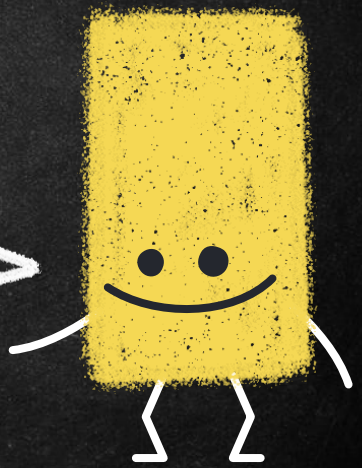
What words or feelings do you think of when thinking about your own experience of maths?



Supporting your child with Maths in KS1

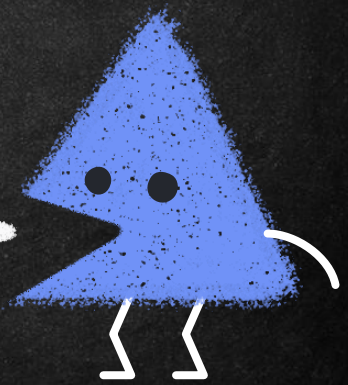
How were you taught to solve addition and subtraction questions when you were at school?



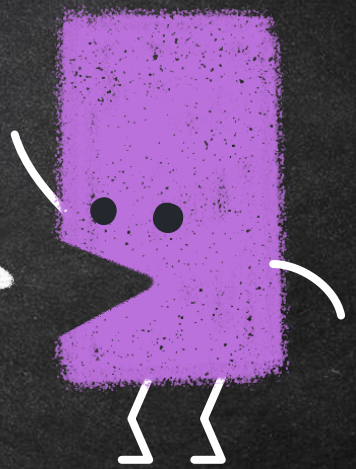


Aims

- To share knowledge of the key objectives in KS1;
- To give parents and carers practical ideas of how to support their child's maths;
- To stress the importance of working together to ensure all children can do maths at the highest level.



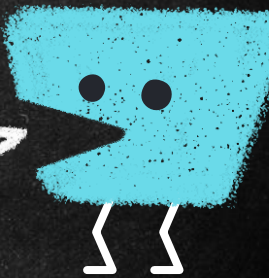
If parents engage with their children's education, the attainment of the child will ***increase by 15%*** *no matter what the social background of the family.*



Aims for your child/ren

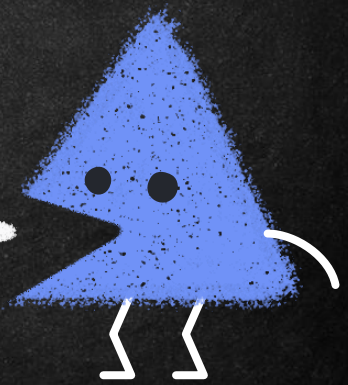
- To encourage a love of maths;
- To develop fluency and independence;
- To develop reasoning and problem solving;
- To develop confidence and the ability to make connections





“The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace…Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration onto new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding including through additional practice before moving on.”

(National Curriculum 2014)

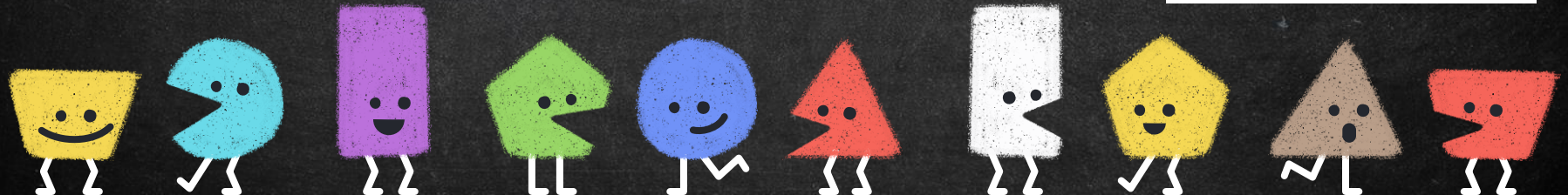


10s	1s
ten	one
	
2	5

Number and Place Value

A good understanding of the value represented by a digit in a number on the basis of its position.

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



Number and Place Value

Year 1

Count within 100, forwards and backwards, starting with any number.

Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =

Year 2

Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.

Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.



Activities for home

Daily Practise: Counting in 10s to and from 100 from 0 or any given number regularly will increase fluency and will support addition subtraction.

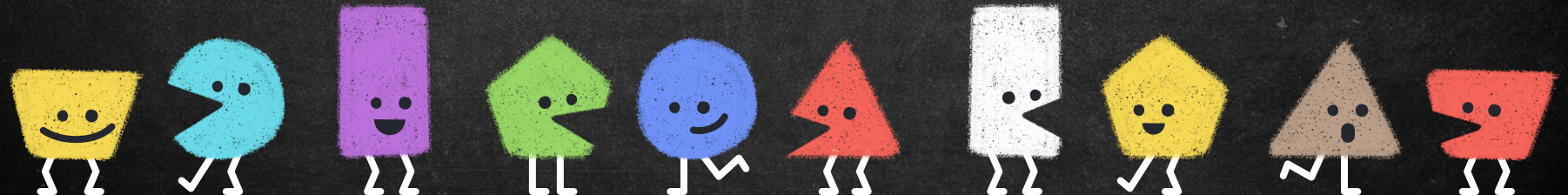
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Look for patterns! What is the same about all of these numbers? What is different?

Hiding Numbers:
Hide different numbers in a room and ask: ‘Find me __?’ to help children practise reading numbers.

Cut out numerals from newspapers, magazines or birthday cards. Then help your child to put the numbers in orders.





Activities for home

Write the numbers 0 to 20 on a sheet of paper.



- Ask your child to secretly choose a number on the paper. Then ask them some questions to find out what the number is, e.g.



- Is it less than 10?
- Is it between 10 and 20?
- Does it have a 5 in it?
- Is it odd?

They may only answer yes or no.

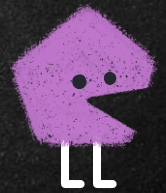
- One you have guessed the number, it is your turn to choose a number and your child asks the questions.

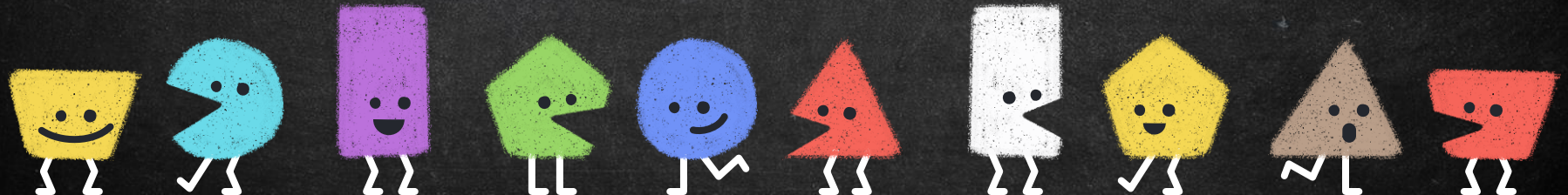


Daily Practise: Help your child to identify numbers in everyday life. Can they read door numbers, the number of different channels on TV, page numbers in books...



Daily Practise: Make mistakes when chanting, counting or ordering numbers. Can your child spot what you have done wrong?





Investigate

Use these digits: 3 8 1

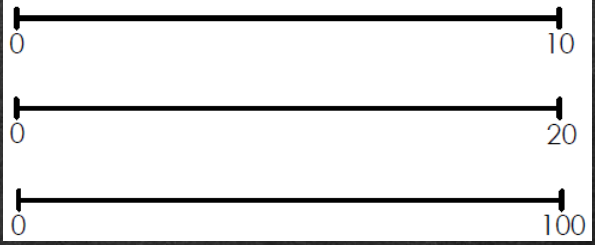
Make a 2-digit number and a 1-digit number.



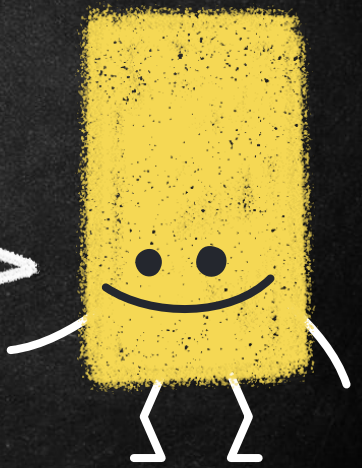
Make the difference between the numbers small.

