

## Year 1 Maths Summer 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 Summer Terms 1&2 are:

Number - Place Value and Fractions

Calculation - Multiplication and Division

Measure - Money and Time

Geometry - Position and Direction

## Geometry: Position and Direction

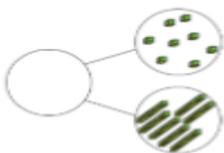
- Describing position using vocabulary such as top, bottom, in front, between, above, whole turn, half turn, quarter turn and three-quarter turns.

Children will describe where objects are positioned and follow instructions of where to put objects, such as 'Put the ball under the chair.' They will move themselves or objects, for example showing a half turn by facing the front of the classroom and then turning halfway around to face the back.

### Number: Place Value within 100.

- Counting, reading and writing numbers up to 100.
- Ordering a set of numbers from smallest to largest or largest to smallest.
- Comparing numbers using the language of 'more than, less than, most, least.'

Children will continue to represent numbers up to 100, focusing on how many tens and ones (units) are in each number using a variety of resources (Numicon, Dienes blocks, drawings), including using a part-whole model and showing where numbers will go on a number line. They will practise comparing these numbers, for example saying '25 is less than 67.'



The part-whole model shows 78 split into **7 tens** and **8 ones**.

### Number: Fractions

- Halving shapes, objects or quantities.
- Finding a quarter of a shape, object or quantity.

Children will learn that half means 'one of two equal parts,' and that quarter means 'one of four equal parts.' However, they **will not** be writing the fractional notation to match ( $\frac{1}{2}$ ) fractions in Year 1. They will look at examples of shapes/ groups of objects that are showing equal parts, but also those that show unequal parts, to build their understanding of what an equal part is. They will practise equal sharing to find half and a quarter of a quantity.

### How to help your child with calculation:

- Let your child practise counting in 1s, 2s, 5s, and 10s using coins.
- Give them three coins and ask them to work out how much money they have altogether.
- Continue to practise number bonds of numbers up to 10 (knowing all the pairs of numbers that make a number, for example:  $1 + 7 = 8$ ,  $2 + 6 = 8$ ,  $3 + 5 = 8$ ,  $4 + 4 = 8$ ). Also practise the opposite subtraction facts ( $8 - 7 = 1$ ,  $8 - 6 = 2$ ,  $8 - 5 = 3$ ,  $8 - 4 = 4$ ). Online games are fun to help remember bonds:

<http://www.topmarks.co.uk/maths-games/hit-the-button>

## Calculation: Multiplication and Division

- Counting in 2s, 5s and 10s.
- Multiplying and dividing using concrete objects and arrays.
- Double numbers up to double 10.

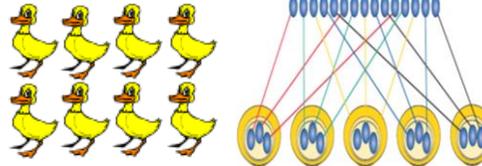
Children will make equal groups and use vocabulary such as 'groups of' and 'lots of.' They will then begin to add groups together and record using pictures or addition numbers sentences. They will make links

with counting, knowing they can count in 5s to find the answer to  $5 + 5 + 5$ . They will divide objects to find the answer to questions such as 'share 15 marbles between 5 people.' They will make arrays by making equal groups and organise objects into columns or rows. They will use objects and pictures to learn that double means to add the same number twice.

These pictures show 3 lots of 5, 2 lots of 4 ducks (arranged in an array), and 15 shared between 5 people.



$$5 + 5 + 5 = 15$$



How can you support your child with time this term?

Please talk to your children about time, using the words *quicker*, *slower*, *earlier*, *later*, *before*, *after*, *next*, *first*, *today*, *yesterday*, *tomorrow*, *morning*, *afternoon*, *evening*, *days of the week*, *months*, *fortnight* and *weekend*. Ask them questions or use the words in sentences such as:

*I will eat dinner later in the day.*

*Yesterday, we went to the park.*

*Where would you like to go tomorrow?*

## Measure: Money

- Recognising the different coins and notes
- Knowing the value of the different coins and notes



Children will look closely at coins and notes to see what is written on them. They will learn that we write **p** for pence and **£** for pounds, and that there are 100 pennies in a pound. They will use coins/notes to practise counting in steps of 1s, 2s, 5s and 10s, for example counting a group of £1 coins in 1s, a set of 5p coins in 5s or a set of £10 notes in 10s. They will also have opportunities to add small amounts of coins together and possibly write number sentences to match:  $10p + 5p + 2p = 17p$ .

## Measure: Time

- Using time words
- Telling the time to the hour and half past the hour.



Children will practise using the words: seconds, minutes and hours to talk about time. They will learn that a second is much quicker than a minute, and that an hour is longer than a minute. They will gain an understanding of how long seconds and minutes are by doing activities such as finding out how many claps they can do in a minute compared to in a second. They will practise telling the time on analogue clocks, recognising and telling o'clock and half past time. They may draw the hands on the clock face for the hour and half past the hour.