Year 1
Maths Workshop

Together we Aspire, Believe, Explore, Achieve

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NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

Aims of the session

- Share the approach we use for teaching maths at All Saints
- Discuss with you some of the things your child will be learning in year 1
- Improve your confidence in helping your child with maths at home

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Intent

At All Saints School, we believe that mathematics is essential to everyday life (critical to science, design, sport, technology & engineering, and vital for financial literacy.)

One of our fundamental beliefs is that students deserve a creative and ambitious mathematics curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for everyday life and future employment.

Our ethos is that all children can be successful in the study of mathematics. We do not accept that 'some children cannot do Maths' or that children should be limited by prior attainment. Maths is for everyone!

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The 'Intent' of our mathematics curriculum has been derived from the aims of National Curriculum for Mathematics:

Fluency

Reasoning

Problem Solving

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Fluency

Become fluent in the fundamentals of maths through practice so that they develop conceptual understanding and recall and apply knowledge rapidly and accurately.

Reasoning

Use mathematical language to follow a line of enquiry, identifying relationships and generalisations and develop an argument, justification and proof.

Problem Solving

Applying their mathematical knowledge to a variety of problems.

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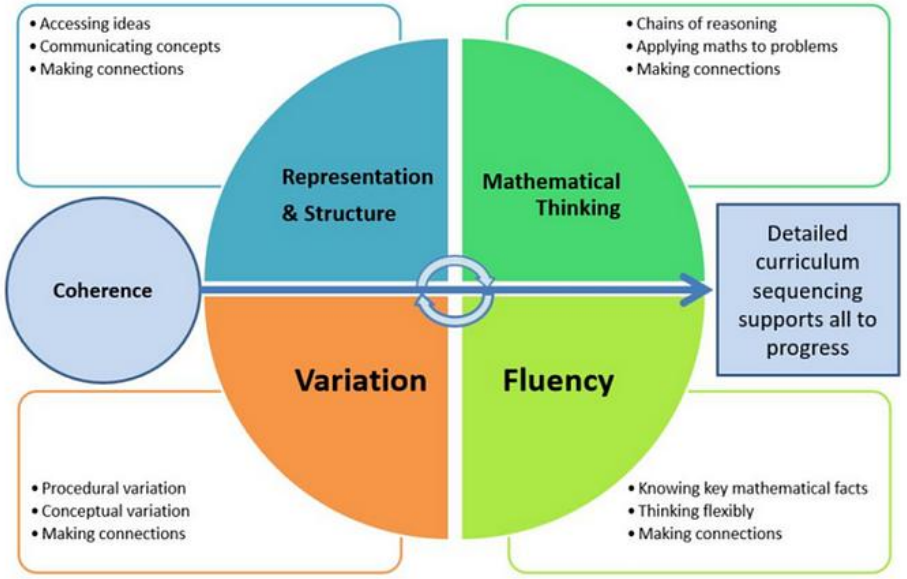
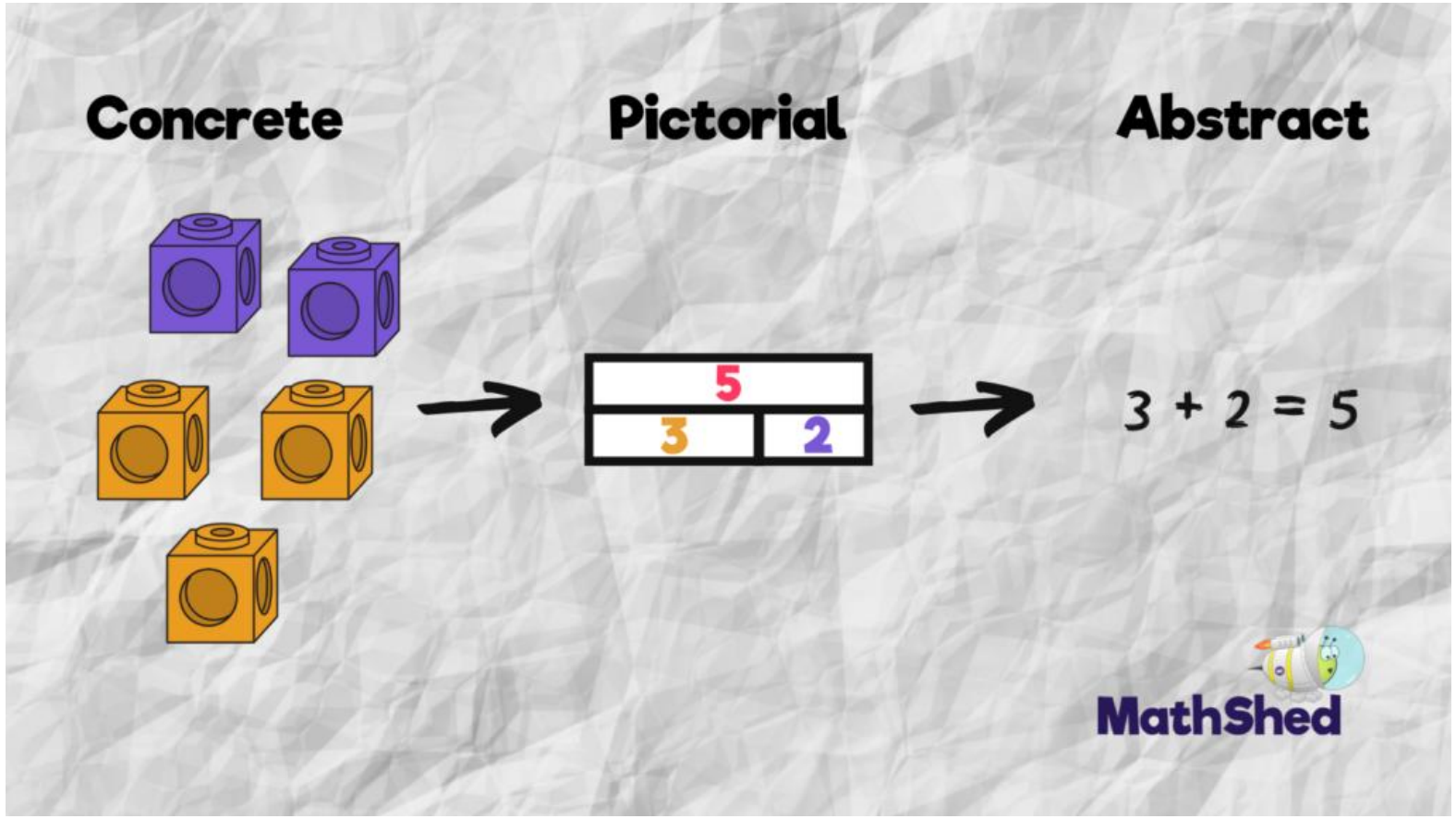
Mastery Approach