Number lines

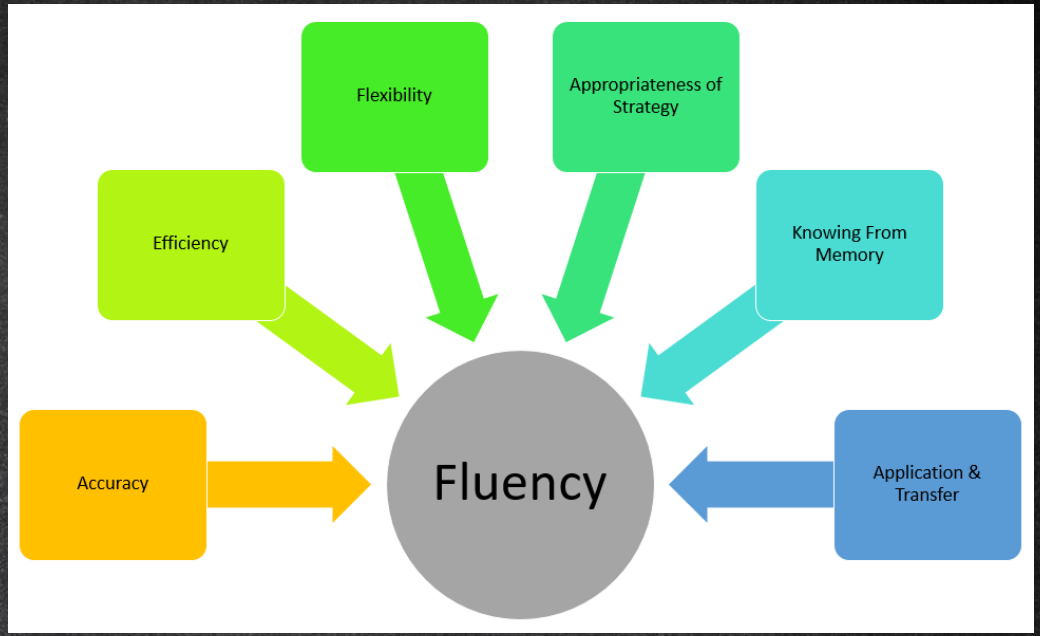
Show **8** on each number line.



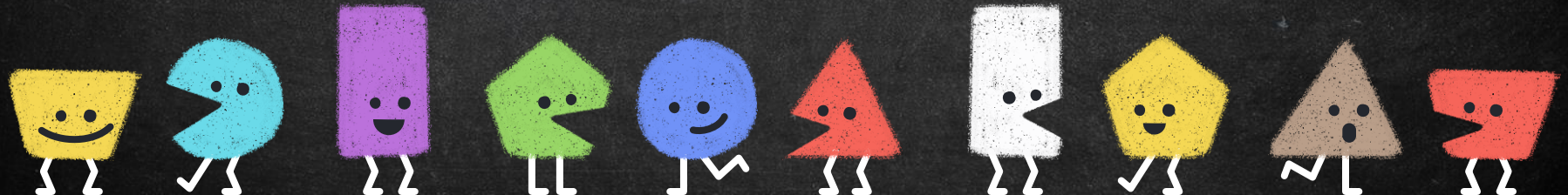




Number Fluency



The ‘phonics’ of the maths world!



Fluency

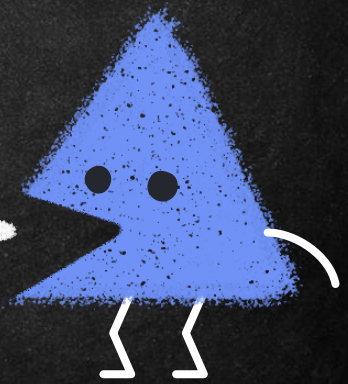
Year 1

Develop fluency in addition and subtraction facts within 10.

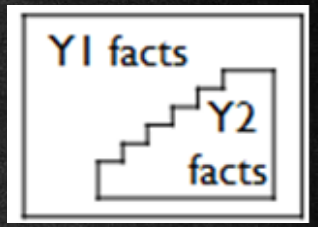
Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.

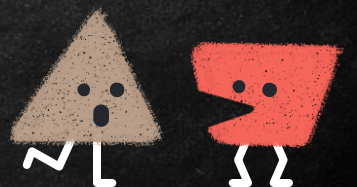
Year 2

Secure fluency in addition and subtraction facts within 10, through continued practice.

