



The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
  - Are able to reason mathematically
- Can solve problems by applying their Mathematics

At Berewood, these skills are embedded within Maths lessons and developed consistently over time, ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts.

We aim to build an environment in which all children will enjoy Mathematics; their curiosity about the subject will develop and they will experience success in the subject. They will gain the ability to reason mathematically and solve problems with confidence, developing their resilience.

### Topic Overview...

To support with progression and coverage, we use and adapt the White Rose Maths Schemes of Learning. Please see the parent and pupil information section of the WRM Hub website for more information : <https://whiterosemaths.com/advice-and-guidance>

### Year 1 Scheme of Learning:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)					Geometry: Shape	Number: Place Value (within 20)	
Spring	Consolidation	Number: Addition and Subtraction (within 20)			Number: Place Value (within 50)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Consolidation	Number: Multiplication and Division			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time	

Please talk to your children about the information on this sheet. The more children discuss their learning the more likely they are to embed the learning to their memory. If you have any questions please don't hesitate to contact your child's class teacher.

## Place Value

Counting forwards and backwards to 100.

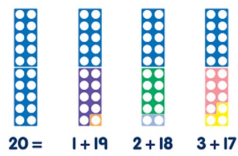
Read and write numbers to 100.

Counting in 2s, 5s and 10s.

We use numicon to help us learn our number bonds to 20

Compare numbers using  $<$  and  $>$

eg:  $15 < 19$



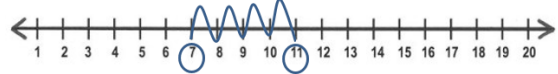
## Subtraction

Subtract numbers within 20:

$$11 - 4 = 7$$

$$7 = 11 - 4$$

We also show this on a number line:



Solving missing number questions:

$$12 + \underline{\quad} = 18$$

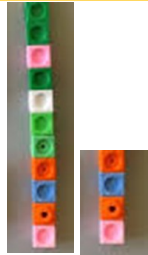
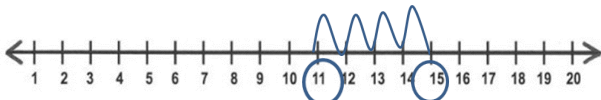
## Addition

Add numbers within 20:

$$11 + 4 = 15$$

$$15 = 11 + 4$$

We also show this on a number line:

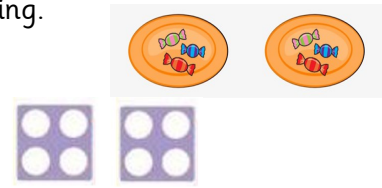


## Multiplication

Halving and doubling.

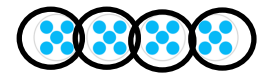
Half of six is...3

Double 4 is...8



Making equal groups:

$$5 + 5 + 5 + 5 = 20$$



## What can you do to help?

### Counting and Place

Car Journeys - Choose the colour of a car. Each time you see a car of your colour, look at the number plate.

The person who has seen the largest/smallest number on a number plate is the winner. What is the number on the plate

Secret numbers - 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.

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.

During a week, look outside for 'thirties' numbers, such as 34 or 38, on house doors, number plates, bus stops, etc. How many can you spot? What is the biggest one you can find? Next week, look for 'fifties' numbers, or 'sixties'

### Practicing Number Facts

Its important children learn number bonds to 10 e.g.  $4 + 6 = 10$ ;  $3 + 7 = 10$  and number bonds to 20 e.g.  $14 + 6 = 20$ ;  $12 + 8 = 20$  by heart.

Play 'ping pong' to practice with your child. You say a number and they reply with how much more is needed to make 10, 20 or 100. Encourage your child to answer quickly without counting or using fingers. E.g. make 100 you shout 40 they shout 60.

Use a set of playing cards (without the picture cards). Turn over two cards and ask your child to add the numbers. If they answer correctly, they keep the cards. How many cards can they collect in two minutes?

Play Bingo. Each player chooses five answers (e.g. numbers to 10 to practice simple addition, multiples of 5 to practice the five times table etc). Ask a question and if a player has the answer, they can cross it off. The winner is the first player to cross off all their answers.

Rehearse times tables by counting in 'steps' of 2, 5 and 10. Count using silly voices e.g. robot.