Supporting your child at home

in Maths



A guide for parents

Year 1

This booklet provides a checklist for parents/carers on the year expectations for children at Joseph Turner. The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year. All of the objectives will be focused on throughout the year as part of your child’s lessons. Any extra support you can provide in helping your child to achieve these expectations is greatly valued. If you have any queries regarding these expectations or would like support in knowing how to help your child with these, please see your child’s class teacher.

**Number – Number and Place Value**

• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

• Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.

• Given a number, identify one more and one less.

• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

• Read and write numbers from 1 to 20 in numerals and words.

**Number – Addition and Subtraction**

• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.

• Represent and use number bonds and related subtraction facts within 20.

• Add and subtract one-digit and two-digit numbers to 20, including zero.

• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.

**Number – Multiplication and Division**

• solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

**Number – Fractions**

• recognise, find and name a half as one of two equal parts of an object, shape or quantity.

• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

**Geometry – Properties of Shapes**

• Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]. 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

**Geometry – Position and Direction**

• Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

**Measurement**

• Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/ short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)

• Recognise and know the value of different denominations of coins and notes.

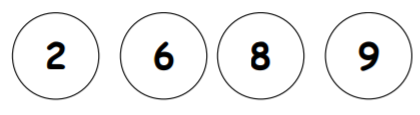
• Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].

• Recognise and use language relating to dates, including days of the week, weeks, months and years.

• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

**Fun activities to do at home**

**Adding circles**

For this game, you need a dice and 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. 2 6 8 9

♦ 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.

**How old?**

Start with your child’s age.

Ask your child: How old will you be when you are 1 year older? How old were you last year? How old will you be 10 years from now? and so on

**Housey, housey**

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

Talk about the pattern.

**Shape activity**

At home, or when you are out, look at the surface of shapes.

Ask your child – what shape is this plate, this mirror, the bath mat, the tea towel, the window, the door, the red traffic light, and so on.

Choose a shape for the week, e.g. a square. How many of these shapes can your child spot during the week, at home and when you are out?

**Secret numbers**

Write the numbers 0 to 20 on a sheet of paper. Ask your child secretly to choose a number on the paper. Then ask him / her some questions to find out what the secret number is, e.g. Is it less than 10? Is it between 10 and 20? Does it have a 5 in it? He / she may answer only yes or no.