Maths mastery means children gaining a deep, lasting, secure and adaptable understanding of mathematics so they can use what they know in new situations.

A 'teaching for mastery' approach gives every child the best chance of achieving this by building strong foundations, using clear explanations and representations, and ensuring children don't move on until they're ready."





Concrete:
Children use real objects (like cubes, counters, or coins) to explore a concept and understand what's happening.

Pictorial:
They then use pictures, drawings, or diagrams to represent the same idea; helping them see it in a different way.

Abstract:
Finally, children work with numbers and symbols (like 3 + 2 = 5) once they fully understand the concept.

Number and Counting

Children will learn to:

- Count forwards and backwards to 100 from any number
- Understand tens and ones in two-digit numbers (e.g. 34 = 3 tens and 4 ones)
- Count in 2s, 5s and 10s
- Know which number is one more or one less

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+ − Addition and Subtraction

Children will learn to:

- Number bonds to 10 and 20 (e.g. 7 + 3 = 10, 15 – 5 = 10)
- Adding and subtracting numbers within 20
- Using pictures, number lines and mental strategies to solve problems

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× ÷ Multiplication and Division

Children will learn to:

- Make and share equal groups
- Begin to understand **doubling and halving**
- Notice patterns in repeated addition (e.g. 2 + 2 + 2 = 6)

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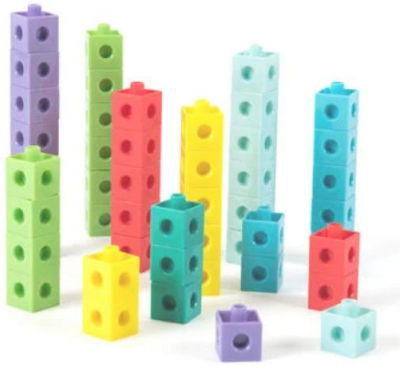
Shape, Space and Measures

Children will learn to:

- Recognise and name common 2D and 3D shapes
- Use everyday language to talk about size, length, weight, and capacity
- Tell the time to the hour and half hour

Concrete resources we use in school

Counting cubes



Numicon

Double sided counters

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An example of how we use these resources in school

- The children have been learning to subitise (identifying the quantity without counting each object)
- We have been looking at different ways we can see patterns in a group of objects and parts of the whole.
- The children will now show you.