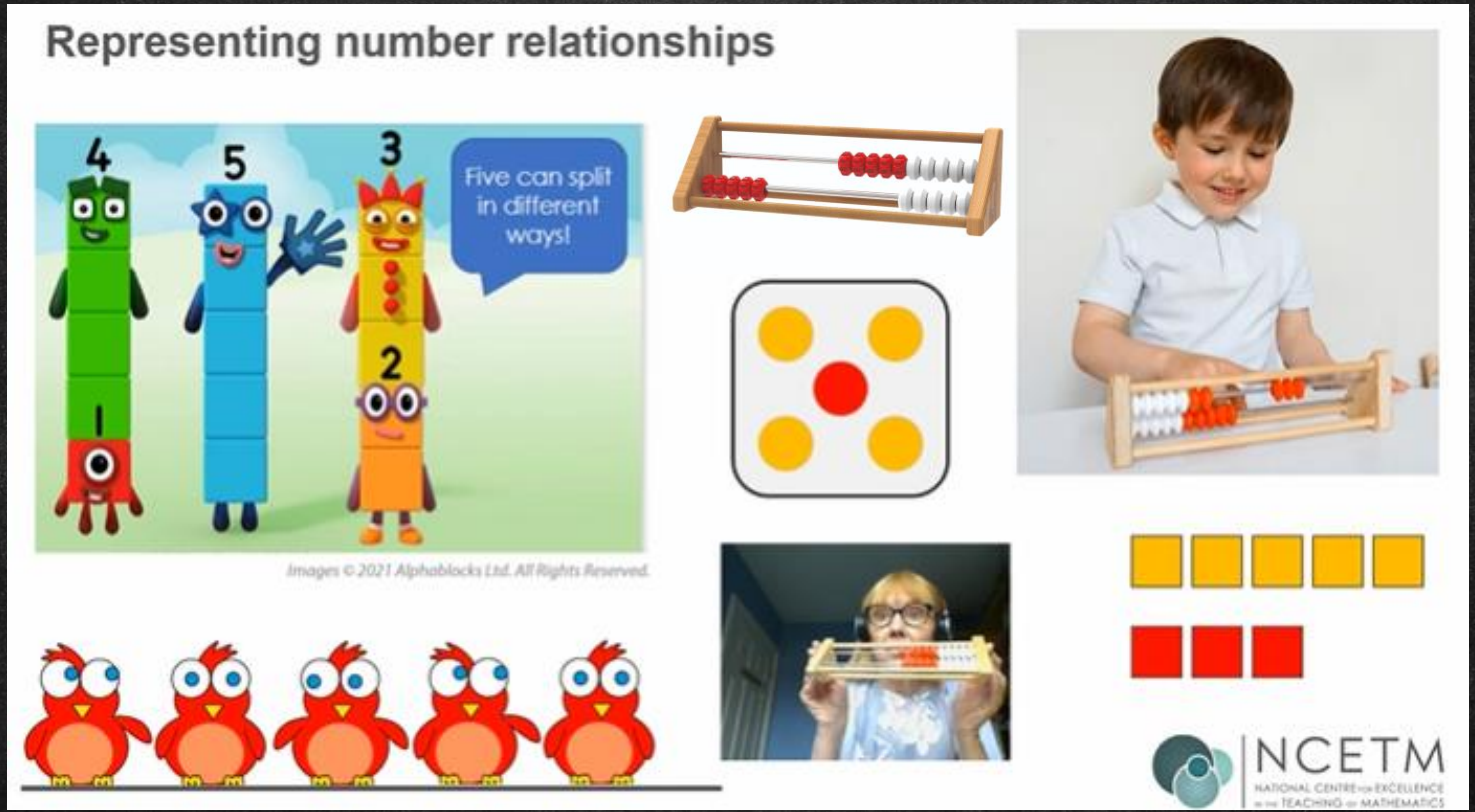


+	0	1	2	3	4	5	6	7	8	9	10
0	0 + 0	0 + 1	0 + 2	0 + 3	0 + 4	0 + 5	0 + 6	0 + 7	0 + 8	0 + 9	0 + 10
1	1 + 0	1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9	1 + 10
2	2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	2 + 9	2 + 10
3	3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7	3 + 8	3 + 9	3 + 10
4	4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6	4 + 7	4 + 8	4 + 9	4 + 10
5	5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5	5 + 6	5 + 7	5 + 8	5 + 9	5 + 10
6	6 + 0	6 + 1	6 + 2	6 + 3	6 + 4	6 + 5	6 + 6	6 + 7	6 + 8	6 + 9	6 + 10
7	7 + 0	7 + 1	7 + 2	7 + 3	7 + 4	7 + 5	7 + 6	7 + 7	7 + 8	7 + 9	7 + 10
8	8 + 0	8 + 1	8 + 2	8 + 3	8 + 4	8 + 5	8 + 6	8 + 7	8 + 8	8 + 9	8 + 10
9	9 + 0	9 + 1	9 + 2	9 + 3	9 + 4	9 + 5	9 + 6	9 + 7	9 + 8	9 + 9	9 + 10
10	10 + 0	10 + 1	10 + 2	10 + 3	10 + 4	10 + 5	10 + 6	10 + 7	10 + 8	10 + 9	10 + 10



