Year 1 Maths Autumn Term

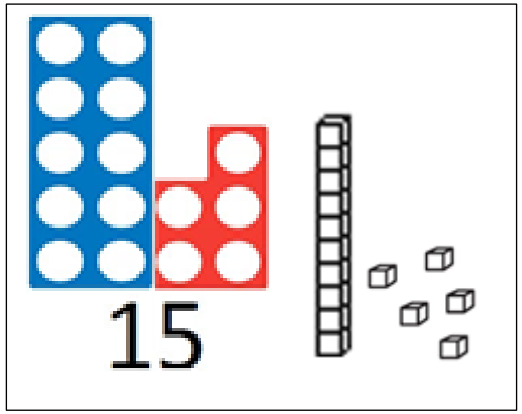
Please enjoy reading our Y1 overview of the maths the children are learning this term. Please ask your child's teacher if you have any questions. The topics covered in Year 1 in Autumn Terms 1&2 are:

Number – Place Value

Calculation – Addition and Subtraction

Geometry – Shape

Number: Place Value within 20.



- Counting, reading and writing numbers up to 20
- 1 more/ 1 less than a number
- Counting groups of objects and ordering groups
- Comparing numbers using vocabulary (same as, equals, more than, less than, most, least, fewer)
- Ordinal numbers
- Using a number line

Children will practise counting forwards and backwards in 1s, starting at different numbers. They will learn how to find 1 more and 1 less than a number, at first using counters/Numicon/number lines, and then mentally recalling 1 more/1 less. They will count groups of objects and then use words (see vocabulary above) to compare these groups. They will also sort groups that they have counted from smallest to largest, or largest to smallest. They will use ordinal numbers (1st, 2nd, 3rd, 4th, etc) and 'last' to describe the position of people/objects in a line. They will represent numbers in different ways, for example showing fifteen as a ten and 5 ones, but also practising writing the number 15 in numerals (see picture above).

How to help your child with number:

- Ask them to count groups of objects, focusing on moving or touching 1 object at a time so that they **count all** the objects. *Can they say which group is smallest/largest?*
- Say a number and ask your child to **count on** in steps of one. Then ask them to count back in steps of one from a number. *Remember to start at lots of different numbers.*
- Pronounce 'teen' numbers clearly (thir**teen**, four**teen**, fif**teen**, six**teen**, seven**teen**, eight**teen**, nine**teen**) and ask your child to write these numbers down in numerals (13, 14, 15, 16, 17, 18, 19). *Remember to also practise writing 11, 12 and 20.*
- Ask questions about numbers, such as:
  How many tens in 15? (1)
  How many ones in 15? (5)
  How many tens in 20? (2)
  Prove that 20 is more than 12.

Calculation: Addition and Subtraction

- The addition symbol (+) and its meaning: *adding together/adding more*
- The equals sign (=) and its meaning: *the same as/balance*
- Subtraction as taking away from a group and as finding the difference
- Number bonds of numbers up to 10
- Number bonds as addition facts

Bonds of 5:

0 + 5 = 5 1 + 4 = 5 2 + 3 = 5

5 + 0 = 5 4 + 1 = 5 3 + 2 = 5

Balancing scale.

Addition facts shown on the balancing scale:

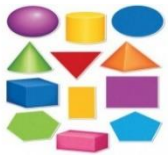
5 = 3 + 2 5 = 2 + 3

3 + 2 = 5 2 + 3 = 5

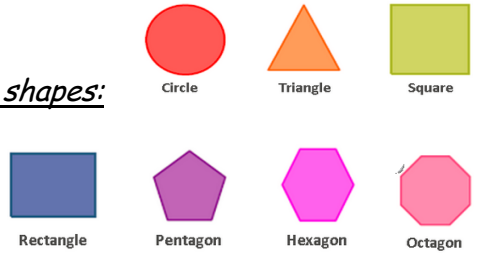
Children will learn that equals means 'the same as' and 'balance.' They will be reminded that **equals does NOT mean 'the answer'**. They will use balancing scales and Numicon or cubes to understand the equals sign and use this to write matching addition number sentences in different orders (see diagram). They will be introduced to 'taking away' in real-life context questions and to finding the 'difference' by comparing groups of objects. In the Autumn term, they will begin to learn number bonds to 10 (not just bonds of 10) as addition facts. They will then use these facts to write different number sentences (3 + 4 = 7, so 4 + 3 = 7 or 7 = 4+3).

Geometry: Naming 2D and 3D shapes

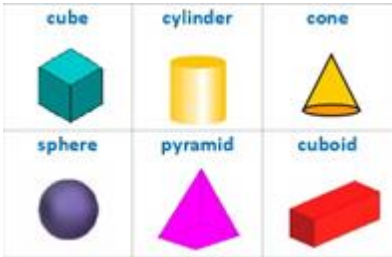
- 2D shapes: triangle, circle, square, rectangle
- 3D shapes: cuboids, cubes, pyramids, spheres



2D shapes:



3D shapes:



How to help your child to learn their Number Bonds:

Practise remembering bonds of all numbers up to 10. Knowing bonds of 5 means knowing all the ways of making 5 and being able to quickly say the answer to questions such as 2 add 3.

Please practise helping your child to remember bonds of 5, 6, 7, 8, 9 and 10.

Try playing some games:

You could say one of the numbers, and they could say the matching number. For example, 3 and something makes 5?

https://www.topmarks.co.uk/maths-games/hit-the-button

http://www.ictgames.com/saveTheWhale/index.html

How to help your child with Geometry:

- Play games such as looking for shapes in the environment: on houses, street signs, in your food cupboard.
- Show your child shapes of different colours and sizes and ask them to name them.