|  |  |
| --- | --- |
| 2D Shapes | * Go on a shape hunt around your house * Name the shapes * Describe the shapes (number of sides, number of vertices (points). * Make picture from 2D shapes.   <https://www.twinkl.co.uk/resource/tp-n-2545489-planit-maths-y1-properties-of-shapes-challenge-cards> |
| 3D Shapes | * Go on a shape hunt around your house * Name the shapes * Describe the shapes (number of faces (they will be the 2D shape names, number of vertices (points), number of edges (where two faces meet). * Construct models from 3D shape packaging – label your robot etc. |
| Repeating Patterns | * Draw repeating patterns using 2D shapes and lines * Challenge self to draw a pattern of 4 or more shapes or lines |
| Time | * To practise using the mathematical language of:   - before – after  - first, next, then and finally  - yesterday – today – tomorrow  - morning – afternoon – evening   * Draw pictures to sequence your day or the day of a character in a TV programme * Draw things that represent ‘before’ and ‘after’ * In conversation use days of the week and write about your days (*a diary)* * Use the language of seconds, minutes and hours think of activities you can do in these time frames and draw pictures to show them such as – *hopping on 1 leg, eating an ice-cream, driving to Cornwall* * To read the time to the hour and half past * To write the time to the hour o’clock and half past * Play time bingo game |
| Measure  - length and height | * Use a ruler and talk about **cm** * Measure objects in your home in **cm** * Measure objects in a **non-standard** measure (an object that you have a lot of and is the same size (raisons, Cheerios etc) * Use language of length, height and width * Use mathematical language: tall, taller, tallest (height), short, shorter, shortest (height/ or length), long, longer, longest (length), medium, wide, thin, narrow. * Try and not to use big and small to describe height and length. |
| Measure –  Weight and capacity | * To use language of light – lighter – lightest ‘balance’, heavy – heavier – heaviest * Show your children on packaging ‘grams’ ‘kilo grams’ – they will be interested   <https://www.twinkl.co.uk/search?term=weight>  - games   * Capacity – show children bottles/measuring jugs around the house for them to see the ml or litre measure * Bath time or water play – use a mixture of vessels/containers and transfer water from one to the other using language of full, nearly full, half full, nearly empty, empty |
| Ordinal numbers | * First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth…. |
| Place value | * Use 100 square and number line 1-50 * Count forwards and backwards * Write your own number line or 100 square * Spot number patterns * Identify a number and say a number that is 1 more and 1 less * Count in multiples of 2, 5, 10 * Write numbers in words 1-20 |
| Representing numbers  And partitioning numbers - splitting a number into how many 10’s its worth and how many 1’s  Such as 35:  3 tens  5 ones | * Represent numbers using part whole model      * Represent numbers using part whole model and 10’s and 1’s |
| Comparing numbers | Using the language of greater, fewer or equal   * Compare two numbers and use the symbol to compare them in the middle (the children will say ‘*the crocodile always eats the greater number)*   **=** |
| Addition and subtraction | * Remember the 10 frame model to support you in adding and subtracting 1-20 number sums. * Write them as number sentences   - alternatively use the number line to find the answer |
| Finding the difference | * Finding the difference ‘between a large number and the smaller number’.   Use similar strategies – number line, draw the larger number out in a jotting and cross out the smaller number e.g.  13 – 5 = \* \* \* \* \* \* \* \* \* \* \* \* \* |
| Number bonds  *(2 numbers that make another number)* | * Focus number bonds to 10   - To know the two numbers that make 10 -say them out loud and write them down as a number sentence e.g. 7+3  - to remember that the numbers can be reversed e.g. 3+7 (commutative law)   * Focus on another number such as a teen number ‘12’ * Focus on number bonds to 20 |
| Problem solving | * Problem solving – be creative think of word/number problems alternatively use resources on twinkl such as:   <https://www.twinkl.co.uk/resource/year-1-place-value-easter-maths-discussion-cards-t-n-2546712>  <https://www.twinkl.co.uk/resources/games-twinkl-go/ks1-games-twinkl-go/maths-ks1-games-twinkl-go>  - maths interactive games  - children have been encouraged to use ‘reasoning’ –‘I think that…’ or ‘I’m successful because…’ |
| Money | * In Year 1 – we haven’t taught the children ‘money’ yet   - they need to be familiar with using the terms pence, penny, pennies or pounds.   * They need to be able to identify coins 1p, 2p, 5p, 10p, 20p 50p, £1, £2 * They need to be able to match the coin to the amount * Count the amount – at the beginning only start with 1p and 2p’s and then introduce the 10p or 5p (encourage them to use their knowledge of place value and addition   e.g. 1p + 2p + 10p =  10p (in my head it’s the biggest number and combine 1p+ 2p = 3p so 10p + 3p = 13 (reiterate that in 13 the 1 represents ‘10’ in this case 10p)  <https://www.twinkl.co.uk/search?term=money>   * If your child is comfortable introduce them to the notes – so that they recognise them |
| Doubling and Halving | - a lot of resources to support but be practical use things around the house  <https://www.twinkl.co.uk/search?term=halving>   * Children must be able to use the language of half, halving and quarters of both shapes and amounts * Doubling to the number and double it   - again, use resources that you already have 4 pens and another 4 pens makes 8 ‘double 4 makes 8’ |
| *We don’t usually teach this until the Summer term*  Sharing  Followed by multiplication and division | To support your child’s understanding of division and multiplication start with the concept of ‘sharing’  - use resources around the house  - set the table  - play games  <https://www.twinkl.co.uk/resource/tp-n-009-planit-y1-multiplication-and-division-challenge-cards> |
| *We don’t usually teach this until the Summer term*  Arrays | To link with multiples knowledge and pattern seeking  <https://www.twinkl.co.uk/search?term=array>  - use the resources to support but again think about creating arrays visually and using the correct language of ‘rows’ and ‘columns’  - we usually show them examples of packaging and how shops display goods alternatively arrange teddies into rows on cushions etc. |