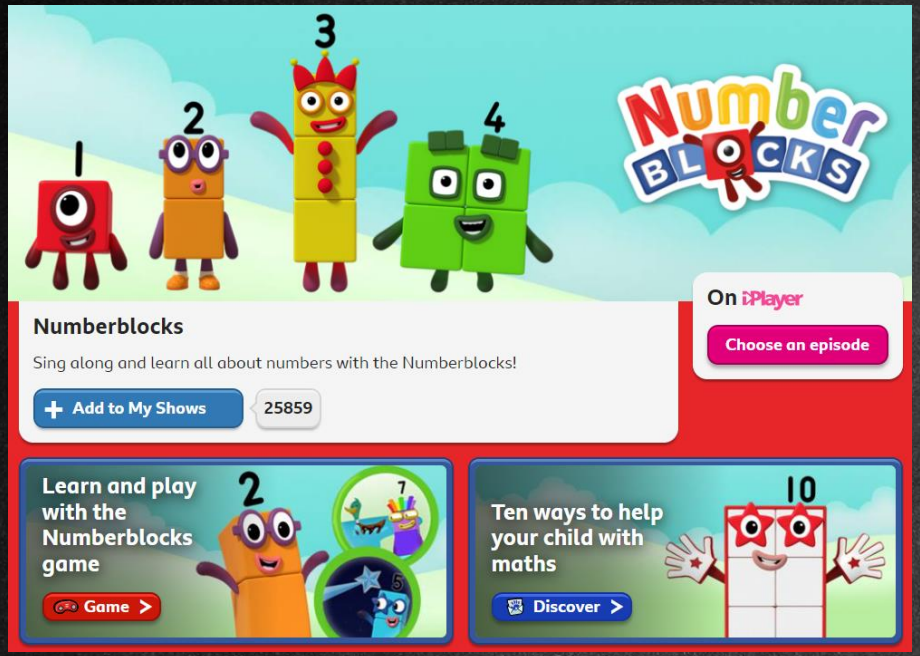


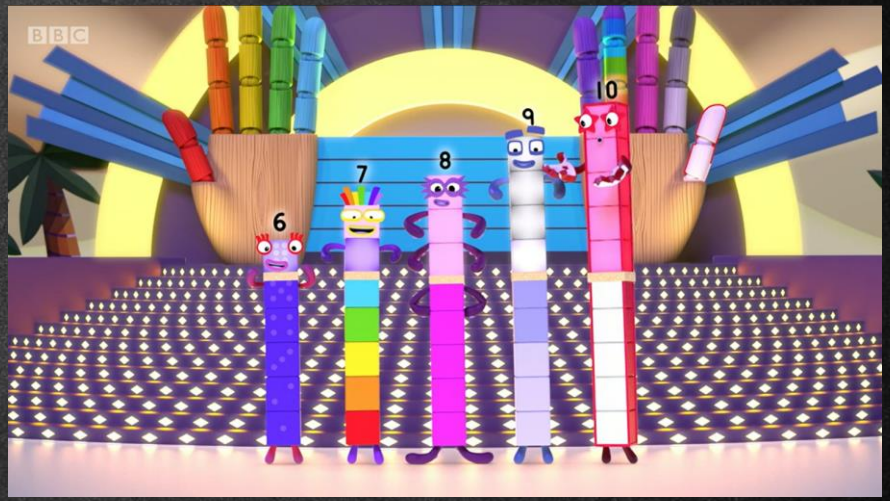
Mastering Number

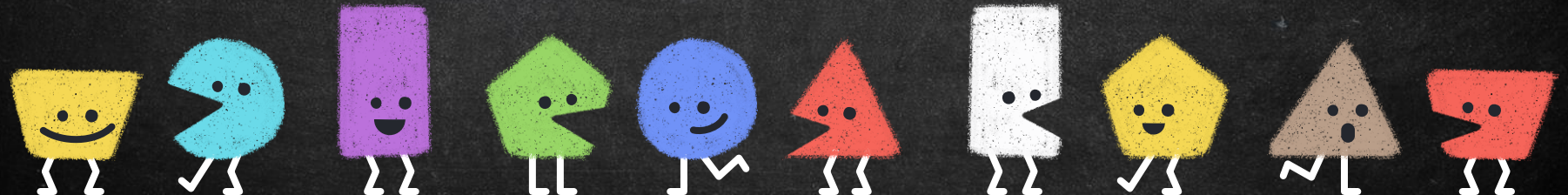


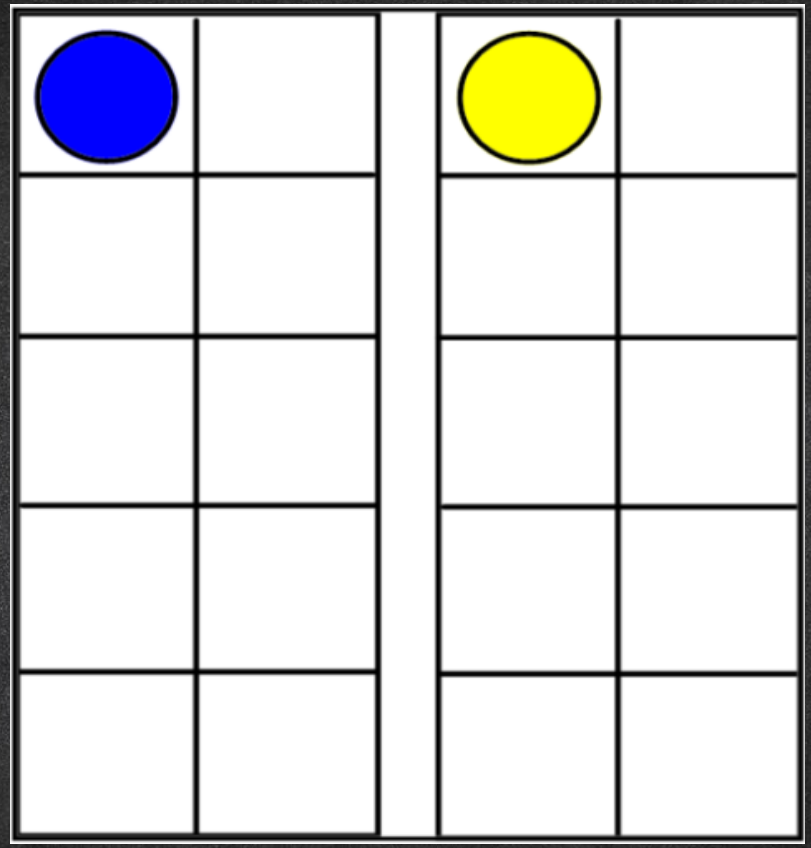
Numberblocks

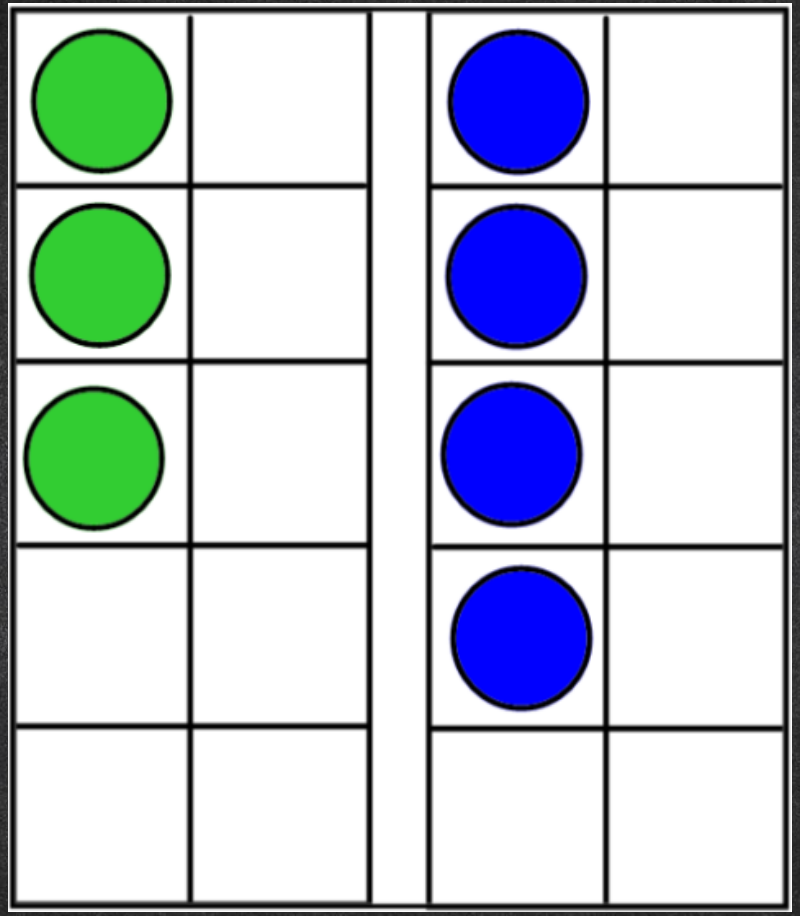
CBeebies

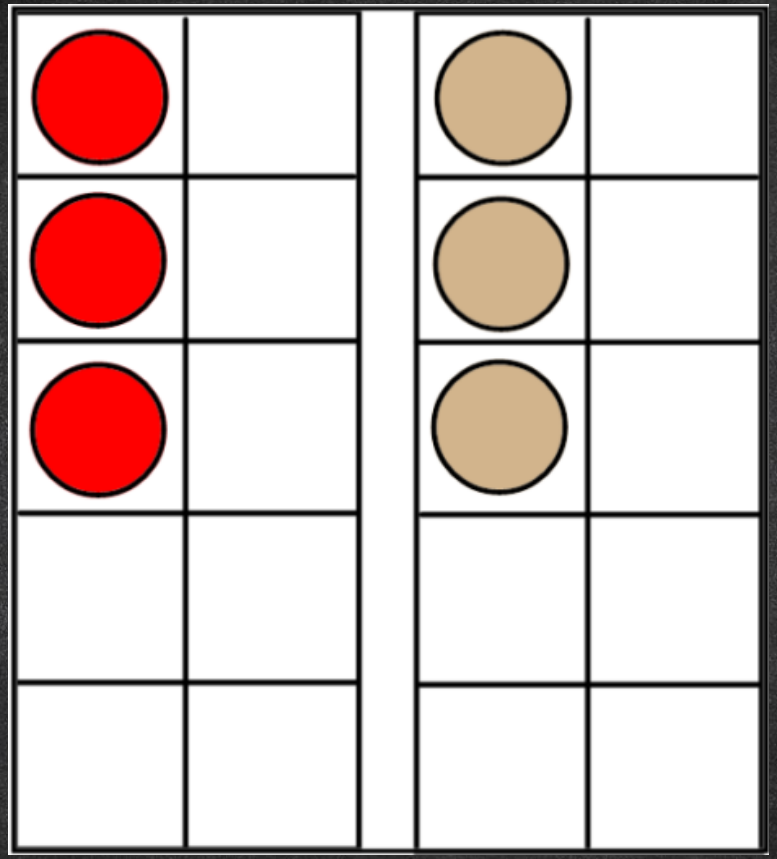


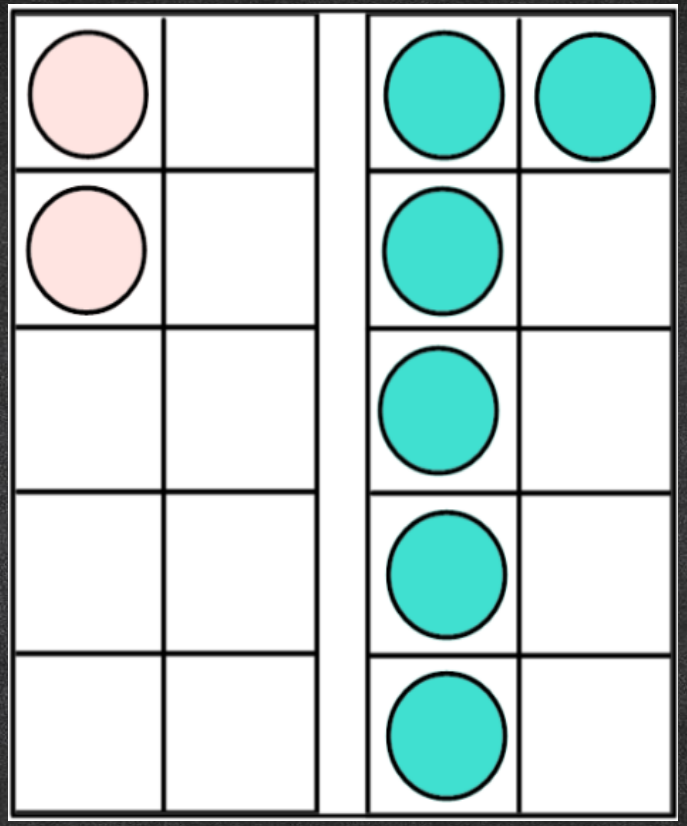


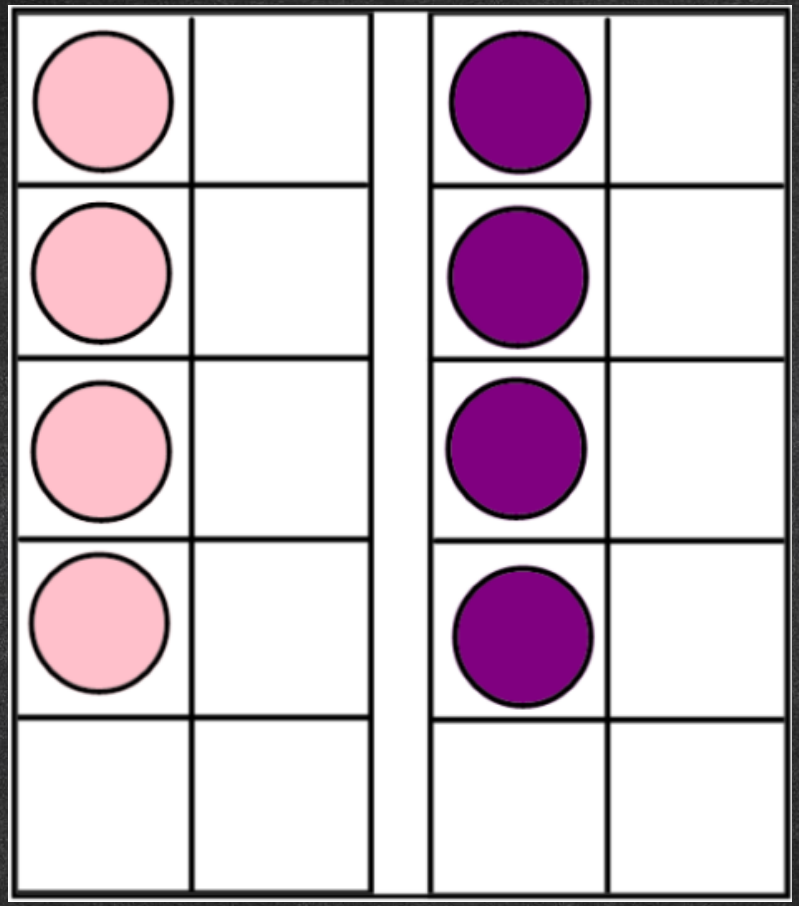


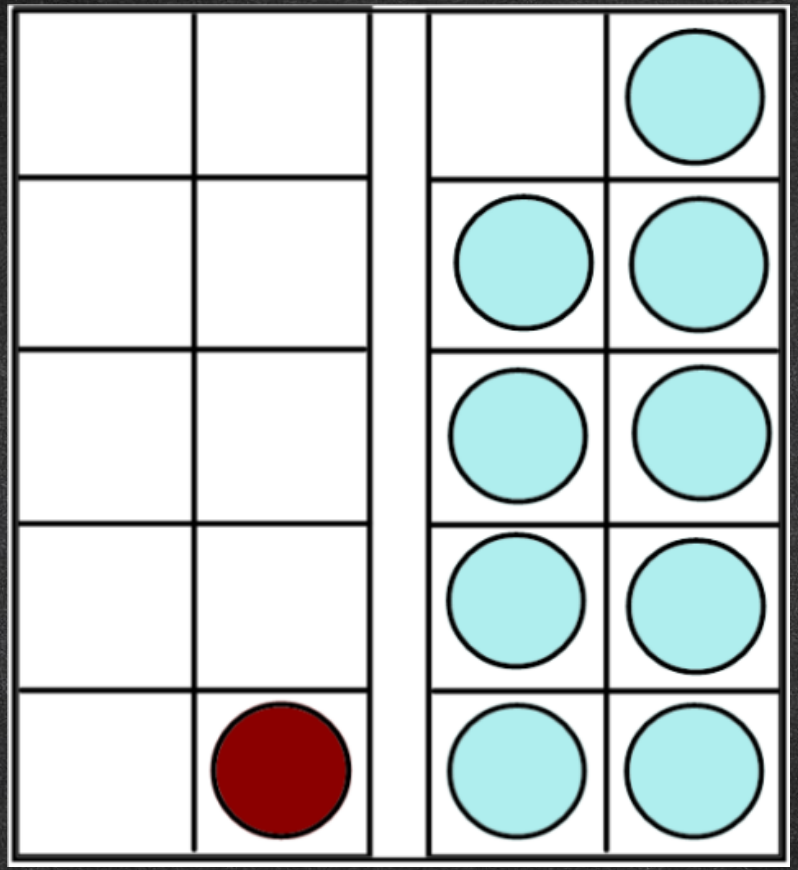




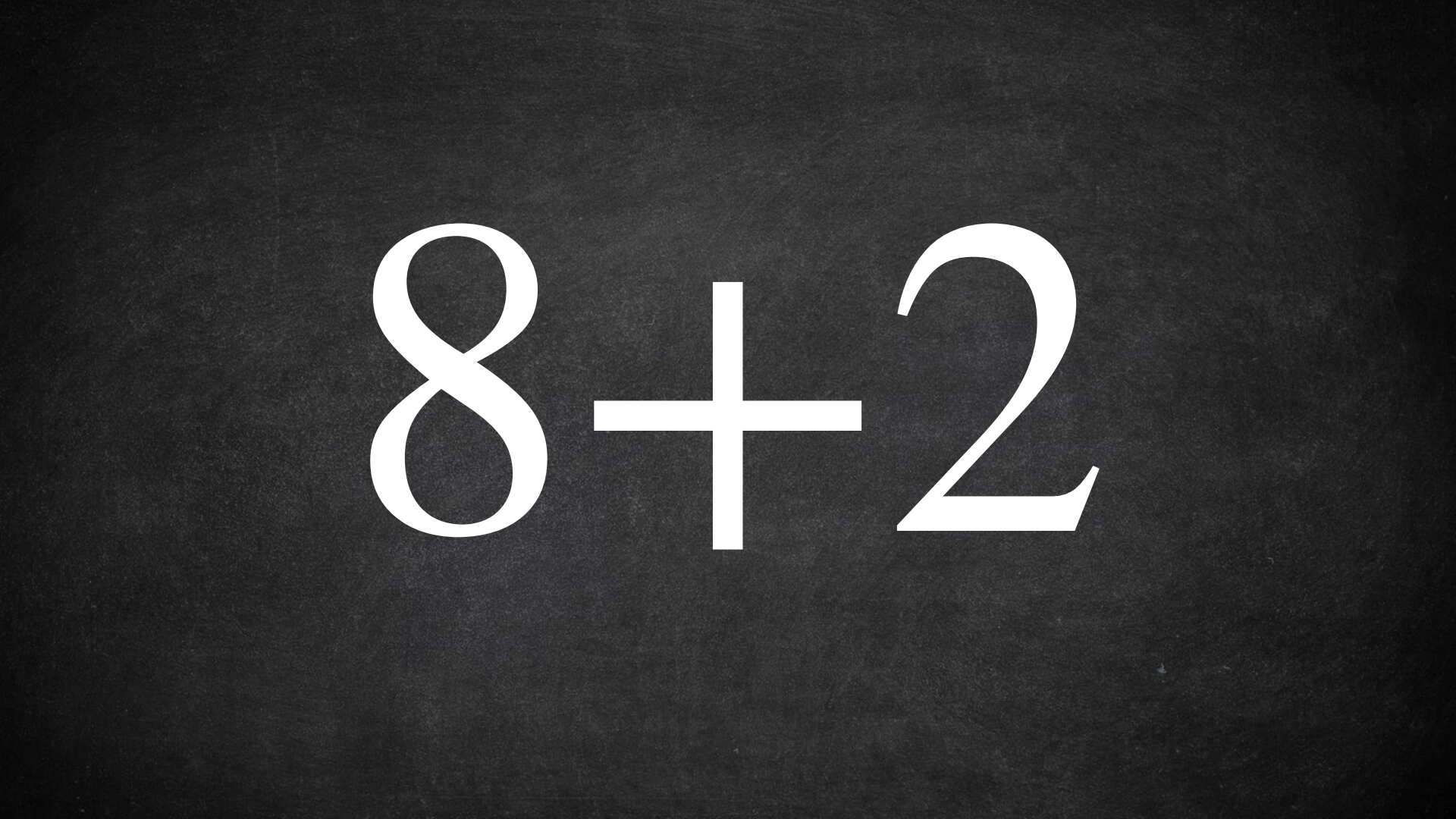








0+3


8+2


4+4

10+6


3+5

5+3

For this game you need a dice and about twenty 10p coins.

