

MATHS IN YEAR1 JANUARY'18



To be the best I can be..

THE NATIONAL CURRICULUM FOR MATHEMATICS

Aims to ensure that all pupils :

* Become fluent in the fundamentals of mathematics.

* Reason mathematically

* Solve problems by applying their mathematics



To be the best I can be..

BROMLEY HEATH INFANTS KEY STAGE 1 MATHS CURRICULUM

At Bromley Heath we love to have fun with our Maths learning! Everyday we experience our Maths learning through problem solving, which enables us to apply our Maths knowledge and understanding to real life situations. We have a real focus on Mathematical thinking and reasoning, using models and images to help us.



DAILY MATHEMATICAL REASONING

No Nonsense facts

15 – 20 mins every day.

Developing fluency through reasoning

Children will become fluent through developing their understanding **and ability to make connections.**



To be the best I can be..

DAILY MATHEMATICAL REASONING



www.shutterstock.com · 53840068

using understanding of $4 + 5 = 9$ to know that:

- $14 + 5 = 19$
- $4 + 15 = 19$
- $19 - 4 = 15$
- $19 - 5 = 14$
- $19 - 15 = 4$, etc.



To be the best I can be..

YEAR 1 MATHEMATICS CURRICULUM

Number and Place Value

- Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number.
- Count in multiples of 2's, 10's and 5's.
- When given a number can identify one more and one less.

YEAR 1 MATHEMATICS CURRICULUM

Addition and Subtraction

- Is able to recall with fluency addition and subtraction facts within 20
- Can add and subtract one-digit and two-digit numbers to 20, including 0.
- Can solve one-step problems that involve addition and subtraction, and missing number problems such as $7 = ? - 9$.



To be the best I can be..

YEAR 1 MATHEMATICS CURRICULUM

Multiplication and Division

Pupils should solve one-step problems involving multiplication and division, by calculating the answer using **concrete objects, pictorial representations and arrays**

~Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities

~They make connections between arrays, number patterns, and **counting in 2s, 5s and 10s**



To be the best I can be..

MULTIPLICATION: KEY VOCABULARY

❖ X

❖ repeated addition eg 5×3 is the same as (equals) $3 + 3 + 3 + 3$

❖ times

❖ **lots of**

❖ **groups of**

❖ multiplied by

❖ multiply

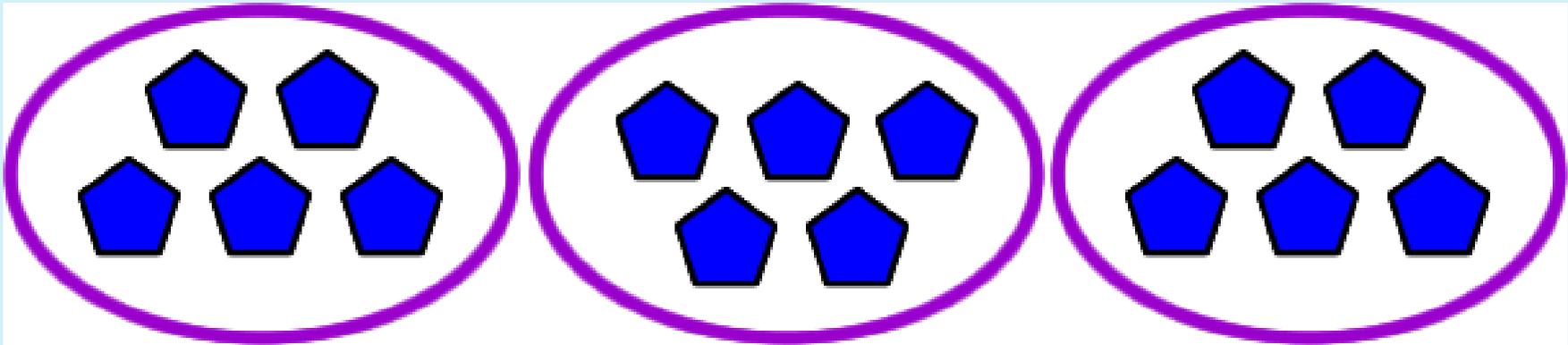
❖ times tables

❖ double



To be the best I can be..

