Maths at Boldmere Infant and Nursery School

Year 1

Parent Information PowerPoint

The aim of this presentation is to share with you how we teach maths in Year 1 so that you can support your child with their maths learning at home.

How do we teach Maths in Year 1?

We teach Maths in a series of 'small steps' which have been carefully, sequentially planned so that children are constantly building on their knowledge and skills.

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How do we teach Maths in Year 1?

We expect all of our children to achieve the expected standard in Maths. Therefore, all children are taught to the expected standard and given the opportunity to achieve this.

ALL children have access to the same challenges/ activities during lessons, including greater depth challenges.

This means that children are not ability grouped – this could lead to the achievement of some children being capped. Support is given to children as and when needed during lessons. This may be in the from of adult support or resources provided.

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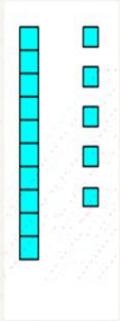
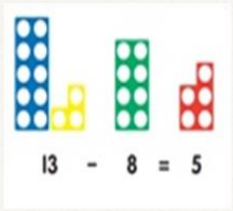
Structuring Learning

All lessons include a concrete, pictorial and abstract element. We expect the children to demonstrate the skills being taught in all 3 ways.

Active / Concrete





Building visual images
(Pictorial)

13 - 8

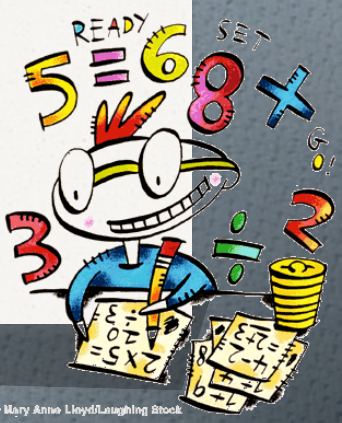
Abstract

12 + 19

Year One Maths

Place value and number work form the basis of our maths in Year One. By the end of the year we expect children's skills and knowledge to include:

- a solid understanding of place value to 99
- know the number bonds to 20
- know the number families within 20



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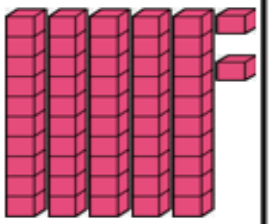
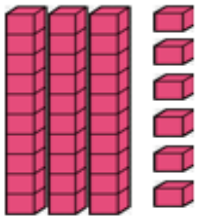
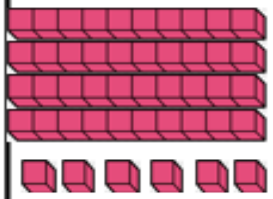
Place Value to 99

	52	5 tens 2 ones	50+2 = 52
	36	3 tens 6 ones	30+6 = 36
	46	4 tens 6 ones	40+6 = 46

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Number Bonds to 10 and 20

0 +20 = 20

1 + 19 = 20

2 + 18 = 20

3 + 17 = 20

4 + 16 = 20

… and so on

This is an example of FLUENCY in Maths. We expect children to be able to recall these facts without needing to work them out.

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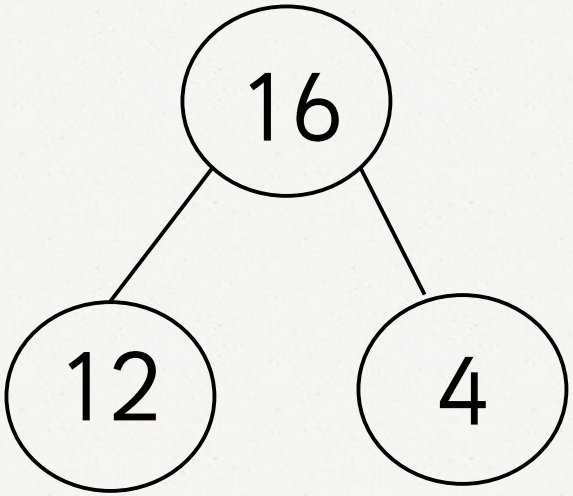
Number Families within 20

This is when the number facts are extended to all numbers within 20, including addition and subtraction.

For example:

The fact family for the numbers 4, 12 and 16:

4 + 12 = 16
12 + 4 = 16
16 – 4 = 12
16 – 12 = 4
16 = 12 + 4
16 = 4 + 12
12 = 16 – 4
4 = 16 – 12



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How do we teach Maths in Year 1?

