

Other Maths Skills to Practice at home ...

- Counting to 100—*encourage your child to point to objects as they count, putting them in a row. For more than 10 objects, group them into 10s to see that, for example 24 is 2 tens and 4 ones*)
- Counting in 2s, 5s and 10s—for example counting socks, fingers on hands, 10p/5p/2p coins
- Telling the time (analogue and digital) at o'clock and $\frac{1}{2}$ past—for example, look at the clock at key times of day—we leave for school at half past eight, we get home from school at 4 o'clock etc
- Measuring—for example encourage children to help with washing up! This is an ideal way to help them learn about the capacity of different containers. Cooking is great way of helping children practise how to measure in grams and kilograms.
- Recognising money—children should be able to identify the value of coins and notes

Top Tips

Be positive about maths.

Try not to say things like "I can't do maths" or "I hated maths at school" – your child may start to think like that themselves.

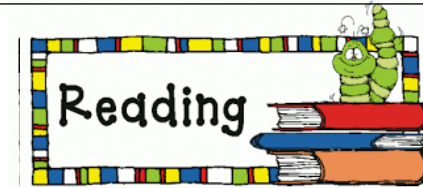
Point out the maths in everyday life.

Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.

Praise your child for effort

rather than for being "clever". This shows them that by working hard, they can always improve.

Year One Parents' Information **Helping your child at home**



Your child will bring home one reading book a week. When they bring it home they will have already read it once in school.

At home ...

- Read the book together again—track words with their finger
- Encourage your child to read with fluency (ie without stopping at words to 'sound-it-out' or blend)
- Encourage your child to read with expression
- Discuss any new vocabulary in the story

Your child will read the book a second time in school, focussing on comprehension skills. Please ensure that they bring their book and reading record to school EVERY DAY so that they have their book available for this lesson. Children will then bring the book home again to share.

At home ...

- Retell the story (some of the reading books have a 'story map' at the back to help children to retell the story in their own words)
- Use the questions on the inside back cover of the reading book for suggested comprehension ideas to talk about with your child.

Reading Diaries

Staff will record in your child's reading record when they have read at school. They will inform you of the focus in the lesson.

At home ...

- Record when your child reads at home (including when you read to your child)
- This can be any book—books from the school or local library, books from home as well as their reading book.

Suggested comments you could use in your child's reading record ...

- Read all the words correctly.
- Read familiar words independently
- Worked out new words by blending
- Understood the story well.
- Good discussion about events in the story.
- Retold the story in detail.
- Was excited and motivated to read.
- Enjoyed the story because

In an ideal world ...

Find a comfortable place

Reduce distractions (eg. TV tablets)

Try and read at a time when neither of you are tired

Little and often works best

Most importantly ... enjoy!



By the end of Year One, we expect children's skills and knowledge in Maths to include:

Number Bonds to 10 and 20

These are pairs of numbers which add up to 10 or 20. For example:

$$0 + 10 = 10$$

$$3 + 7 = 10$$

$$1 + 9 = 10$$

$$4 + 6 = 10$$

$$2 + 8 = 10$$

$$5 + 5 = 10$$

...and so on ...

By the end of Year One children should know these facts fluently—this means recalling them without working them out.

Number Bonds within 20

These are also called fact families—sets of addition and subtraction facts which are related because they use the same numbers.

For example, these are the facts for 4, 12 and 16

$$4 + 12 = 16$$

$$16 - 4 = 12$$

$$12 + 4 = 16$$

$$16 - 12 = 4$$

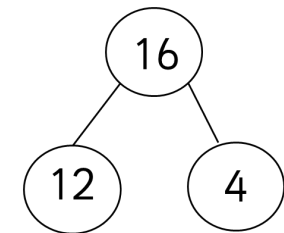
This can be extended to ...

$$16 = 12 + 4$$

$$12 = 16 - 4$$

$$16 = 4 + 12$$

$$4 = 16 - 12$$



These facts can be shown in a part-part-whole diagram like this.