



Churchfields Infants' School: Year One curriculum information

MATHS



Outlined below is a summary of the skills children will work on during Year One. Children take part in regular Maths sessions throughout the week and focus on building skills before applying them to a range of problems and different contexts. We develop children so they are fluent mathematicians who can reason about number and all other elements of the Maths curriculum. Children will learn about Number (number and place value, addition and subtraction, multiplication and division, fractions), Measurement and Geometry across the year and develop their skills accordingly. Maths is also taught in a cross-curricular way as Maths skills are used and developed in a range of other subjects e.g. Science.

| | Number | Measurement | Geometry | How can you help at home? |
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| Autumn 1: Getting Together | <ul style="list-style-type: none">- simple addition of two 1-digit numbers by counting all- simple addition of two 1-digit numbers by counting on- simple addition of two 1-digit numbers by counting on using a number line- developing language related to numbers e.g. after, before, between, one more/less, larger, smaller, greater, more than, less than etc.- ordering a set of consecutive numbers to 20 and beyond- recognition of teen numbers and beginning to | <ul style="list-style-type: none">- comparing lengths of objects using the language longer/shorter- searching for items that are longer, shorter and the same length as a given object (a knitting needle – Cc English text!)- comparing length (height) of objects using the language taller/shorter- searching for items that are taller, shorter and the same height as ourselves! | <ul style="list-style-type: none">- creating pictures using Maths sticks. What shapes can you see? <p>Revision</p> <ul style="list-style-type: none">- <i>recognition of simple 2D shapes</i>- <i>recognition of 2D shapes when presented in different orientations</i> | <ul style="list-style-type: none">- play simple board games with your child whenever you can! Track games with some simple rules are helpful, like Snakes and Ladders, or maybe you could try Uno which teaches matching numbers along with following some simple rules!- look for numbers wherever you are! You can find them on houses, shops, road signs, car number plates, posters, everywhere! Talk about their relative size to help reinforce the language more/less, greater/less than, before, after, larger/smaller, bigger/fewer, most/least, equal etc. Can your child add two numbers they have found together? Can they find any numbers that are 'special' e.g. that make 5? Can you collect a set of 5 numbers while out and about and then order them?- practise number formation at home to ensure this is well embedded and children are forming |

learn what they are made up of

- confidently replying to what is one more/one less than numbers to 20 and beyond
- ordering a set of non-consecutive numbers
- "Fishing for 5" game – rehearsing number binds to 5. Which pairs of numbers do you know that make 5?
- rehearsing different representations of numbers e.g. using numicon, objects, bead bar etc.
- counting in 2s from 0, forwards and then backwards
- matching numbers as numerals to numbers as words
- working on ways of making numbers to 10, and then 20. Can we use facts we know about 10 to help us work with 20?

Specific to reasoning

- reasoning about which numbers might fulfil a given set of 'rules' – "I'm thinking of a number" game

Revision
- compare length, weight and capacity

their numbers correctly and using the correct orientation. How far can they write their numbers?

- rehearse some simple adding using dice you may already have at home. You could start by rolling 2 spot dice and just counting all the spots to find a total, then move on to rolling a numeral dice and a spot dice. Put the number in your head and count on from there to add the spots! If you would like to work on this at home but don't have dice, please ask your child's teacher and they will be happy to lend you some!
- pair up some socks with your child when you do the washing at home and see if you can count them in twos
- play the "I'm thinking of a number" game – give your child some clues to a number and see if they can guess it e.g. It is larger than 5, but smaller than 10. (allow some guesses). It comes after 7 – what do you think the number is? This game can be made as easy or as tricky as you like! Can your child now give the clues and you guess the number?
- go for a wander and see if you can find items of different lengths. Can your child order them from shortest to longest?
- have a go at making some shapes or shape pictures using construction sets you may already have at home, or some drinking straws! What can you create?