Our Maths lessons are split across the day –

- Guided Maths
- Independent Maths

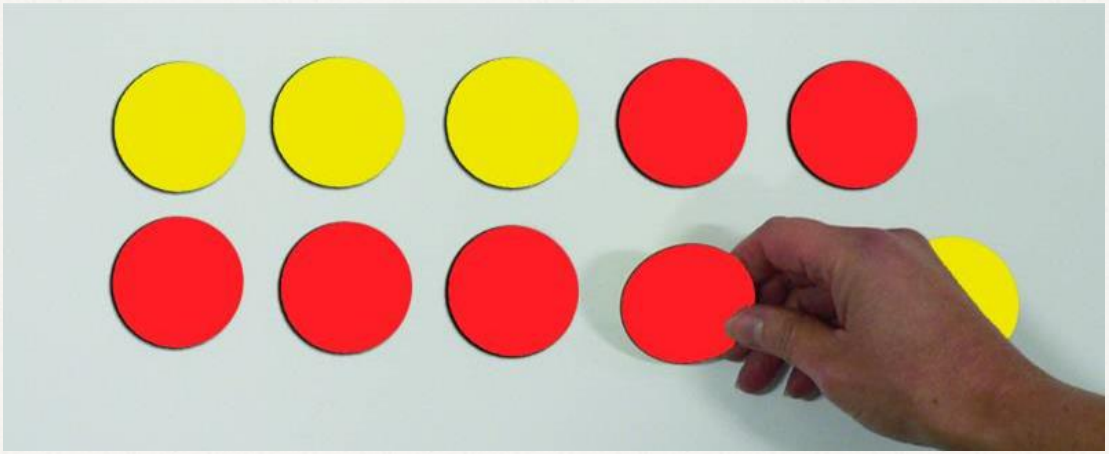
Guided Maths

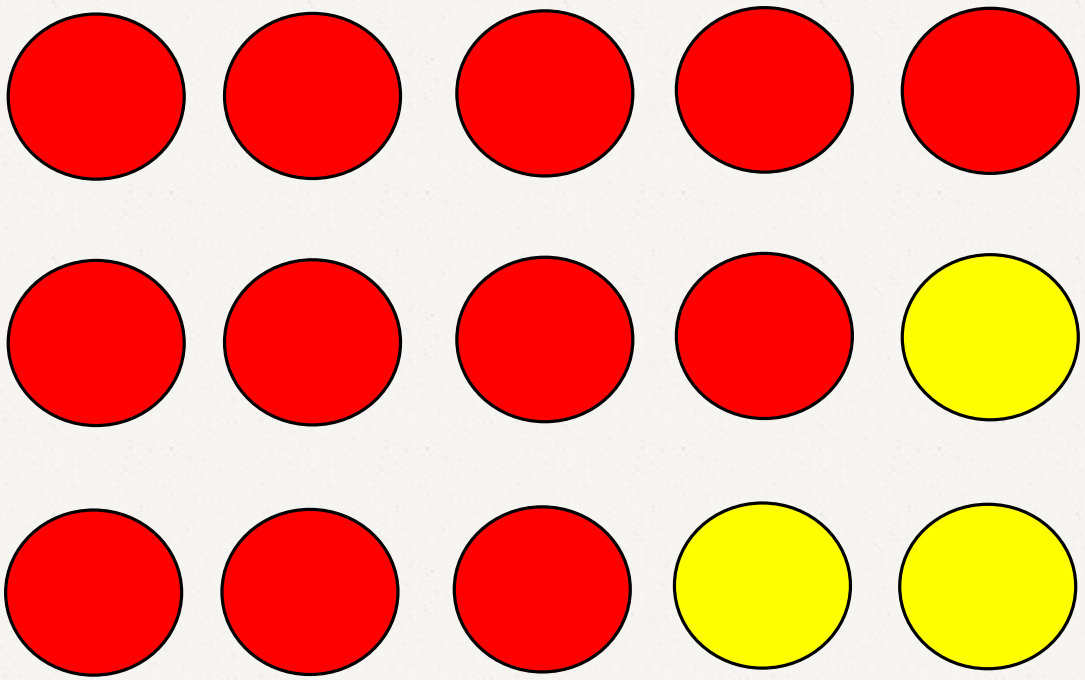
Anchor Task

Tom and Lily have 5 sweets between them.
How many could they have each?

All lessons start with an anchor task and are used to draw out the maths at the beginning of the lesson. The problems presented are in a real life context so that the maths is relatable for the children.

Represent your ideas using your counters.

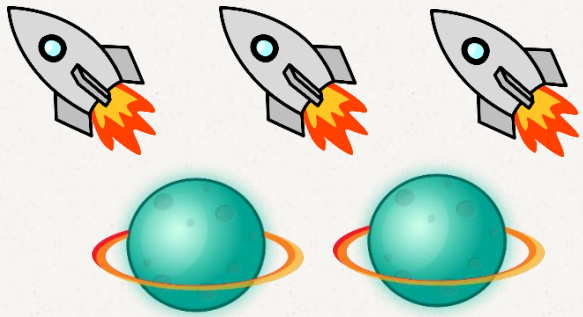




Concrete representation

These are some of the ways children may represent the sweets that Tom and Lily have. During this point of the lesson, we will draw the maths out by discussing their different ideas.

