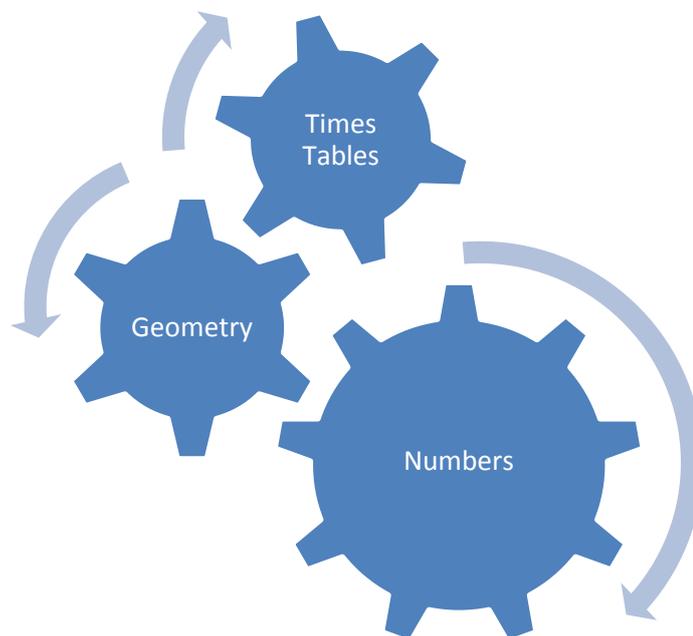


Cherry Tree Primary



Mathematics



Year One
2015/16

Year 1 National Curriculum Statutory Requirements

Numbers

Number: Place Value

Place value is central to mathematics. Recognising that the digit '5' in the number 54 has a different value from the number 5 or the '5' in 504 is an important step in mathematical understanding.

Pupils should be taught to:

- 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 twos, fives and tens
- When given a number, identify one more and one less
- Identify and represent numbers using objects and pictorial representations including the number line
- Use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and words

Number: Addition and Subtraction

Pupils should be taught to:

- Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$

Number: Multiplication and Division

Pupils should be taught to:

- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Number: Fractions

Pupils should be taught to:

- 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

Pupils should be taught to:

- Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half], mass/weight [for example, heavy/light, heavier than, lighter than], capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] and time [for example, quicker, slower, earlier, later].
- Measure and begin to record the following: lengths and heights, mass/weight, capacity and time (hours, minutes and seconds).
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Geometry

Pupils should be taught to:

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
- Recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Times Tables

It is now a National Curriculum requirement that times tables up to 12 x 12 are learnt and taught by the time a child reaches the end of year 4. It would be extremely beneficial if parents could support their child at home by practising the relevant times tables for their child's year group. There are a variety of websites and apps to support the consolidation of times tables. Here are just a few of them:

Websites

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

<http://www.topmarks.co.uk/maths-games/5-7-years/times-tables>

<http://www.maths-games.org/times-tables-games.html>

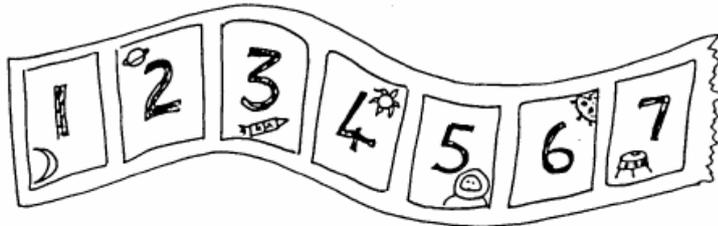
APPs

Squeeble Times Tables 2

Tap Times Tables

Times Tables Personal Assistant

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 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 9 different numbers.

