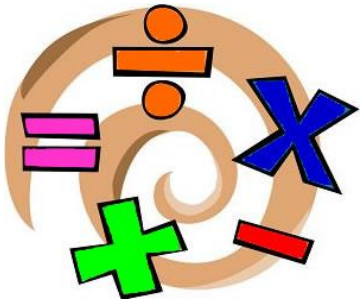
St. Andrew's C E Primary and Nursery School



Supporting your child's progression in Maths

A Guide for Parents

Evidence has shown that, as with reading and writing, the more involved parents/ carers are in supporting their child's learning in this area, the more rapid progress they make. However, you do not need extensive mathematical knowledge to support your child/ren's learning and the support need not be repetitive sheets and booklets. It can and should be fun.

The following guide explains what your child is expected to know and understand at the end of Year 1, alongside some suggested activities which you could do to help your child towards these expectations.

The Year 1 Learner

Working mathematically

By the end of year 1, children begin to solve simple problems involving addition and subtraction in familiar contexts such as going shopping, using a range of hands-on equipment, symbols, images and pictures. They begin to use what they know to tackle problems that are more complex and provide simple reasons for their opinions.

Ideas to help your child achieve these expectations by the end of the school year.

- After playing a card game children could put them away in an order.
- Set up or tidy up a board game systematically.
- When shopping ask children how much something costs.
- When children apply mathematical skills to real life situations ask them how they did it or why they did it in that way.

Number

- **Counting and understanding numbers**

Children will identify and represent numbers using objects, pictures and models, such as the number line, and use 'equal to, more than, less than (fewer), most and least.' Children will accurately count numbers to, and across, 100 forwards and backwards from any given number with increasing understanding. They count, read, write and order numbers in numerals up to 100 and from 1 to 20 in words. When given a number, they can identify one more and one less. They can count in multiples of twos, fives and tens.

Ideas to help your child achieve these expectations by the end of the school year.

- Counting forward and backwards to 100.
- Start on any number and count up or down from 100.
- Write a number and your child can write the next number or the number that comes before.
- Walk up the stairs by counting from a number. Does not have to be 1, can be another number
- Find a number in the environment- what would be the next number?
- Print off a 100 number square. Cover up the numbers with coins, sweets or counters. Can the child guess the numbers that are missing? Extend by covering up 2 or 4 numbers in a pattern.

- **Calculating**

Children will understand known addition and subtraction facts within 20, including zero. They will demonstrate an understanding of multiplication and division through grouping and sharing using hands-on resources, pictorial representations and arrays (2, 5 and 10). They understand doubling and halving small quantities**.**

Ideas to help your child achieve these expectations by the end of the school year.

- Take 2 playing cards and add the numbers together, the player with the highest number wins.
- Find the difference between the two cards. The person with the smallest number wins.
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- Number pairs. Use playing cards to create a pair game. The children have to find the pairs that make a certain number. E.g. Make 10, pick up a 4 and a 6.
- Number bond games: https://www.topmarks.co.uk/maths-games/hit-the-button
- Practise counting in 2s 5s and 10s to and from 100. For a challenge can thy count in 2s 5s and 10s from a different number?
- Throw a die or 2 dice and double the total.
- Pick a card and double the answer. First person to get the answer wins the card.
- Doubling game- http://www.ictgames.com/mobilePage/archeryDoubles/index.htm
- Double bingo
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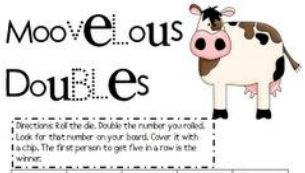

2	4	10	6	10
10	6	2	12	6
12	4	2	4	10
4	12	2	2	10
12	12	6	8	4

Fractions

Through play and hands-on resources, children will find and name half and one quarter of objects, shapes and quantities.

Ideas to help your child achieve these expectations by the end of the school year.

- When eating cut foods into halves and quarters.
- Use toys to halve or quarter a certain amount. E.g. You can play with half of the cars or a quarter of the crayons.
- Draw round shapes or objects in the house and colour in a half or a quarter.
- Fractions online game. http://resources.hwb.wales.gov.uk/VTC/ngfl/ngfl-flash/fractions/fractions.html

Measurement

Children will begin to measure using non-standard units (finger widths, blocks etc.) moving to standard units of measure (e.g. cm) using tools such as a ruler, weighing scales and containers. They will begin to record and compare measurements such as lengths and heights, mass and weight, capacity and volume using language such as long / short; heavy / light; full / half-full / empty. They will tell the time to the hour, half past the hour and be able to sequence events in chronological order using precise language (for example, before and after, next, first, today etc.). Children will recognise and know the value of different denominations of coins and notes.

Ideas to help your child achieve these expectations by the end of the school year.

- When cooking weigh the ingredients and read the scale.
- When playing in sand children could have a go at weighing different amounts of sand.
- Use a ruler to measure objects around the house. Can you find the smallest object? Can you find the biggest object? Can you order 3 to 5 objects from smallest to longest or smallest to tallest?
- Use a measuring tape to find an object that is shorter than 1m or longer than 1m?
- Water play- can children measure the water they have in their containers?
- When pouring their drink can they fill the cup so it is half full? Half empty? Full?
- Children could measure how much water/squash they drink in their cup using a measuring jug?
- Ask your child to tell you the time at different points during the day using an analogue clock looking at o'clock and half past.
- At the end of the day ask your child what they have done during their day. Could they sequence in the correct order of the day using time language.
- When shopping ask your children to look at the price labels. How much is it? What coins will we need? To extend how much change would we get back?
- Children can use coins to add to make different amounts.
- Order the coins by value from smallest to biggest.

Geometry

Children will recognise and name common 2-D shapes, e.g. rectangles (including squares), circles and triangles, and 3-D shapes, e.g. cuboids (including cubes, pyramids and spheres) in different orientations and sizes. They will describe position, direction and movement, including whole, half and three quarter turns.

Ideas to help your child achieve these expectations by the end of the school year.

- Play direction game – Stand your children facing a direction. Give them simple instructions (e.g. "Turn a half turn.", "Turn a quarter turn to the right." Etc. - do they end up facing the right way?
- Shapes in the environment- can you find 2D and 3D shapes in your environment?
- Draw a picture using 2D shapes or cut out 2D shapes from magazines and create a collage.
- Use 3D shapes (junk modelling) to build a model. How many cubes have you used? Cylinders? Rectangles? Etc.
- Use 3D shapes to print th faces using panit. What face does this 3D shape have?
- Use teddies to position in different places around your child's room. Can they describe the position?
- Hide and seek- can children describe their position to you to help you find them?
- Find shapes around your home and children can sort the shapes into different groups by size, curved shapes, straight shapes.

Statistics

In preparation for year 2, children will begin to compare, sort and classify information, including through cross curricular links e.g. science – sorting materials into groups according to their properties. They will also begin to construct simple pictograms and tables.

Ideas to help your child achieve these expectations by the end of the school year.

- Buy a packet of smarties or skittles. Can they sort the sweets before eating them? How can they sort them?
- Children sort their toys in their toy box. What toy do they have the most of? E.g. I have 2 teddies, 3 dolls and 5 cars. I have more cars.
- Pictogram game http://toytheater.com/fishing/