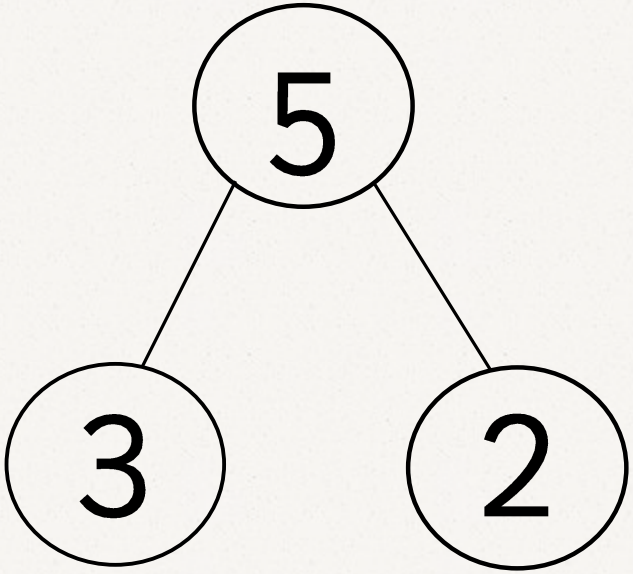
Can you show your ideas by drawing a picture?



Pictorial representation

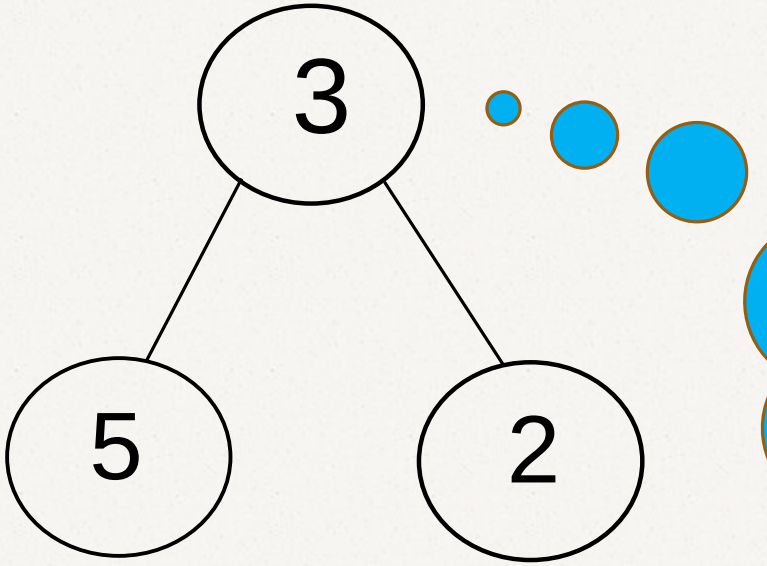
At this point in the lesson, children may represent their ideas using pictures and drawings. Below is an example of what a child may draw.

Can you represent this using the part-part whole diagram?



Pictorial representation

Mrs Kenny has drawn this… Is she correct?



During this point in the lesson, we will draw out the maths again by discussing our learnt knowledge and applying this. We will ask the children to explain, by asking how do you know she is correct/incorrect?

Reasoning

Can you show this using a number sentence?

$3 + 2 = 5$

Abstract

At this point in the lesson, children may write a number sentence linked to their part-part whole diagram.

Can you think of a number story to represent this number sentence?

$$3 + 2 = 5$$

Problem Solving

Here is an example of how we might challenge the children to think more deeply about their maths and apply it to a real life context.

Once the children have worked through the problem as a whole class, children are presented with a similar problem to try.

The teacher and TA work alongside children to guide them through the task to develop confidence.

Children work in jotters to practise these skills.

Independent Maths

Independent Maths

During the independent lesson, children have access to a variety of tasks in which they apply new and previous learning.

Children work in their maths books.

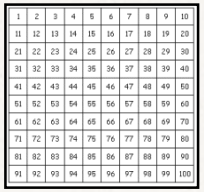
Teachers and TAs support children as required.

Helping at home

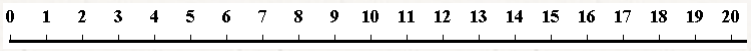
Skills that can be practiced at home:

Counting forward and backwards to 100
Learning the bonds to 10, then 20
Counting in 2s, 5s and 10s
Telling the time at o'clock and ½ past
Measuring – eg when cooking

Resources we use



- Number line



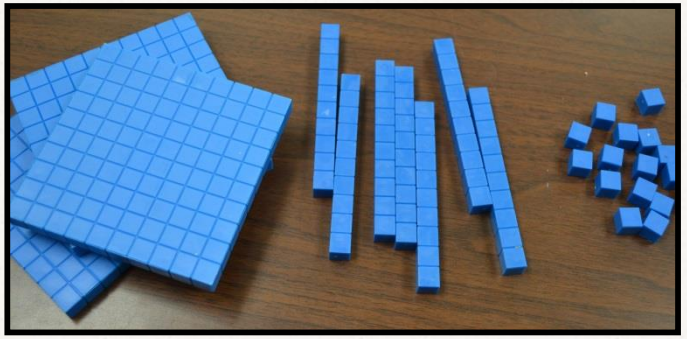
- Number (hundred) square
- Place value cards

- Numicon

- Counters
- Bead Strings

- Base ten
- Online games

Bitesize

https://www.bbc.co.uk/bitesize/subjects/zjxhfg8

- Everyday objects