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| | <ul style="list-style-type: none"> - applying skills to order sets of non-consecutive numbers - can addition be done in any order? <p>Revision</p> <ul style="list-style-type: none"> - <i>number recognition</i> - <i>rehearsing correct and fluid formation of numbers</i> - <i>subitising and using this information to add</i> - <i>careful counting/cardinal number</i> - <i>compare numbers</i> - <i>counting accurately to 20 and beyond</i> - <i>understanding the one more than/one less than relationship between consecutive numbers</i> - <i>automatically recall number bonds for number 0-5</i> | | | |
| <p>Autumn 2: Music and Light</p> | <ul style="list-style-type: none"> - investigating and finding number bonds to 10 - rehearsing recall all number bonds to 10 - counting backwards from 20, and from larger numbers, to 0 - writing numbers, counting backwards rather than forwards | <ul style="list-style-type: none"> - recognise a range of different British coins, developing vocabulary such as copper, silver, gold, bigger, smaller, worth more, worth less, circular, | <ul style="list-style-type: none"> - recognise and name a range of 3D shapes - search for 2D and 3D shapes found in the immediate environment and reason that shapes are the same type | <ul style="list-style-type: none"> - play simple board games with your child whenever you can! Track games with some simple rules are helpful, like Snakes and Ladders, or maybe you could try Uno which teaches matching numbers along with following some simple rules! - you could start to teach your child some simple strategy games such as noughts and crosses |

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| <ul style="list-style-type: none"> - develop vocabulary related to subtraction such as take away, minus, subtract, less, smaller than, distance between, difference between, fewer than - subtraction by 'taking some away' from a number and seeing how many are left - taking away from 10; link this to number bonds to 10 - how are these related? - taking away from 20; how are these related to the calculations for 10? - subtraction by counting back on a number line - practically relating subtraction to addition <u>Specific to reasoning</u> - If you know that $5 + 5 = 10$, what other facts do you know? - solving problems related to addition and subtraction - beginning to see how the answers to simple calculations can help them solve others - using part whole models to split numbers into different parts (use a range | <p>heptagonal (7-sided)</p> <ul style="list-style-type: none"> - sort coins by type - making an amount of money using only pennies - exchanging some pennies for another coin (e.g. making 3p with a 2p and a 1p rather than 3 1ps) - making small amounts of money using a choice of coins (applying knowledge of number, see below) - develop vocabulary related to time e.g. minute, hour, second, longer, shorter, quicker, slower, earlier, later - begin to develop the vocabulary related to the passing of time e.g. today, yesterday, tomorrow, before, after, morning, | <p>even if they do not look identical</p> <ul style="list-style-type: none"> - developing language around shapes e.g. sides, corners, edges, straight, curved, round, long/short sides, equal, roll, flat - creating shape pictures using 2D shapes and identifying which have been used - matching pictures of 3D shapes to the real object <u>Specific to reasoning</u> - sorting a range of shapes into different groups using own chosen criteria and explaining how they were sorted - here is a shape hidden in a bag. Feel it. What could it be and how do you know? - which shape could be the odd one out from this set? Why? What do you notice? | <ul style="list-style-type: none"> - display your 'hearts in love' at home and use them to help your child engage more with number bonds to 10. How quickly can they remember them? - rehearse counting forwards and backwards from any number, not always 0 or a 'round' number such as 20. Counting backwards is especially tricky across a 10 i.e. 32, 31, 30, 29 - practise some 'taking away' with physical objects at first, but you could progress to asking them problems such as 'Grandad has 12 sweets and he gives Uncle 5. How many does he have left?' or 'You have 6 sweets left, and you just gave 3 to your friend. How many did you have to start with?' (that second one is VERY tricky!) - although we use coins and notes less and less, it is important that your child can recognise coins! Give them a selection to look at and see if they can sort them into different denominations, exploring what they look like and how they are similar and different - maybe you could create a 'shop' at home with items your child can pay for using coins? - support your child with vocabulary related to time: you could have a weekly diary with days of the week displayed and keep note of all your family activities to refer to? - start looking at clocks at home (analogue only please) and discuss times on the hour. Maybe your child can tell you what the time is using o'clock? - look for shapes wherever you go! Discuss what they are like – maybe you could collect examples of the same shape together – how are |
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| | <p>of representations appropriate to children's understanding)</p> <p>Revision</p> <ul style="list-style-type: none"> - recall of some number bonds to 10 - apply knowledge of subitising to learning about subtraction - understanding of what the +, - and = symbols mean - finding one more and one less than given numbers. <p>Relate 'more' to addition and 'less' to subtraction</p> | <p>afternoon, first, next</p> <ul style="list-style-type: none"> - investigation: predict how many times you can complete an activity e.g. jumping, hopping, in a given time. <p>Now count! Were you right?</p> <ul style="list-style-type: none"> - learn the days of the week in the correct order - explore a simple clock face and the hands on it - tell the time to the hour, using o'clock - move the hands on a clock to show an o'clock time - develop vocabulary related to weight e.g. heavier, lighter, scales - compare two items in a balance scale and say which is heavier and which is lighter - begin to develop positional | <ul style="list-style-type: none"> - sorting shapes using a Carroll diagram; use given criteria to place shapes in the correct part of the diagram <p>Revision</p> <ul style="list-style-type: none"> - naming a range of 2D shapes, even when presented in different orientations | <p>all the squares/cylinders similar to each other? What might be slightly different about them?</p> |
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| | | <p>vocabulary e.g. forwards, backwards, turn by playing simple games</p> <p><u>Specific to reasoning</u></p> <ul style="list-style-type: none"> - solve problems related to time e.g. one hour earlier/one hour later <p>Revision</p> <ul style="list-style-type: none"> - explore the composition of numbers to 10 (relate to money) - apply knowledge of subitising to other areas e.g. working with money - compare length, weight and capacity - language related to measuring | | |
| Spring 1: Emotions | <ul style="list-style-type: none"> - solve simple addition and subtraction calculations when presented together (revision below – apply knowledge of symbols to use correct procedure) | <ul style="list-style-type: none"> - learning the months of the year in the correct order - measuring the length of items using non-standard units (cubes) | <ul style="list-style-type: none"> - looking for similarities and differences between different shapes and sets of shapes - describing shapes for a partner for | <ul style="list-style-type: none"> - play simple board games with your child whenever you can! Track games with some simple rules are helpful, like Snakes and Ladders, or maybe you could try Uno which teaches matching numbers along with following some simple rules! |

