# A PARENTS' GUIDE TO MATHS IN THE CURRICULUM

CURRICULUM INNOVATION GROUP















Addition	Children are encouraged to develop a mental picture of the number system in
Stage 1	their heads to use for calculation. Recognise there are objects to be grouped and recognise that there are objects in the second aroun to add
	<ul> <li>Children recognise the need to count objects.</li> <li>Children recognise the need to count objects.</li> <li>They develop ways of recording calculations using pictures, etc.</li> <li>Children then learn to read a number sentence.</li> </ul>
Stage 2	Find starting no count on the
Shage 2	right amount one jump for
	0 1 2 (3) 4 5 6 7 8 9 10 each, see where landed by
	3 + 4 = using a number line.
	+4
	1       1       2       3       4       3       6       7       8       9       10         11       12       13       14       15       16       17       18       19       20         21       22       23       24       25       26       27       28       29       30         31       32       33       34       35       36       37       38       39       40         41       42       43       44       45       46       47       48       49       50         51       52       53       54       55       56       57       58       59       60         61       62       63       64       65       66       67       68       69       70         71       72       73       74       75       76       77       78       79       80         81       82       83       84       85       86       87       88       89       90         91       92       93       94       95       96       97       98       99       100
	28+1 1 2 3 4 5 6 7 8 9 10
	11 12 13 14 15 16 17 18 19 20
	21 22 23 24 25 26 27 28 29 30 Then adding 10 to a 2 digit tang number
	using 100 square. $1142 + 43 + 44 + 5 + 6 + 47 + 48 + 49 = 50$
	51 52 53 54 55 56 57 58 59 60
	that is on a hundred square.
	81 82 83 84 85 86 87 88 89 90
	91 92 93 94 95 96 97 98 99 100

























## <u>Year 1 - Suggested games to play at home which promote</u> <u>mathematical development</u>

## I can read and write numbers to 100 in numbers:

Number bingo or pairs – matching numbers to numbers or numbers to calculations; Writing numbers or drawing shapes with water and paintbrushes, paints, in the air, on each other's backs or hands;

Making numbers and the correct number of balls using dough;

Magnetic numbers and shapes;

Foam numbers and shapes to play with in the bath;

Reading numbers in real life environments e.g. door numbers, road signs.

## I can count to and across 100, count in 2s, 5s and 10s, say one more and one less:

Playing board games (to encourage the children to jump as they count);

Counting as walking up the stairs (in 1s, 2s, 5s and 10s);

Singing number songs;

Count or tally the number of different vehicles when in the car.

I can add and subtract 1-digit and 2-digit numbers up to 20, including zero: Using the children's toys to add and subtract.

## I can recognise, find and name a half and quarter of an object, shape or quantity:

Sharing food and toys so that each member of the group has an equal quantity: Find half  $(\frac{1}{2})$  and quarter  $(\frac{1}{4})$  (sharing out a box of smartles, bunch of grapes, box of Lego); Making shapes using dough, find half  $(\frac{1}{2})$  and quarter  $(\frac{1}{4})$ .

## I can compare, describe and solve practical problems in measures such as length, mass, capacity, volume, time and money:

Cooking and baking - weighing out ingredients;

Using the clock to illustrate tea time and how long it is until an event (o'clock and half past);

A child's calendar, focusing on the days of the week, how many days / weeks or months until special events;

Playing shops, pricing items and paying for them using real coins;

Encourage your child to select the correct coins to pay for small items;

Sorting coins from their money box or your purse;

Measuring how many footsteps it takes to walk down the drive and comparing the child's with the adult's;

Estimating how long it will take to do something around the house e.g. put your socks on; Shape hunts when walking or in the car (rectangles, including squares, circles and triangles, cuboids, including cubes, pyramids and spheres).













Below are some of the key skills you could practise with your children on a regular basis to make sure they are fluent:

Counting forwards and backwards across 100;

Counting in steps of 2s, 5s, 10s;

Finding 1 more or 1 less than a given number;

Knowing pairs of numbers that make 10 (6+4, 2+8);

Knowing pairs of numbers to make 20 (13+7, 9+11);

Doubling single digit numbers.

### To see the whole of your child's Year 1 curriculum, use the following link:

#### The National Curriculum for Mathematics

https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335158/P RIMARY\_national\_curriculum\_-\_Mathematics\_220714.pdf

### Websites that are useful:

http://resources.woodlands-junior.kent.sch.uk/maths/ http://www.kidsmathgamesonline.com/ http://www.bbc.co.uk/skillswise/maths http://www.bbc.co.uk/education/subjects/z826n39