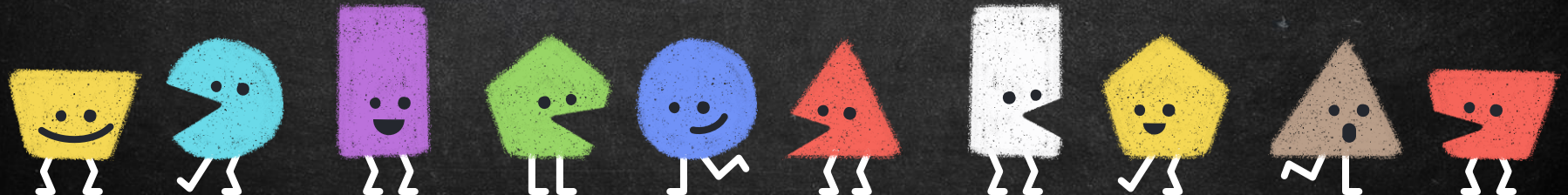
- Take turns to roll the dice and take that number of 10p coins.
- Guess how much money this is. Then count aloud in tens to check, e.g. saying ten, twenty, thirty, forty…
- If you do this correctly you keep one of the 10p coins.
- First person to collect £1 wins.





16=8+8

Have a ‘fact of the day’, e.g. 16=8+8. Pin this fact up around the house. Practise reading it in a quiet, loud, or squeaky voice. Ask your child over the day if they can recall the fact.





