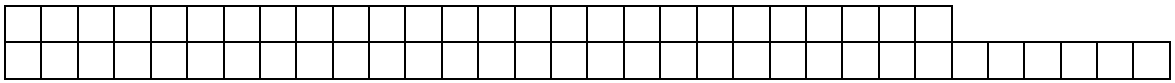
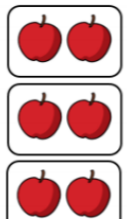
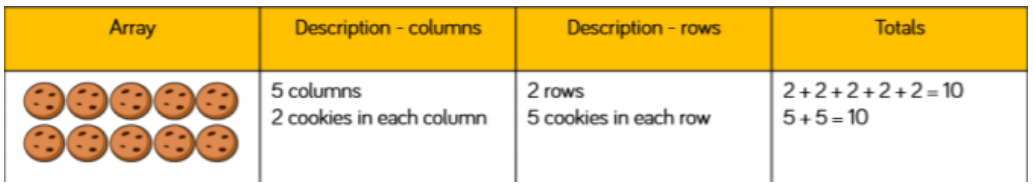
Year 1 Maths Parent Overview –Spring 2 2022

Pupils will be taught maths in a way that ensures a deep understanding of number through using concrete objects and pictorial representations. Pupils develop their reasoning skills by explaining their answers in full sentences and using the correct mathematical language. This approach helps children to reason and solve problems and supports their understanding of abstract methods.

Maths Objective	Ways of supporting this objective
Identify tens and ones in nos to 50 Use a range of resources to represent numbers to 50.	• Find objects/ pictures to show numbers. Arrange them into groups of ten and some ones eg 45 straws =4 groups of 10 straws and 5 ones, 4 groups of 10 cakes and 5 cakes on their own.  • • How many balllons would you draw to show 34 ballons? Draw them in groups of tens and then ones left over. How many groups of ten in 34? How many ones? What number would I have made with 4 groups of 10 and 3 ones?
Compare numbers finding one more and one less than given numbers up to 50.	• Set out a number of objects in a straight line eg 28 raisins. Directly under it , set out 29 raisins to show the line has “one more” raisin. Children say that one more than 28 is 29. They can then draw this line of objects and add one more, counting on from 28 to 29 , rather than count the second from the beginning again (we already know there are 28 in the first line). Repeat with different numbers to 50 • Repeat with one less object.
Compare two sets of objects using the inequality symbols and language ‘more than’, ‘less than’ and ‘equal to’ alongside the correct symbols.	• Set out a number of objects in a line (eg 26 pennies, beads, lego pieces of the same size). Set out a bigger number of the same objects in a corresponding line below. (Eg 32 objects)  We can see that 26 is less than 32,so 26< 32 and 32> 26 (the crocodile eats the biggest number. How can we show that 45 is more than 38? Pupils need to show this with objects and pictures. Repeat with numbers to 50.
Grouping objects equally and counting in 2s ,5s and 10s Adding groups of objects (early multiplication)	• Count in 12s , 5s and 10s by wrote, eg 10, 20 , 30 … Ensure children say 30, 40 and not 13, 14.. • As they count , hold up 10 fingers to show 10 each time.  • Groups objects equally. We have a bag of raisins, how can we count quicly? We could group them

<table>
<tr><td></td><td>into 10s or 5s or 2s and then count the groups.
• Fingers and toes are great for counting in 5s and 10s and pairs of socks are great for counting in 2s
How many fingers altogether?
 
5 + 5 + 5 =
There are 3 groups of 5 which makes 15</td></tr>
<tr><td>Count in 2s to 50 , identifying patterns.</td><td>• Find an even number of objects, pair them up and count them in 2s.
Find all of your pairs of socks in your drawer - How can we count the socks?
What does it mean to count in pairs?
• Look for lots of opportunities to count on and back in 2s .
• Look at the patterns on the number grid when you colour in as you count in 2s.
(You can print off number grids from www.sparklebox.co.uk › Maths › Counting)</td></tr>
<tr><td>Multiplication -Making arrays</td><td>• The children make arrays by making equal groups and arranging them in columns and rows. This skill is carried through to Y2 multiplication and division.
• For example:
Build an array with counters to represent the apples.
Complete the sentences.
There are ___ apples in each row.
There are ___ rows.
___ + ___ + ___ = ___
There are ___ apples altogether.
 
• And …
 
</td></tr>
<tr><td>Division- Sharing numbers of objects equally</td><td>• Play with buttons, dried past etc..sharing a given number between 2 people, 5 people or 10 people. They have to make the groups the same/ equal so that it is fair.
There are 10 cakes and 2 boxes.
An equal amount needs to be put into each box.
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Remember to make maths fun. If your child gives you an answer that is incorrect, this is fine. Ask them to explain their answer with objects and very often, they can see their own mistake. If they don't, we say that this is a "juicy mistake" and we can "squeeze out" lots of learning by working through it together with objects and drawings.

There are many maths games on the computer- Just google "Free interactive maths games year 1".
We also recommend nrich.maths.org –Look for problem solving for EYFS or Stage 1. The problems do not have to always relate to our current learning, any problems will help to develop their problem solving and reasoning skills.

As always, please do not hesitate to let us know if there are any problems or if we can help in any way.

Thank you for your continued support.
Rebecca Olive and Fleur McPherson