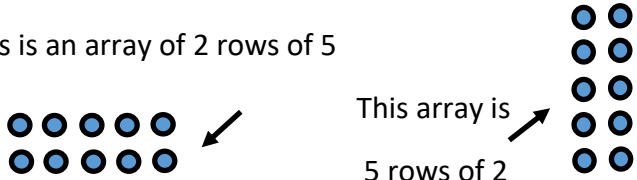


Armathwaite Community Primary School

Year 1 ~ Summer Term 2022

<p>Maths</p>	<p>What to practise. What you can do at home ~ useful vocab</p>
<p><b><u>Length and Height ~ measurement</u></b> Compare lengths &amp; heights Measuring lengths (non-standard units) Introducing the ruler Adding and subtracting length problems</p>	<p>Talk about how long and high things are using the words long, longer, longest, short, shorter, shortest, higher, highest, tall, taller and tallest. If you are measuring something with a tape measure or ruler involve your child and talk about what you are doing.</p>
<p><b><u>Weight and Volume ~ measurement</u></b> Introduce weight &amp; mass Measure and compare mass Weight and mass problems Introduce capacity and volume Measure and compare capacity Assess length, height, weight and volume</p>	<p>The same thing applies to weight and mass . Talk about how heavy or light something is in comparison to other objects ~ use heavy, heavier, heaviest, light, lighter, lightest etc. Food shopping is great for this and you can read the measurements on the packets. Capacity is how much liquid something can hold. Vocab is more, greatest, less, least. Volume is the amount of space the liquid takes up. Volume vocab is full, almost full, half full, empty, greater etc.</p>
<p><b><u>Multiplication and Division</u></b> We recap counting in 2s and 5s and practise counting in 10s Then we will learn about making equal groups and adding equal groups Next we will work on making arrays (for example 2 rows of 5 make 10 or 5 rows of 2 make 10 ~ see across)  Now we will make and then add equal groups. Next we will make doubles Make equal groups ~ grouping Make equal groups ~ sharing</p>	<p>Practise counting to 20 and back in 2s (counting back is very tricky so use the number square in your child's book bag to help with this.) Count to 50 and back in 5s and 100 and back in 10s . Practise often (driving in the car is a good opportunity for your child to do this).</p> <p>This is an array of 2 rows of 5</p>  <p>This array is 5 rows of 2</p> <p>What is the difference between sharing and grouping ~ Sharing happens where we know the number being divided and the number of groups but we don't know the size of each group. Grouping happens where we know the number being divided and the size of each group but we don't know how many groups.</p> <p>Grouping example ~ you have 20 balloons and want to put them into groups of 5 but don't know how many groups you will have.</p> <p>Sharing example ~ you have 20 balloons and want to share them between two people but don't know how many each person will get.</p> <p>You can do this all the time with food at home!</p>

Armathwaite Community Primary School

Year 1 ~ Summer Term 2022

Maths	What to practise ~ what you can do at home
<b><u>Fractions</u></b> We will learn about making a half and making a whole. Then we will find a half before learning how to find half of a quantity Following this we will learn how to make and find a quarter.	Look for and talk about half of anything you come across ~ an apple, orange, pizza, cake etc. When you cut a whole of something in half you get two equal parts. Half of a quantity is also two equal parts ~ for example half of four is two because 2 and 2 make 4. With quarters it is 4 equal parts.
<b><u>Geometry ~ Position and Direction</u></b> We will learn about turns and how to describe them Then we will learn about position and how to describe it. End of block assessment	We will learn about full, half and quarter turns, clockwise and anti-clockwise (this links up well with work on fractions our later work on time). You could reinforce this at home. Talk about above, below, beneath, inside, next to, alongside, on top, under etc. All positional language you can think of.
<b><u>Place Value (within 100)</u></b> We will be learning about: Counting to 100 by making 10s Counting forward and backwards within 100 The 100 square We will learn how to partition numbers Then comparing numbers and working with one more and one less within 100. Assess learning	Practise counting on and back in tens from any number ~ not just 10, 20, 30 .....or 90, 80, 70 etc, but also 21, 31, 41, 51, 61 etc .....84, 74, 64, 54 etc. You can notice that the tens digit changes and the ones digit stays the same. Practise counting on and back from any given number within and just beyond 100. Don't start at 1 or 100, try counting from 17 to 32 or from 82 to 71 etc. Crossing the tens counting up and back is trickiest ie 29 .....30 or 42, 41. 40 .....39. It's called crossing the decades and if you practise this with your child you will really help them.
<b><u>Money ~ measurement</u></b> Recognising coins Recognising notes Counting in coins	When you partition numbers you split them so 10 partitioned could be 5 and 5 or 8 and 2 or 3 and 3 and 2 and 2 etc. You can also partition numbers into tens and ones so 64 is 60 and 4 etc.
<b><u>Time ~ measurement</u></b> Before and after Dates Time to the hour Time to the half hour Writing time Comparing time We will finish the year with an assessment	Let your child see and use coins and notes if you can. They have so little access to them. Count them noticing counting in 2s, 5s and 10s. Notice the time on your wall and digital clocks. Talk about it ~ you can talk about the 24 as well as the 12 hour clock. Also, talk about seconds, minutes and hours (60 is an important number here). When looking at an analogue clock the MINUTE hand (we don't call it the long hand now) touches the number and the HOUR hand points at them. If it is half way between it is half past.