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| <ul style="list-style-type: none"> - pelmanism games to build quick recall of number bonds to 5, and then those beyond when appropriate (including 10) - addition using a number line by drawing own jumps from a given starting number (biggest number first, but revise commutativity) - counting in 2s first from 0, then from any number (counting pairs of socks) - count backwards in 2s when appropriate - odd and even numbers: what does this mean? Which numbers are odd and which are even? - counting in 5s using hands to help! What do you notice about all the numbers in the count of 5 from 0? - counting 2s/5s numbers on a 100 square - counting in 10s: What do you notice about all the numbers in the count of 10 from 0? - what is a double? Locating doubles from a set | <ul style="list-style-type: none"> - learning how to measure length using a ruler to the nearest cm - searching for objects taller and shorter than a metre (introduce a metre stick) <u>Specific to reasoning</u> - can you make a strip of paper that is longer than, shorter than and the same as the one stuck in your book! Prove it! (How do you know you are right?) - If a long brick is the same length as two short bricks... what is longer – 2 long bricks or 3 short bricks? How do you know? Revision - <i>language related to length</i> - <i>concepts longer/shorter and taller/shorter</i> | <p>them to guess (relate to I'm Thinking of a Number game)</p> <p><u>Specific to reasoning</u></p> <ul style="list-style-type: none"> - sorting shapes by own criteria - 'I'm thinking of a Shape' game - searching for shapes within shapes' e.g. how many triangles can you see? - which of the pictures of 3D shapes would fall over and why? <p>Revision</p> <ul style="list-style-type: none"> - <i>names of shapes</i> - <i>language related to both 2D and 3D shapes</i> | <ul style="list-style-type: none"> - you could start to teach your child some simple strategy games such as noughts and crosses - keep practising your number facts to all numbers to 5, and then to 10! The best way to learn these is by PRACTICE, PRACTICE, PRACTICE! This can be turned into games such as matching games, snap, or simple point scoring games against an opponent (brilliant for play dates or if you have more than one child of a similar age!) - encourage your child to add numbers together by counting on from one number, rather than 'counting all' as we rehearsed earlier in the year. Maybe they can show you their skills using a number line? - rehearse odd and even numbers (this song may well help you! https://www.youtube.com/watch?v=XluzvXRJIJg) - practice counting in 2s, 5s and 10s. What do you notice about the patterns? Are there any numbers that are in the count of 2, 5 AND 10? Again, these skills are best if rehearsed often – practice makes perfect! - double some amounts or numbers by taking one thing and adding the same again! - halving is easy to practise at home, especially if you have 2 children! Have a go at sharing out some toys, sweets, grapes etc. – children will spot if the sharing is unfair and the two halves are not equal as they should be! How can we make this fair? You could even try giving them an odd number of objects to see how they manage to resolve the issue! Why was this |
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of calculations and begin to relate to counting in 2s

