than, less than (fewer), more or less

Place value is central to maths. Understanding that the '5' in 54, has a different value from the number 5, or the '5' in 504 is an important step in your child's maths learning.

Calculations

Addition and subtraction

- I can read write and understand sums using (+), (-) and (=) signs
- I can recall and use my number bonds to 20 FLUENTLY.
- I can add and subtract one digit and two-digit numbers to 20 including 0.
- I can solve missing number problems
- I can solve addition and subtraction one-step sums using objects and pictures

Multiplication and division

I can solve one-step division problems using concrete objects, pictorial representations and arrays with the support of the teacher.

I can solve one-step multiplication problems using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions

- I can recognise, find and name a half of an object, shape or quantity.
- I can recognise, find and name a quarter of an object, shape or quantity.
- I can begin to write simple fractions $\frac{1}{2}$ and $\frac{1}{4}$

Measurements and Geometry

- I can measure and begin to record capacity and volume choosing appropriate units (l/ml) height and length (cm/m) time, capacity (ml/l)
- I can compare and order, solve problems lengths, mass and volume/capacity/time
- I can sequence events in chronological order using language.
- I can recognise and use language relating to dates, including days of the week, weeks, months and years.
- I can tell the time to the hour and half past and draw the hands on a clock face to show these times.
- I can show I know the number of minutes in an hour and the number of hours in a day.
- I can recognise and know the value of different of coins and notes and make an amount
- I can name and describe 2-D shapes (using properties)
- I can name and describe 3-D shapes (using properties)

Statistics

- I can begin to interpret simple pictograms, block diagrams and tally charts.
- I can begin to answer simple questions by counting the number of objects in each quantity.

About the targets

These targets show some of the things your child should be able to do by the end of Year 1.

Some targets are harder than they seem, e.g. children who can count up to 100 may still have trouble saying which number comes after 22. They may have to start at 1 and count from there.