

Please help yourself to an information pack and a drink.

Welcome to the Year 1 maths workshop



Aims

- to share curriculum targets for maths in KS1
- to show ways we teach maths in school
- to explain the "CPA" model
- to share ideas of how you can help your child with maths at home



National Curriculum aims

- become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complexity, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of problems, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Term by Term Objectives

Year 1

	National Curriculum	All Students						
	Statement	Fluency	Reasoning	Problem Solving				
Place value	Given a number, identify one more or one less.	 Fill in the missing numbers. 9 Is 1 less than 2 Is 1 more than How many fingers will I have up if I put one down? I roll the number that is one more. What number do I roll? 	 What comes next? 6+1=7 7+1=8 8+1=9 True or False? 1 more than 7 is the same as 1 less than 9. Use the ten frame to show me. Use the ten frame to show me. Harry says: 1 more is the same as adding 1 and 1 less is the same as taking away. Is he right? Prove it. 	 A number line has been cut up. Can you find the missing numbers? 5 6 7 7 8 3 5 5 5 6 7 7 7 7 8 3 5 5 5 7 8 8 9 9				

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value.

This should involve working with numerals, words and the four operations, including with practical resources (for example, concrete objects and measuring tools).

An emphasis on practice at this early stage will aid fluency.

DfE, 2013

The Year 1 maths targets are broken down into the following areas:

- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions
- Measures
- Shape

In your pack you will find a document that gives the targets for Year 1 maths in each of these areas. Please look at them at your leisure.



How is maths learnt at Five Ways?

- Daily lessons
 - Daily practice
 - Whole class
 - Small focus groups
 - Concrete to abstract
- Maths displays
 - Vocabulary displayed
 - Toolkits
- Cross-curricular links
 - Science Investigations
 - Computing
 - Design Technology





CPA model explained



Pictorial

Abstract

https://www.youtube.com/watch?time_continue=88&v=c4q UoOMcmKI Concrete, pictorial, abstract (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils.

Jerome Bruner

This is an underpinning ethos, don't be overly concerned by this but it may help you to support your children at home.

How to help at home

Show me a number...





money



dienes

16

the 'ness' of a number

síxteen

written form

number line

100 square



100 square

1 more/less

10 more/less

hidden numbers

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

A hundred square that can be found on page 128 on your Home-Link Book.



Number lines can be found on page 128 on your Home-Link Book. Blank number lines are also in your pack.

Number bonds

Frere Jacques

Potatoes

Hands



Number bonds to 10 are found on page 125 on your Home-Link Book.

Number bonds to 20 are found on page 126 on your Home-Link Book. Counting in multiples

Table troopers

Practical

Socks/Gloves

...be inventive.





Saving and having a coin collection

Coin rubbings



Coin recognition

How many different ways could we make...

Encourage skip counting 10p, 20p 30p (links to multiples)

Measures

Using a ruler - drawing a picture with it, measuring the sections, using the ends & scale correctly

Capacity in the bath! Is it full, half full? Is it nearly empty?

Comparing weights when baking or cooking

Telling the time - having their own watch https://www.youtube.com/watch?v=RBvm07NgUp0

Estimate & compare - longer/shorter/taller than, heavier/lighter than vocabulary

<u>Shape</u>

What's in the bag?

I'm thinking of a shape

Make the shape (Play-doh, your body etc.)

Vocabulary 2D - sides - corners 3D - faces - edges - vertices

Maths of the Day

https://www.mathsoftheday.org.uk/



1 Filter	
MOTD Primary Lessons	~
Year 1	~
Geometry: Properties of Sha	~
Recognise and name comm	~

A Shape of Shapes Making Shapes <u>Shape Search</u> Shape Sorters Shop Shape

.essons

Shape Search



Motty's Instructions

1. Organise the class into pairs and explain the limits to where they can go in search of shapes.

This activity would work in the classroom, around the school, in the hall, on the playground or around the school grounds.

2. Give each pair a recording sheet and ask them to go searching for everyday items that are either triangles, circles, squares and rectangles, or have them.

Each time they find one they should record it on their sheet – What it is? Where it was? What shape is it?

3. After a certain length of time call the children together to discuss findings. Are there any shapes we can't find many of? Why might that be?

Examples in action...

Thank you for coming to the Year 1 maths workshop!



Please come and speak to us if you have any questions.

If you have time please complete an evaluation form to help us to continue to improve the provision for parents at Five Ways.