- doubling quantities – what do you notice about all of the answers? Why?
- what is a half? Rehearse halving objects, shapes by folding etc.
- understanding half means two equal parts of a whole object or number
- halve small amounts of objects by 'sharing' out with a friend. Will it be fair if your friend has 5 and you have 7? How can you put it right?

Specific to reasoning

- Higher or Lower game
- reasoning about the commutativity of addition
- this is the answer: what is the question?
- Always, Sometimes, Never: If I add two odd numbers, the answer will be even
- e.g. There are 3 people in a group. How many fingers do they have altogether? What about if there are 8 people?
- Ben is 10. His sister is half his age and his brother is

number tricky to share fairly? What could it mean?

- encourage your child to experiment with a ruler or tape measure if you have one – how long is ____? Can they search for things that are longer or shorter than a given object e.g. a wooden spoon? How much longer/shorter than the spoon is your object? How do you know?
- have a go at some shape games e.g. describe a shape for your child and see if they are able to guess which one you are thinking of!
- you could also encourage your child to take apart 3D boxes and packaging you have at home to see what the shapes look like when they are flat! Can they fold them back up again?

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| | <p>double his age. How old are all the children?</p> <p>Revision</p> <ul style="list-style-type: none"> - apply knowledge of +, - and = - application of knowledge of ways in which to solve + and – calculations e.g. number lines, bead bars etc. (most children to be working on number lines by now ready to progress to 100 squares later in the year) - number bonds to all numbers to 5 - the fact that addition can be completed in any order (commutative) - knowledge of counting in 2s - number bonds to 10 | | | |
| <p>Spring 2: Fire! Fire!</p> | <ul style="list-style-type: none"> - generating own subtraction calculations using dice – understanding the need to use the biggest number first and why - refining strategies to support independent subtraction - solving calculations related to missing number within the learning already | <ul style="list-style-type: none"> - making a small amount of money using coins and exchanging one coin/some coins to find a different way to make the same amount (money spiders) | <ul style="list-style-type: none"> - further develop vocabulary related to positional vocabulary e.g. forwards, backwards, turn, left, right, whole turn, half turn <u>Specific to reasoning</u> - Which way have I turned? | <ul style="list-style-type: none"> - play simple board games with your child whenever you can! Track games with some simple rules are helpful, like Snakes and Ladders, or maybe you could try Uno which teaches matching numbers along with following some simple rules! - you could start to teach your child some simple strategy games such as noughts and crosses - continue to present your child with a range of problems verbally where they will need to apply |