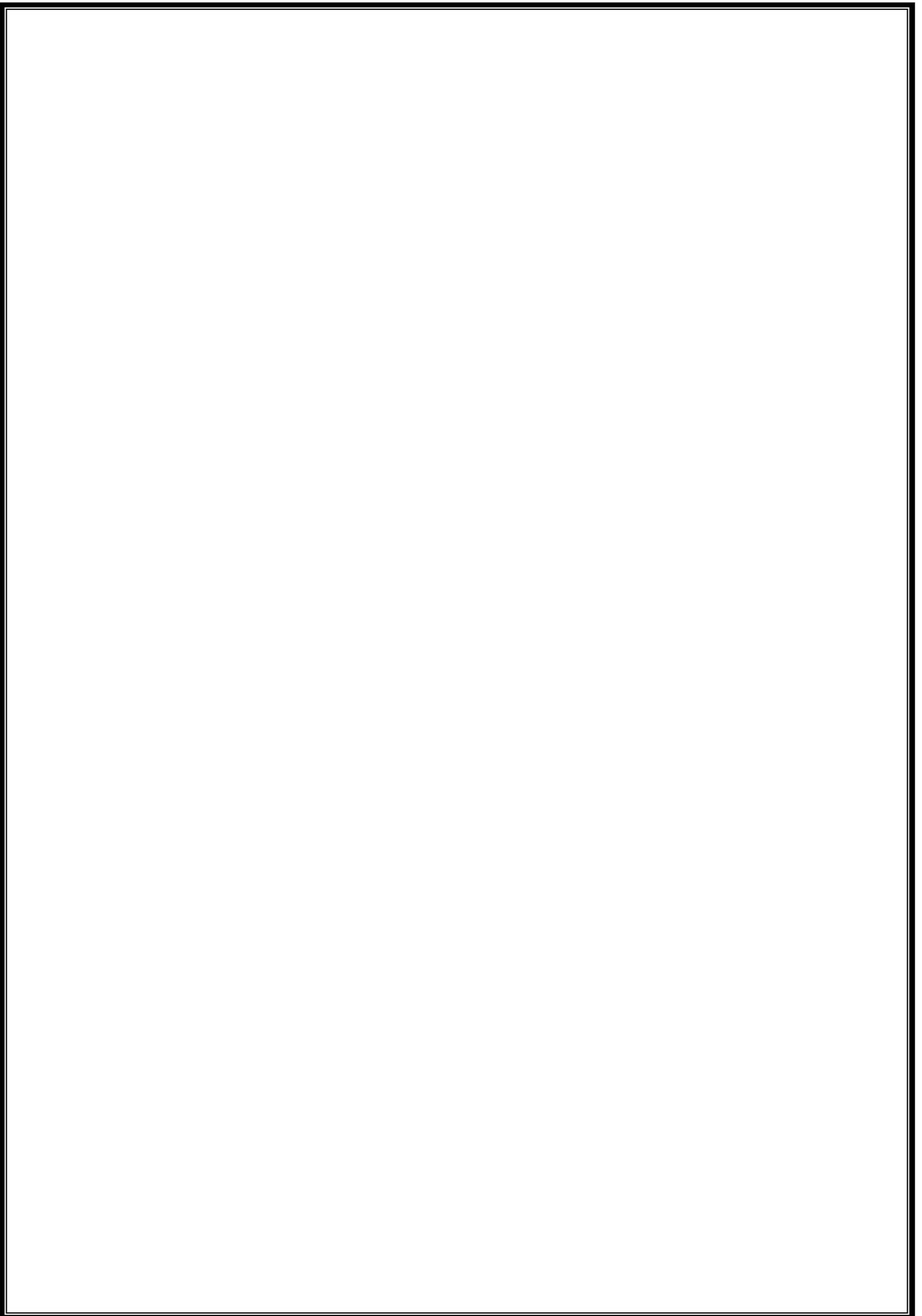
Adding circles

For this game, you need a dice and pencil and paper.

- Each of you should draw four circles on your piece of paper. Write a different number between 2 and 12 in each circle.



- Roll the dice twice. Add the two numbers.
- If the total is one of the numbers in your circles then you may cross it out.
- The first person to cross out all four circles wins.



Dicey coins

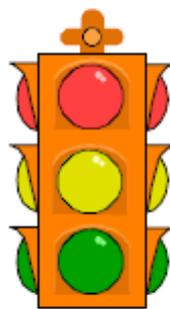
For this game you need a dice and about twenty 10p coins.

- ◆ Take turns to roll the dice and take that number of 10p coins.
- ◆ Guess how much money this is. Then count aloud in tens to check, e.g. *saying ten, twenty, thirty, forty...*
- ◆ If you do this correctly you keep one of the 10p pieces.
- ◆ First person to collect £1 wins.
- ◆ Don't forget to give the coins back!

Shape activity

At home, or when you are out, look at the surface of shapes.

- ◆ Ask your child – what shape is this plate, this mirror, the bath mat, the tea towel, the window, the door, the red traffic light, and so on.
- ◆ Choose a shape for the week, e.g. a square.
How many of these shapes can your child spot during the week, at home and when you are out?



Housey, housey

When walking down the street with your child, look at house numbers.

These will probably be following a pattern of either odd or even numbers.

Can your child predict what number will be on the next house?
Talk about the pattern.

Out and about

On the way to school, see how many cuboids, spheres and cylinders you can spot.
Which did you see most of?

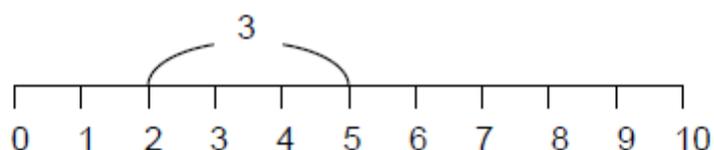


Dice game

You need a 1–6 dice, paper and pencil.

- ◆ Take turns.
- ◆ Choose a number between 1 and 10 and write it down.
- ◆ Throw the dice and say the dice number.
- ◆ Work out the difference between the chosen number and the dice number, e.g. if you wrote down a 2 and the dice shows 5, the difference is 3.

You could also draw a number line to help your child to see the difference between the two numbers.



Secret numbers

0123456789

- ◆ Write the numbers 0 to 20 on a sheet of paper.
- ◆ Ask your child secretly to choose a number on the paper. Then ask him / her some questions to find out what the secret number is, e.g.

Is it less than 10?

Is it between 10 and 20?

Does it have a 5 in it?

He / she may answer only yes or no.

- ◆ Once you have guessed the number, it is your turn to choose a number. Your child asks the questions.

For an easier game, use numbers up to 10. For a harder game, use only 5 questions, or use bigger numbers.