MULTIPLICATION



3 groups of 5

3 lots of 5

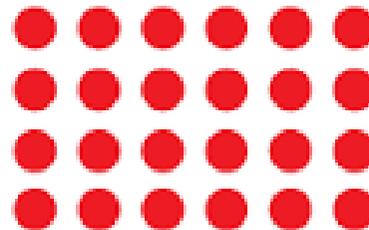
$$5 + 5 + 5 =$$

$$3 \times 5 =$$

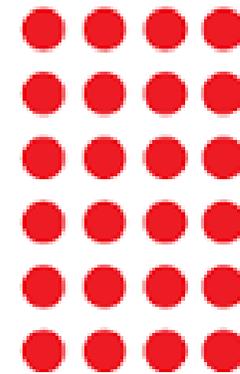
MULTIPLICATION: ARRAYS



commutativity



$$4 \times 6 = 24$$



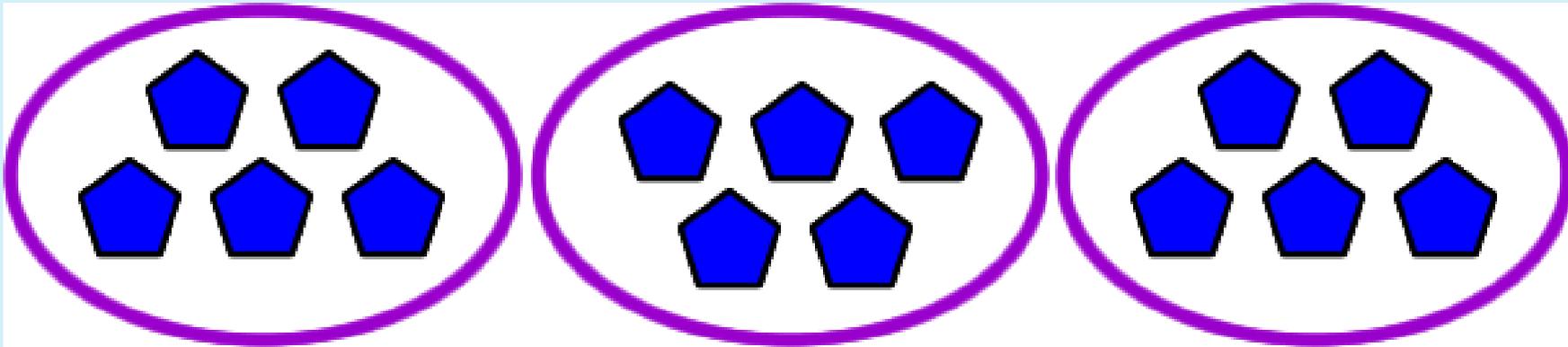
$$6 \times 4 = 24$$

DIVISION: KEY VOCABULARY



- ❖ Repeated subtraction
- ❖ eg $20 \div 5 = 20 - 5 - 5 - 5 - 5$
- ❖ Divide
- ❖ Divided by
- ❖ **Shared between/ into**
- ❖ Share equally
- ❖ Groups
- ❖ Lots
- ❖ Halve

DIVISION



15 shared between 3

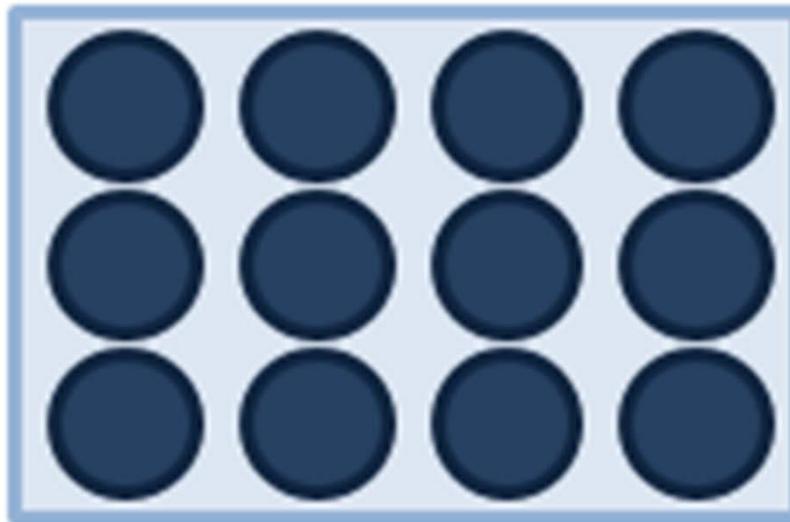
15 shared into groups of 5

$$15 \div 3 =$$

$$15 \div 5 =$$

DIVISION

What is $12 \div 4$?



YEAR 1 – HELPING AT HOME

- Lots of practical opportunities **for counting in 2's, 10's and 5's.**
- When confident **use money** to practise counting in 2p's, 10p's and 5p's
- Continue with learning the **Super Maths Facts**, concentrate on the tricky ones with lots of repetition until they are fluent.
- Look at maths in the environment , **shopping look at weights and capacities .**
- Learning to **tell the time**, o'clock, half past and then when confident $\frac{1}{4}$ past and $\frac{1}{4}$ to the hour.
- **Mathletics**