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| <p>taken places around addition and subtraction</p> <ul style="list-style-type: none"> - word problems related to missing number within the learning already taken places around addition and subtraction - understanding teens numbers as 10 and ____ - creating teen numbers using Numicon and dienes blocks - look at the pattern of adding ones on a hundred square. What do you notice about the numbers? - adding 10 to any number: what happens to a number when you add 10 too it? - look at the relationship between numbers when you count in 10 from any number on a hundred square. What is the same and what is different? - introduce the idea of a quarter: half and half again/splitting a whole into 4 equal pieces - completing number sequences in 2, 5 and 10. Missing numbers to be added | <ul style="list-style-type: none"> - telling the time to the nearest half hour - developing the language to support learning about capacity e.g. capacity, container, liquid, how much, holds more, holds less, full, empty, half full, nearly full/empty, brim full - filling containers to a desired amount (see vocabulary above) - measure the capacity of containers using non-standard units i.e. cups. Which container holds the most? Which holds the least? <p><u>Specific to reasoning</u></p> <ul style="list-style-type: none"> - which container will hold the most (from pictures)? How can you tell? - problems e.g. A bottle of drink is | <ul style="list-style-type: none"> - I have made half a turn. If I am now facing the _____, which way was I facing to begin with? - reasoning about shape <p>Revision</p> <ul style="list-style-type: none"> - <i>revisiting simple positional language</i> - <i>revisiting shape vocabulary and other learning through other tasks e.g. problem solving and reasoning (also related to number where appropriate e.g. I have two shapes and their sides total 8. Which shapes might I have?</i> | <p>their knowledge of addition, subtraction, doubling and halving as often as you can – practice makes perfect! If you need some support with ideas, you could ask your child's teacher for some advice</p> <ul style="list-style-type: none"> - create matching or snap games with teen numbers e.g. 10 + 5 and 15 on separate cards that children have to win together to gain points. If this is easy, you could use large numbers such as 50 + 7 instead - look at a hundred square with your child and see what they notice. You could play simple games like locating numbers quickly, or finding one or 10 more or less than a given number - use an empty 100 square to create a puzzle for your child to complete! How quickly can they do it? To make it harder, simply make the pieces smaller so there are more of them! Can they beat their fastest time to complete it all? - use any possible opportunities to practise halving and quartering e.g. slicing a pizza or apple, sharing out counters for a game or splitting some objects fairly between 4 of you - continue to rehearse counting in 2s, 5s and 10s. What would happen if you start from a different number? - continue to use analogue clocks to read the time at home, or challenge your child e.g. 'It will be time for a snack at half past 4' – can they let you know when it's the right time? - capacity is easy to rehearse at home by playing with a range of containers and water (or rice if you'd prefer!) Rehearse the vocabulary |
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- adding 3 numbers together (apply strategies for addition to a new challenge!)
- finding 'hiding helpers' in calculations to support speedy recall of simple addition calculations
Specific to reasoning
- reasoning around what problems are asking of them in order to solve
- missing number problems
- using a 100 square to add 1/10
- what happens if we count in 2s from 3? What will the pattern look like then? How about if we counted in 5s starting from 6? Or in 10s starting from 19? Convince me that you're right!

Revision

- *vocabulary related to subtraction*
- *skills in counting backwards*
- *subtraction within 20*
- *using number line to count back*
- *application of learning about number bonds*
- *application of how addition sentences for*

poured into a jug (with picture). Which has the greater capacity and how do you know?
- considering the capacity of different shaped containers all seemingly containing the same level of liquid

Revision

- *recognising coins in different denominations*
- *sorting coins of different denominations*
- *making small amounts of money using coins*
- *telling the time to the nearest hour*
- *compare length, weight and capacity*

listed in the Measurement section while you do so
- look for the ml sign on food containers and packages – what do they mean?
- if you would like to begin measuring capacity more formally at home, cooking is an excellent opportunity to do so! This teaches so many Maths concepts (and in other areas of learning) and is, above all, lots of fun!
- simple games will support the development of positional and directional vocabulary. Obstacle courses are also fun to make, and then move around following instructions from a friend or family member (just be careful in case any directions given aren't quite correct, or aren't followed perfectly!)