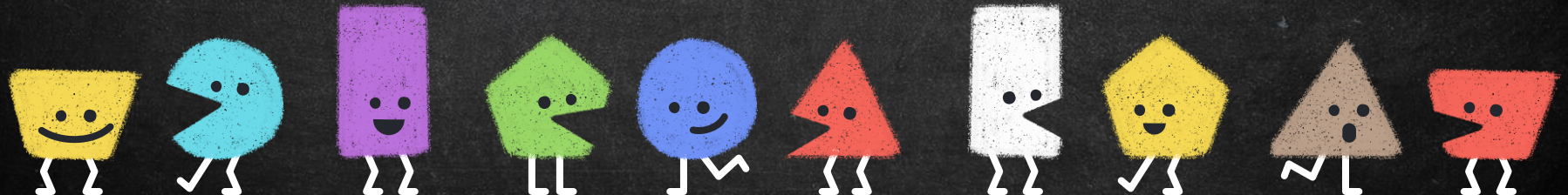
When walking down the street with your child, look at house numbers. These will probably follow a pattern of either odd or even numbers. Can your child predict what number will be on the next house? Talk about the pattern.

Make a number track to 20, or longer. Make it relevant to your child's interests- space, castles, sea world, monsters.
Then play on it.

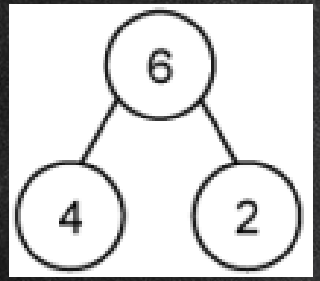
- Throw a dice. Move along that number of spaces. But before you move, you must work out what number you will land on. If you are wrong, you don't move! The winner is the first to land exactly on 20. Now play going backwards to 1.
- Throw a dice. Find a number on the track that goes with the number thrown to make either 10 or 20. Put a counter on it, e.g. you throw a '4' and put a counter on either 6 or 16. If someone else's counter is there already, you may replace it with yours! The winner is the first person to have a counter on 8 different numbers.

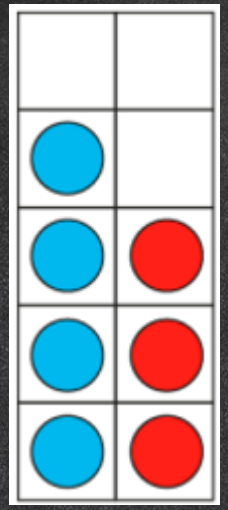


Or you could do it outside with chalk! Or use cardboard numbers as stepping stones!



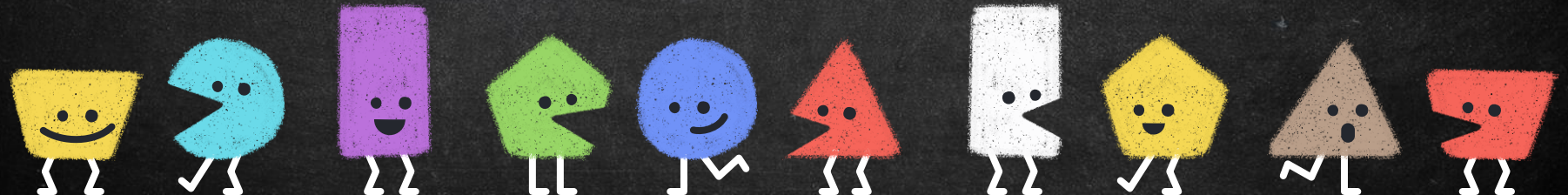






Addition and Subtraction

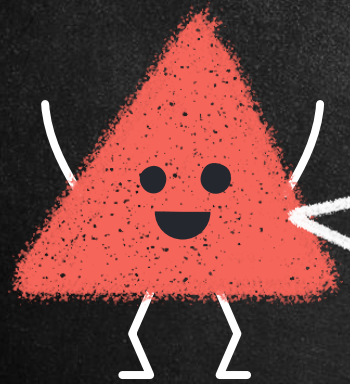
Learning to ‘see’ a whole number and the parts within it as the same time

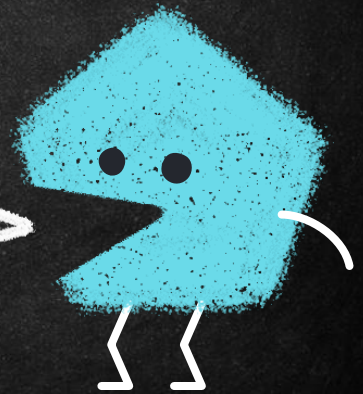


Addition and Subtraction Y1

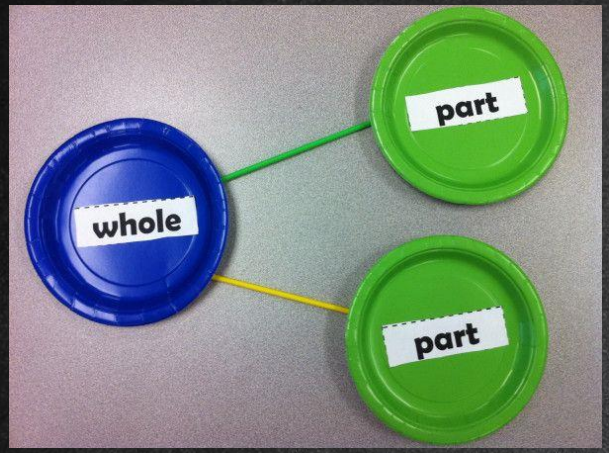
Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.

Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.



