

Year 1 Maths Workshop



Monday 5th November 2018

Miss Schlaefli and Mrs Richards

Questions to think about...

- ▶ How do you feel about Maths?
- ▶ What were your experiences and confidence levels in Maths at school?
- ▶ What are your experiences and confidence levels in Maths now?
- ▶ Are you presenting Maths in a positive way?
- ▶ Do you encourage Maths to take place at home?
- ▶ Do you promote its importance and explain why it is important?

Areas of Mathematics

- ▶ Number
- ▶ Calculation
- ▶ Measurement
- ▶ Fractions
- ▶ Geometry

Our main focus areas in Year 1

Maths Language

- ▶ See Maths vocabulary on Maths wall.
- ▶ We use a range of language for each operation to get your child used to associating the symbols with lots of different words. This will prepare them for learning later in their education.

Concrete and Abstract

► Concrete

- ❖ Physically counting and manipulating objects or equipment to see, understand and work with numbers.

► Abstract

- ❖ Working with numbers mentally or as written numerals on a page. Understanding the context of a number without the need for a physical representation.

► Important things to remember:

- ❖ Always start with the concrete
- ❖ Don't try and rush to abstract
- ❖ It's not cheating to use objects
- ❖ Working with written numbers is abstract




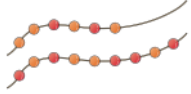
Place Value and Problem solving

- ▶ In Year 1 children begin their understanding of place value. It underpins almost every Mathematical concept.
- ▶ In order to be able to compare numbers, the children must know and understand the value of each numeral.
- ▶ They need to understand and use the term 'digit'.







Resources we use

- ▶ Number cards
- ▶ Cubes
- ▶ Counters
- ▶ Bead strings
- ▶ Numicon
- ▶ Number lines
- ▶ Bar models
- ▶ 100 Squares

Structure of our Maths Programme

REPRESENTATION (show)	FLUENCY (do)	PROBING QUESTIONS (think)	FURTHER EXTENSION (explain)	RICH AND SOPHISTICATED (solve)
<p>Counting out the first number of objects and taking away the second number of objects by counting them out (usually best to move them away one by one as they are counted). This can extend to a visual method of crossing off the images one by one.</p>  <p>Using a number track to find the first number and count back the second number of jumps</p>  <p>Using Numicon pieces to represent the two numbers and overlaying them – then 'finding' a suitable piece (or possibly pieces if >10) that fill in the gap or difference.</p> 	<p>Subtract a single digit number from 10 (find the answer by using take away or finding the difference). Record in books.</p> <p>Complete missing number problems. E.g. $9 - ? = 2$ $? - 4 = 5$</p>	<p>What's the same and what's the difference?</p> <p>9-5, 8-4, 10-6, 7-4</p> <p>Always, Sometimes, Never? If you take away zero from a number, the number stays the same.</p>	<p>Compare amounts. What's the same? What's different? <i>Children compare the bead strings and notice:</i> <i>One has 9 beads and the other has 6 beads.</i> <i>9 is 3 more than 6.</i> <i>6 is 3 less than 9.</i></p> 	<p>NRICH: Two Dice * I NRICH: Find the Difference ** G</p>

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<p>10: Given a number identify one more or one less.</p>					
<p>Child Assess</p> <p>● ●</p>	<p>Highwood Primary School</p> <p>Success Criteria</p>				<p>Teacher Assess</p> <p>● ●</p>
	<p>1. I can explain what finding one more or one less of a number means using objects.</p> <p>2. I can use equipment to find one more or one less of a number.</p> <p>3. I can use the pattern in numbers to find one more or one less of a number.</p> <p>4. I can work out inverse problem questions.</p>				
	On my own	Team	Adult		Teacher
<p>Which learning behaviour are you using?</p>					
					

1. Complete this subtraction question on the number line.

$$9 - 4 =$$

Remember to show your jumps!



2. Complete this subtraction question using the pictures.

Can you accurately cross out the correct number of pictures?

$$7 - 5 =$$



3. Choose a subtraction sentence, use whichever method you like to solve it and record these in your book.

Probing Questions

1. What's the same, what's different?

$$9 - 5 \quad 8 - 4 \quad 10 - 6 \quad 7 - 4$$

2. Always, Sometimes, Never?

If you take away zero from a number, the number stays the same.

Solving Problems

- ▶ Most of what we do in school is staged. We try to expose the children to 'real-life' situations within the classroom environment.
- ▶ You can enhance your child's learning, by providing more exposure to 'real-life' situations when you are at home and out and about with your child.

How can you help at home?

- ❑ Question your children often about the value of numbers that they see in the real world.
- ❑ Place this into real life contexts. Money is especially useful when discussing place value. Perhaps you can discuss your shopping total and how you will pay.
- ❑ Play card and board games.
- ❑ Play strategy games.
- ❑ Encourage children to handle money at the shop.
- ❑ Help them talk about time and ask them often to read it.
- ❑ Ask them to share/divide real life objects/food.
- ❑ Explain your mathematical reasoning

More ways to help at home

- ▶ Practice number bonds to 20 as much as possible at home. Start with the concrete and move to the abstract. Write them out in order to show children the pattern.
- ▶ Test your child randomly by asking them a number bond. Numicon is a great way to visually reinforce number bonds to 20. We call them number stories.
- ▶ Give your child as many real life situations as possible to apply addition and subtraction. Some examples include: shopping, giving change, baking, sports.

Resources

Internet resources-(that are free)

- ▶ <http://www.bbc.co.uk/bitesize/ks1/maths/>
- ▶ <http://topicbox.net/mathematics/>
- ▶ <http://www.nationalnumeracy.org.uk>
- ▶ <http://nrich.maths.org/primary-lower>
- ▶ <http://www.topmarks.co.uk/Interactive.aspx?cat=8> -Great for practising number stories.

Book for your child

- ▶ **KS1 Maths Targeted Study & Question Book - Year 1 (for the New Curriculum) by CGP Books.**

Books for you

- ▶ **Mathematics Explained for Primary Teachers by Derek Haylock**
- ▶ **Maths for Mums and Dads by Rob Eastway and Mike Askew**