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| | <p><i>number bonds can support the solving of other calculations</i></p> <ul style="list-style-type: none"> - counting in 1s and 10s - halving shapes by folding - counting in 2s, 5s and 10s - consolidate simple halving of shapes, objects and numbers - quick recall of the number that is one less than a tens number (counting back across a 10) - doubles applied to finding 'hiding helpers' | | | |
| <p>Summer 1:</p> | <ul style="list-style-type: none"> - solving missing number problems involving addition e.g. $8 + ? = 19$ - solving missing number problems involving subtraction e.g. $18 - ? = 12$ and $? - 7 = 4$ - finding the difference between two numbers using unifix towers - finding the difference between two numbers using a bead bar - finding the difference between two numbers using a number line to count on from one to the other | <ul style="list-style-type: none"> - continue to develop vocabulary related to weight - weighing simple objects using a balance scale and weights in grams - Sheep Farmer investigation: weighing 'sheep' for the farmer to take to the market - paying for two items from a 'shop' – how much will they cost together? <p><u>Specific to reasoning</u></p> | <ul style="list-style-type: none"> - learn about rotation as a turn - distinguish between whole, half, quarter and three quarter turns - clockwise vs anticlockwise turns - following directions including forwards/backwards, a turn and more movement forwards or backwards in a straight line - writing instructions including forwards/backwards, a turn and more | <ul style="list-style-type: none"> - play simple board games with your child whenever you can! Track games with some simple rules are helpful, like Snakes and Ladders, or maybe you could try Uno which teaches matching numbers along with following some simple rules! - you could start to teach your child some simple strategy games such as noughts and crosses (see information from class teachers for other examples to try) - practise finding the difference between two numbers by counting on from one number to the other. You could make towers of Lego (the correct number of blocks for the number it represents) if this is tricky to do in their head at first! - continue to rehearse problem solving |

- looking at what 2-digit numbers are made of e.g. 34 is 30 and 4 (use dienes and arrow cards)
Specific to reasoning
- paying for two items from a 'shop' – how much will they cost together?
- e. g. Tom has 12 sweets and Jess has double that amount. What is the difference between the number of sweets they each have?
- e.g. 14 people are on a train. If each carriage can hold 2 people, how many carriages will we need to fit everybody on the train? If one teddy has 5 apples, how many apples will 6 teddies have?
- e.g. A 11-digit number is added to a 2-digit number. The answer is 18. What could my numbers have been?
- e.g. 'To make a number bond to 20, first I make a number bond to 10 and then add a ten to each of my ones.' True or false? Why?

Revision

- Sheep Farmer investigation: which sheep can the farmer take in his trailer? How do you know? How many different ways can you solve the problem?
- money – I'm thinking of a coin...
- what is the most and least you could spend if you bought two of these items?
- e.g. John went to the park at 9 o'clock and left at half past 11. How long was he at the park for?
Revision
- *revisit the language to support learning about capacity e.g. capacity, container, liquid, how much, holds more, holds less, full, empty, half full, nearly full/empty, brim full*

movement forwards or backwards in a straight line
Specific to reasoning
- checking instructions to get from one place to another for accuracy
Revision
- *recap vocabulary related to positional and directional language*

- practise your weighing at home – cooking is another good opportunity for this! Have fun together and weigh out some ingredients to get cooking with
- look on food containers and packaging for information about the weight. Can you order some items from heaviest to lightest? What about lightest to heaviest? How does it affect the order of the numbers?
- write some simple instructions out for your child with deliberate mistakes. This could be instructions to get from one place to another at home, or to follow a given route you have chosen or created together. Can they spot your mistakes and correct them so people can follow your pathway correctly and safely?

