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| 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.
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| 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.
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| 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

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| Ordinal numbers  | * First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth….
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| 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’sSuch as 35:3 tens5 ones  | * Represent numbers using part whole model

* Represent numbers using part whole model and 10’s and 1’s

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| 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
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| 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
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| 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. |