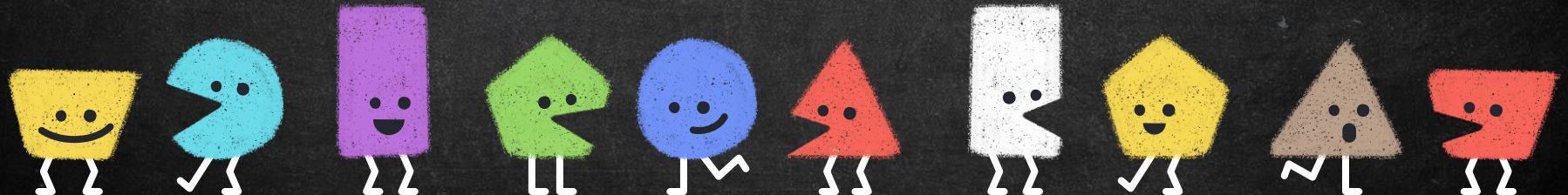


Part-whole Model

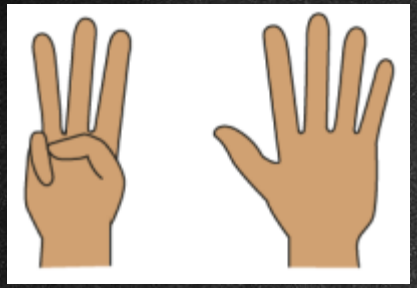


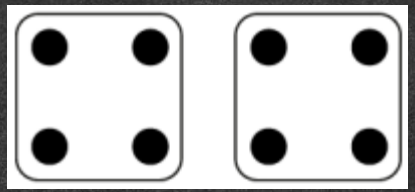






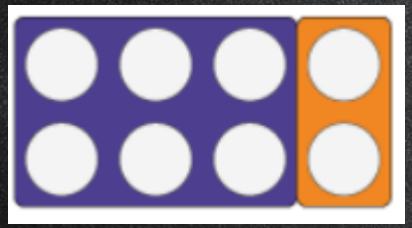
Part-whole Model

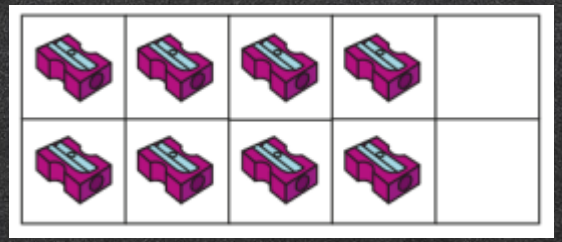


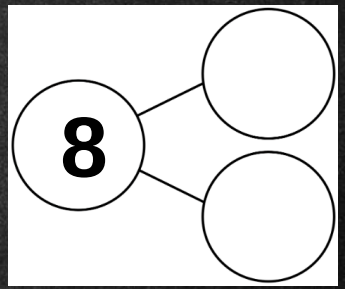


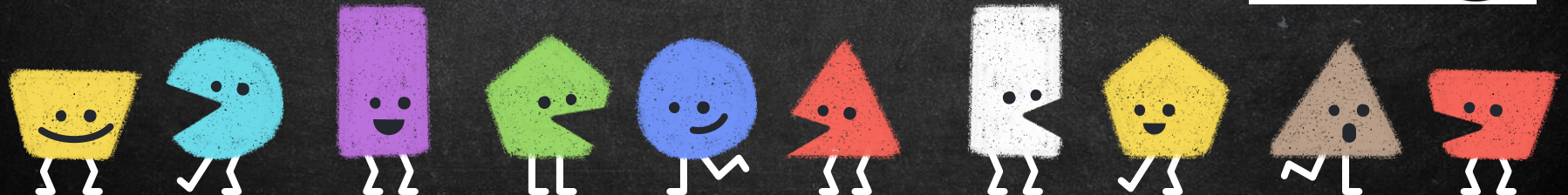




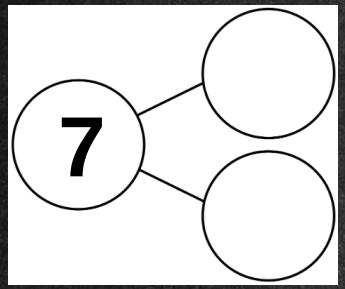








Part-whole Model





$7 + \square = 7$

$6 + \square = 7$

$5 + \square = 7$

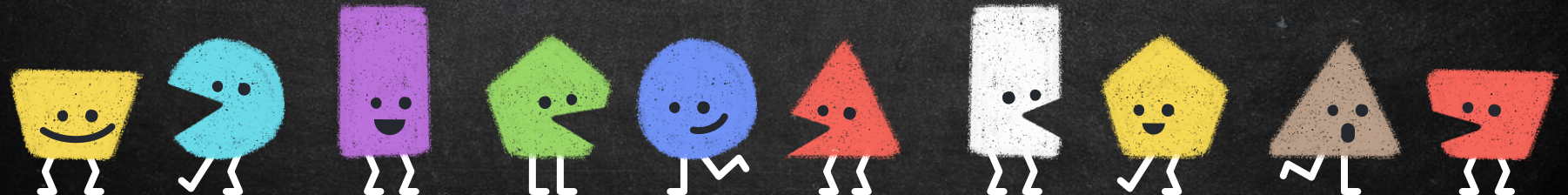
$4 + \square = 7$

$3 + \square = 7$

$2 + \square = 7$

$1 + \square = 7$

$0 + \square = 7$



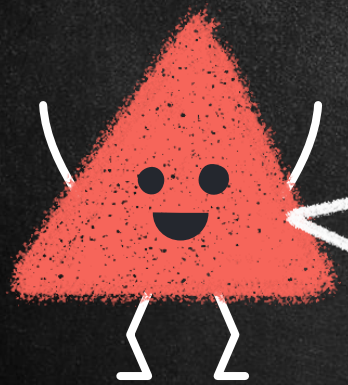
Addition and Subtraction Y2

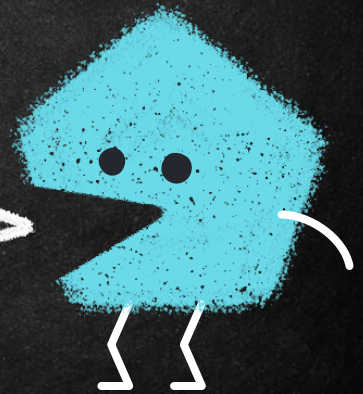
Add and subtract across 10.

Recognise the subtraction structure of 'difference' and answer questions of the form, 'How many more...?'

Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.

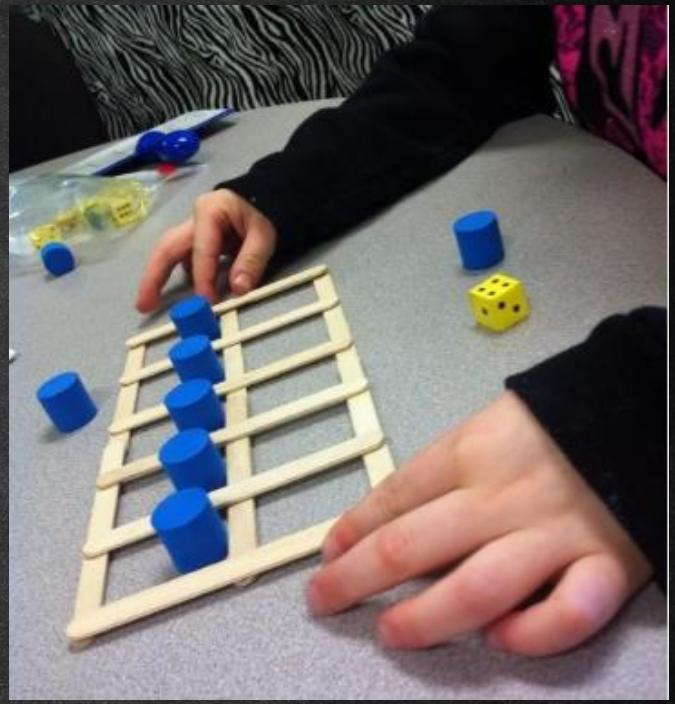
Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.