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| | <ul style="list-style-type: none"> - recall of number bonds to 10, and applying this knowledge to find number bonds to 20 - applying knowledge of commutativity - applying knowledge of missing numbers used so far to solve simple problems to the more complex - hiding helpers - processes and methods to add and subtract - number lines - writing numbers as words as well as in numerals - using narrow cards and knowledge of place value to add two 2-digit numbers (e.g. 39 and 20) together | <ul style="list-style-type: none"> - filling containers to a desired amount (see vocabulary above) - vocabulary related to weight - weighing objects using a balance scale and cubes - link counting in 10s to counting 10ps | | |
| <p>Summer 2: Into the Jungle</p> | <ul style="list-style-type: none"> - addition on a hundred square, adding 1 and/or ten in isolation or in combination - subtraction on a hundred square, subtracting 1 and/or ten in isolation or in combination - addition using an empty number line - subtraction using an empty number line <p><u>Specific to reasoning</u></p> | <ul style="list-style-type: none"> - drawing hands on a clock to show a given time - counting a group of coins in mixed denominations – make sure you count the largest value coins first! - finding how much change would be given from a given amount when | <ul style="list-style-type: none"> - no new content; application required <p><u>Specific to reasoning</u></p> <ul style="list-style-type: none"> - scavenger hunting for different shapes according to criteria e.g. a shape with a curved edge a shape that would roll a shape with curved and straight sides | <ul style="list-style-type: none"> - play simple board games with your child whenever you can! Track games with some simple rules are helpful, like Snakes and Ladders, or maybe you could try Uno which teaches matching numbers along with following some simple rules! - you could start to teach your child some simple strategy games such as noughts and crosses (see information from class teachers for other examples to try) - use a hundred square to add and subtract (see information from the Parent Workshop if |

- 'I'm Thinking if a Number'
- continue to play but make clues more complex with more sophisticated vocabulary
- e.g. If you share 20 apples between 4 people, they will get 3 apples each. Do you agree?
- ___ is filling a party bag with sweets. She puts 2 sweets in each bag. If she has 20 sweets, how many party bags can she fill?
- There are 16 children in a class. ___ says half of his class would be 7. Are they right? Convince me!
- Teddy has made a number using number shapes. Is he right?

Revision

- *concept of addition and all related learning*
- *concept of subtraction and all related learning*
- *methods for addition*
- *methods for subtraction*
- *applying knowledge of number to other contexts i.e. measure and geometry*
- *apply bonds to 10/20 and understanding of addition and subtraction as related*

- buying an object (begin with 10p)
- looking at information on drinks bottles to find out their capacity
- ordering capacity
- measuring capacity using standard units (ml) and measuring jugs/spoons etc.
- measuring a range of pathways accurately using a ruler
- show 19p using only 1p, 2p, 5p and 10p coins. How many different ways can you find to solve it?
- Specific to reasoning
- reasoning about number to support work on money and finding change
- a pen costs 11p. Josh pays with a 20p coin and Sue pays with a 10p

- I've sorted some shapes. Have I done it correctly? How do you know?
- how many ways are there to sort these shapes into groups?
- Revision**
- *all previous content in line with the National Curriculum*

- you're not sure how children are shown to solve these!)
- continue to rehearse telling the time to the nearest half hour
- give your child a selection of mixed coins to count up and give the total. Start with a smaller number of coins in a smaller number of denominations and slowly increase these slightly
- continue to experiment with capacity – this will be even easier now the weather is a little warmer! Have a go at measuring how many ml of water will fit into a container using a measuring jug – use the most 'basic' scale you can (most measuring jugs have a scale that counts in 100ml which may be a good place to start – you could begin with measuring to the nearest 100ml)
- continue rehearsing your measuring using a ruler or tape measure. Maybe you could keep a height chart for your family if you don't already?
- sort a range of shapes using da set of criteria of your choice. Can your child explain to you how you have sorted them? Can you think of another way to sort my shapes instead? Make a deliberate mistake and allow them to correct you, giving reasons for their opinions

*processes to money
(finding change)
- apply subtraction to
finding change
- apply learning about
finding the difference to
finding change
- apply ordering numbers to
ordering capacity (see
measure)
- recap halving, doubling
and quartering*

and a 5p. Who will
need the most
change?
- how many cups
will fit into a bottle?
How many cups will
fit into a jug?
Which has the
greater capacity –
the bottle or the
jug? How do you
know?

Revision

*- telling the time to
the hour and half
hour
- counting coins
- adding two
amounts of money
to find a total spent
- further develop
vocabulary related
to capacity
- measuring
capacity using
cups
- how to correctly
use a ruler to
measure in cm*