



Marvellous Maths Workshop

Year One

Creativity Excellence Resilience

Aims

- To develop understanding of how Maths is taught at Bridge
- To explain end of year expectations
- To share ideas for supporting pupils at home

Curriculum

- Fluency
- Reasoning
- Problem solving

Creativity Excellence Resilience

Curriculum

- **Fluency:** The development of conceptual understanding and the ability to recall and apply knowledge rapidly and accurately through varied and frequent practice with increasingly complex problems over time.
- **Reasoning:**
- **Problem Solving:**

Curriculum

- **Fluency:** The development of conceptual understanding and the ability to recall and apply knowledge rapidly and accurately through varied and
- **Reasoning:** The ability to talk about relationships, make generalisations, develop an argument, justification or proof using mathematical language.
- **Problem solving:**

Creativity Excellence Resilience

Curriculum

- **Fluency:** The development of conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **Reasoning:** The ability to talk about relationships, make generalisations, develop an argument, justification or proof using mathematical language.
- **Problem solving:** Applying maths to solve problems and persevere to seek solutions.

Creativity Excellence Resilience

How do we do this?

- **Concrete**
- **Pictorial**
- **Abstract**

How do we do this?

- **Concrete** – use of real objects and manipulatives
- **Pictorial** – (representational) pictures to illustrate manipulatives
- **Abstract** – numbers and calculations

Areas of Learning

▣ **Number**

Number & Place Value

Addition & Subtraction

Multiplication & division

Fractions

▣ **Measurement**

▣ **Geometry**

Shape

Position & direction

Creativity Excellence Resilience

Year One Expectations for Number and Calculations

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

Year One Expectations

- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
 - represent and use number bonds and related subtraction facts within 20
 - add and subtract one-digit and two-digit numbers to 20, including zero
 - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
-
- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
-
- recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
 - recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity

Daily Maths Lessons

- Use manipulatives under visualizer and pictorial representations on interactive board
- Individual white boards
- Learning Buddies/Talk partners
- Practical activity or game
- Recording (Fluency & Problem Solving)
- Reasoning (Possibly scribed for the child)

Choose your challenge!

- Count in 2s
- Count in 10s
- Count in 5s
- Count on from 0 or back from 100
- Which one will exercise your brain?

Move across to SMART NOTEBOOK



Simple examples of quick recall games for
when you're on the go!

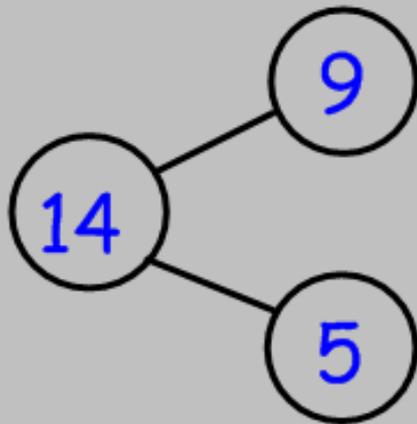
Ping pong

What's missing?

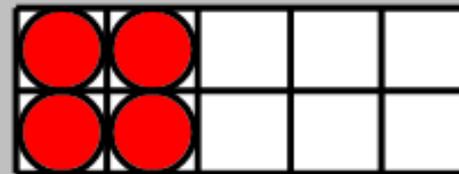
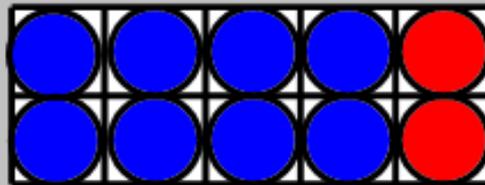
I'm thinking of a number...

Turn them into BINGO!

Which one is the odd one out? Why?



$$14 = 5 + 9$$



Find all the ways we can make 14 with 2 numbers.
Write all of the related facts for this part-whole model.

An orange horizontal bar intended for writing the answer to the question.

LI: To compare number sentences

True or false?

$$6 + 5 = 8 + 4$$

Prove it!

Number line

Tens frame

- Draw it (To show total)
- Check it
- Stick it (Are they **equal?**)

To Finish

- ▣ How would we build on this in class?
- ▣ Multiplication and division – taught as groups of, using CPA including arrays.
- ▣ Numberbots – Letter coming home soon

Any Questions?