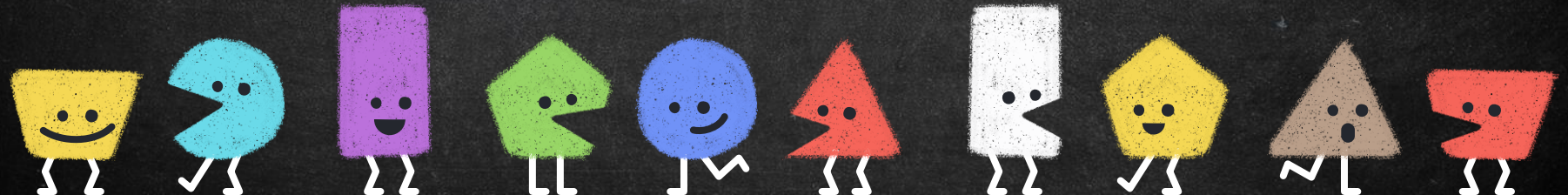


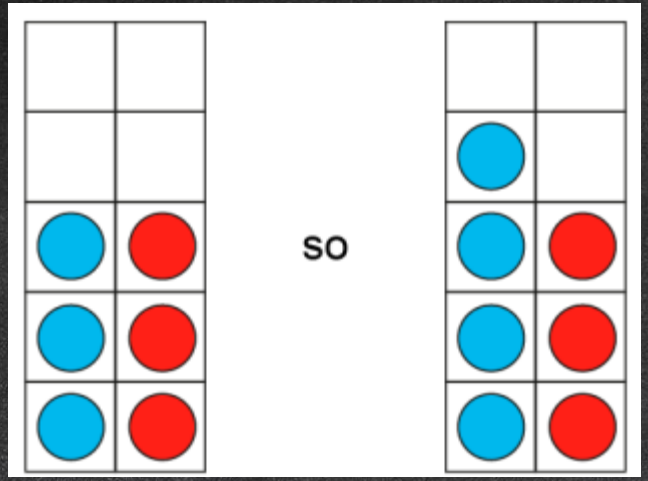


Tens Frame



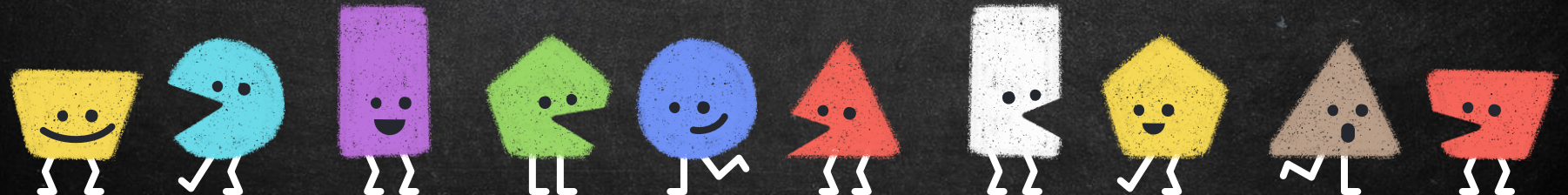




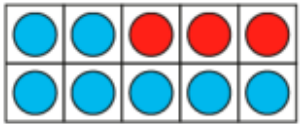


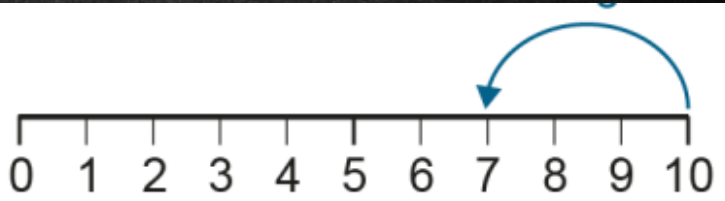
3 + 3 = 6

4 + 3 = 7

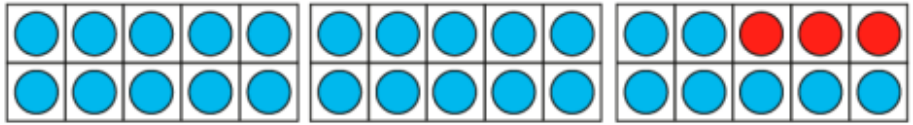


10 – 3 = 7

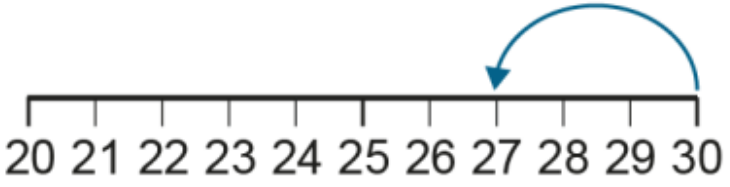


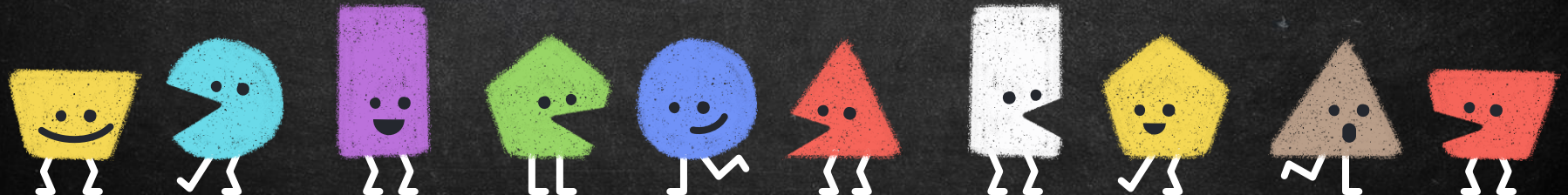


30 – 3 = 27



– 3





Activities for home

For this game you will need a dice and a collection of small things such as Lego bricks, sticky shapes or dried pasta. You will also need a pencil and paper.

- Take turns.
- Roll a dice. Take that number of pieces of pasta. Write down the number.
- Keep rolling the dice and taking that number of pieces of pasta. But, before you take them, you must write down your new total.
- For example, Sam has 7. She throws 4. She has to work out how many she will have now. She starts counting from seven: eight, nine, ten, eleven. She writes 11.
- You can only take your pieces of pasta if you are right.
- The first person to collect 20 pieces of pasta wins!

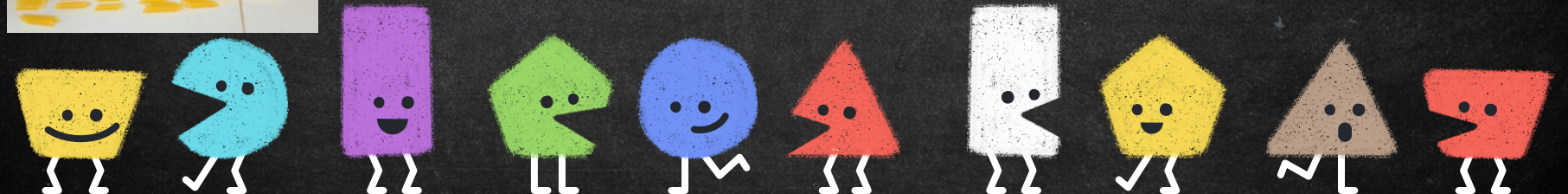


Choose a number of things to work with, and put that many objects into a bag.

- You can use crayons, coins, beans, buttons, etc.
- Grab a handful of the items and count them. Use subtraction to work out how many items are now left in the bag.
- Write down the calculation.
- Encourage counting up or back.
- Let your partner have a turn.
- Whoever leaves the least amount in the bag is the winner.

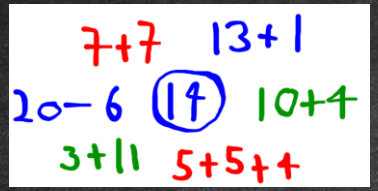
Regular practise of forming each digit correctly will really embed this skill.





Activities for home

Give your child an answer. Ask them to write as many addition sentences as they can with this answer.



- Draw a simple grid for a bingo board. This can be done on any scrap of paper.
- Each player chooses five answers (e.g. numbers to 10 to practise simple addition, multiples of 5 to practise the five times tables).
- Ask a question and if a player has the answer, they can cross it off.
- The winner is the first player to cross off all their answers.

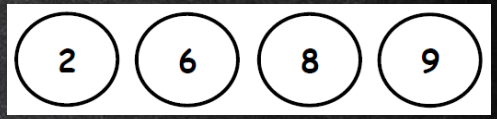
Make number cards from 0-10 (3 sets of each number).

- Play “Go Fish” to add numbers to 10. e.g. You have fished a 4. What number do you need to fish to make 10?

The winner is the first person to find all the odd pairs that add to 10.

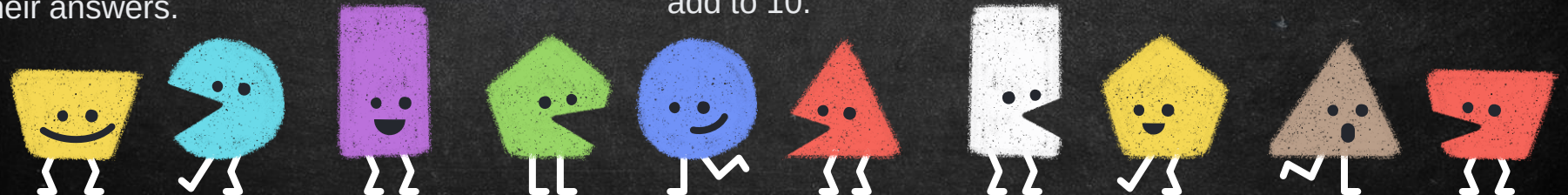
For this game, you need a dice, a pencil and paper.

- Each of you should draw four circles on your piece of paper.
- Write a different number between 2 and 12 in each circle.



- Roll the dice twice. Add the two numbers.
- If the total is one of the numbers in your circles then you may cross it out.
- The first person to cross out all four circles wins.

You can make this game harder by choosing bigger numbers and rolling more dice.

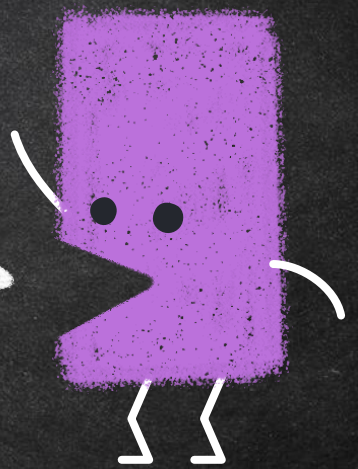


Key Points

- Start with a positive mindset
- Use maths talk every day
- Develop their memory skills
- Play maths games together
- Watch out for shapes

“

MISTAKES are proof that you’re learning



WEBSITES

Year 1

- https://www.mathsisfun.com/links/curriculum-year-1.html
- http://www.snappymaths.com/year1/

Year 2

- https://www.mathsisfun.com/links/curriculum-year-2.html
- http://www.snappymaths.com/year2/index.htm

Year 1 & 2

- https://www.iseemaths.com/early-number/
- https://www.topmarks.co.uk/Interactive.aspx?cat=8

Thanks!

Any questions?

Ask your child's class teacher or contact Mrs Patten via the school email/office

