

A Warm Hello from Our EYFS & KS1 Maths Lead, Mrs Reynolds.
I am excited to share with you the learning that will be taking place for your child.

SPRING TERM MATHEMATICS YEAR 1

Place Value (Within 20)

This term we will be learning to count forwards and backwards within 20, understand the numbers within 20- using their tens and ones, identify one more and one less, to use a number line within 20, estimate numbers on a number line, compare numbers (greater than and less than) and order numbers within 20.

Please ensure your child can recognise all numbers within 20 and write these correctly.

Addition and Subtraction (within 20)

This term we will be learning to add by counting on, to find and make number bonds to both 10 and 20, use number bonds to solve addition and subtraction problems, find doubles, subtract by counting back, find the difference and solve missing number problems.

Please practice adding and subtracting on a number line with your child at home.

Place Value (Within 50)

This term we will be learning to count from 20 to 50, count by making groups of 10, group tens and ones, partition into tens and ones, use a number line to 50, estimate numbers on a number line to 50 and find one more and one less.

Length and Height

This term we will be learning to compare lengths and heights, measure lengths and heights and to measure in centimetres (cm).

Mass and Volume

This term we will be learning to recognise heavier and lighter, measure mass, compare mass, recognise full and empty, compare volume and measure capacity.

Reminder:

At St. Ursula's, we believe that the best approach to support children with their learning in Maths is the CPA Approach.

C or concrete involves using physical objects that learners can touch and manipulate, such as counters, base ten blocks, or objects to represent numbers and mathematical operations.

P or pictorial involves using pictures, drawings, and diagrams to represent the concrete objects and the process they just performed.

A or abstract involves using numbers and symbols (like +, -, x, ÷) to represent the mathematical problem.

Each child needs to start with a concrete approach to their learning, which then begins to incorporate the pictorial elements of Maths and later, when ready, supports children to be able to access the more abstract elements within Maths. This term, we are focusing on the concrete and pictorial approaches.

Please support your children using this approach when completing Maths activities at home.

Examples of this were sent out on our Autumn Maths Newsletter last term.

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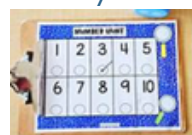
We have been using different manipulatives and methods in class and children have become more confident in doing so. Here are some examples of these, that relate to our learning this term, that you may wish to use at home when supporting your child.



Mrs Reynolds' Maths at Home Challenge Practice your number bonds to 10 and 20.

Play a game with your family at home, that will test some of your Maths knowledge- such as:

- Snakes and ladders
- Bingo
- Card games
- Number Hunt
- Higher or Lower
- Monopoly



•Download the 1 minute Maths App- free to practice number fluency.

•<https://www.bbc.co.uk/bitesize/subjects/z8x8h4j>- Year 1 BBC Bitesize

•<https://www.topmarks.co.uk/maths-games/5-7-years/counting-games-to-play>

•https://www.youtube.com/watch?v=jZi-6-Uhwc&list=RDjZi-6-Uhwc&start_radio=1

-Number bonds to 10 song

•<https://www.youtube.com/watch?v=h6udqW6VhWg> - Number bonds to 20 song

•<https://eng.mathgames.com/year1>- Maths games linked to Year 1 Maths

Curriculum

