Learning in Maths in Year 1

A sample of Year 1 Maths statements that your child will be working on in school:

- Count, read and write numbers from 0 to100 in digits.
- Given a number, identify one more or one less.
- Identify and represent numbers pictorially and use language of more than, less than, equal to, most, least.
- Add and subtract one digit and two digit numbers to 20 including 0.
- Represent and use number bonds for addition and subtraction facts to 20.
- Count in steps of 2, 5, and 10.
- Recognise and know value of some coins and notes e.g. 1p, 2p 5p, 10p, 20p, £1, £5, £10.
- Recognise and name common 2D and 3D shapes: rectangles squares, circles triangles, cuboids, cube, pyramids, sphere
- Tell time to hour and half past.
- Measure length, weight, capacity and volume.

What you can do at home to help your child make progress:

- 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.
- Match different representations of a number using dice, objects, tallies etc.
- Sorting games using buttons, counters, shells, leaves.
- Pattern making with coloured counters, Lego bricks, make a pattern and see if your child can copy and continue it.
- Play simple counting games such as: snakes and ladders, counting buttons, counting spots on dominoes, rolling dice and adding totals with Lego bricks, count on and back with number lines.

Understanding progress in Maths: A guide for parents

Maths Mastery at Rushen Primary School

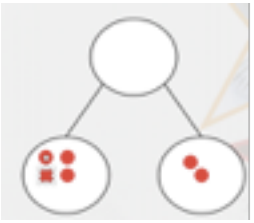
We aim to teach Maths in a way that deepens children's understanding of maths, in particular number. We then build on skills that have been sufficiently mastered. A *concrete*, *pictorial*, *abstract* approach is used to help children deepen their understanding and make links to what they already know.

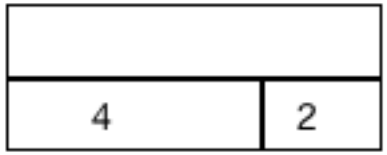
Concrete means using physical objects such as counters, toys, beads to physically do maths.
Pictorial is looking at pictures/representations to do the maths, this could be drawings, part whole models, bar models, number lines etc.
Abstract is using the digits only to do maths.

At Rushen we use language of *concept*, *fluency*, *reasoning*, *problem solving*.
If we look at the **Concept:** adding 2 single digit numbers, 4+2
It can be completed with 4 beads plus 2 more beads (concrete),

Pictorial 4 + 2 Abstract

Fluency: How many different ways can I show this calculation? With beads, with part whole model, in a bar model.





Reasoning: Explaining my answer and why I think its correct. I know 4 + 2 = 6 because there are 4 counters there and 2 there and when I count them altogether there are 6 counters. 6 is two more than 4.

Problem solving: Applying skills to complex or real-life problems.
Tom has 4 cards, Alice has 2 cards, how many do they have altogether?