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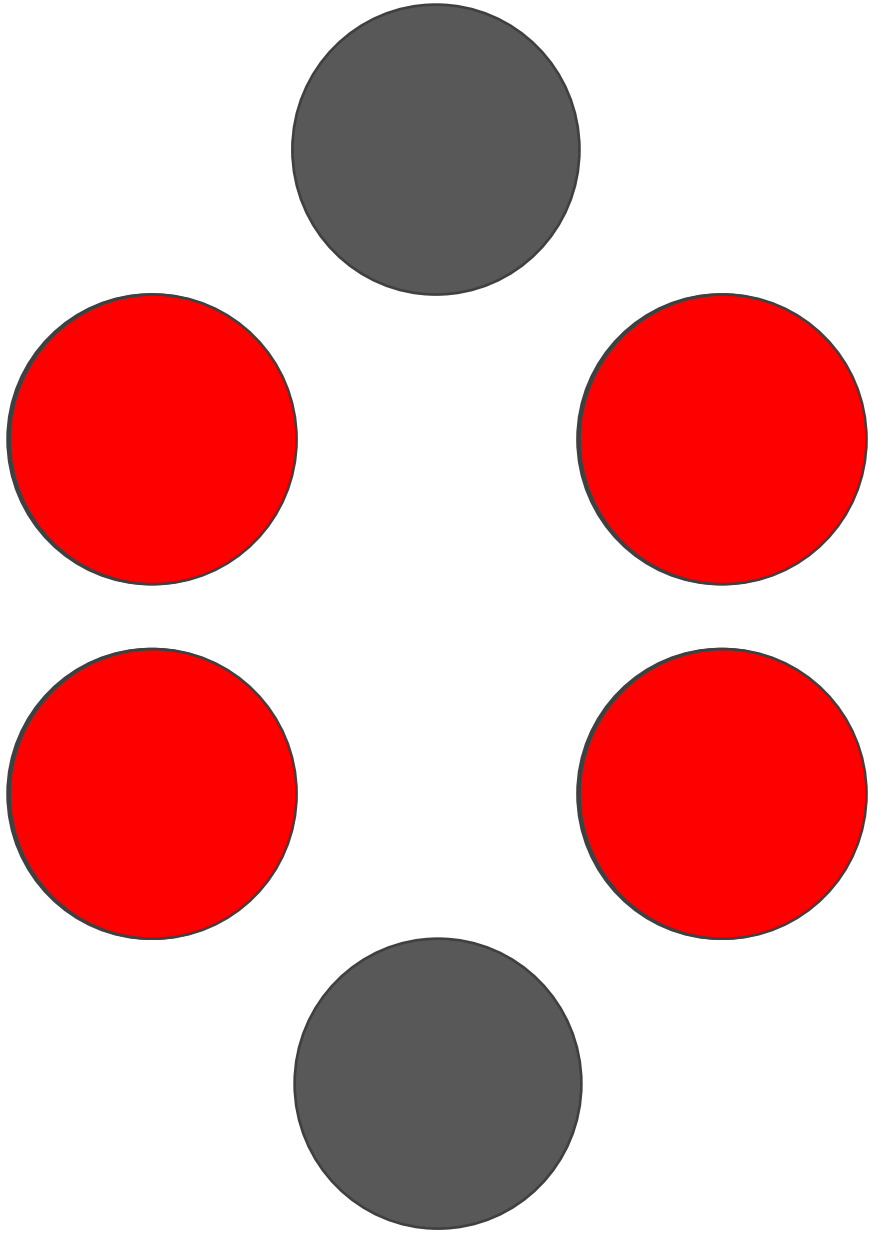

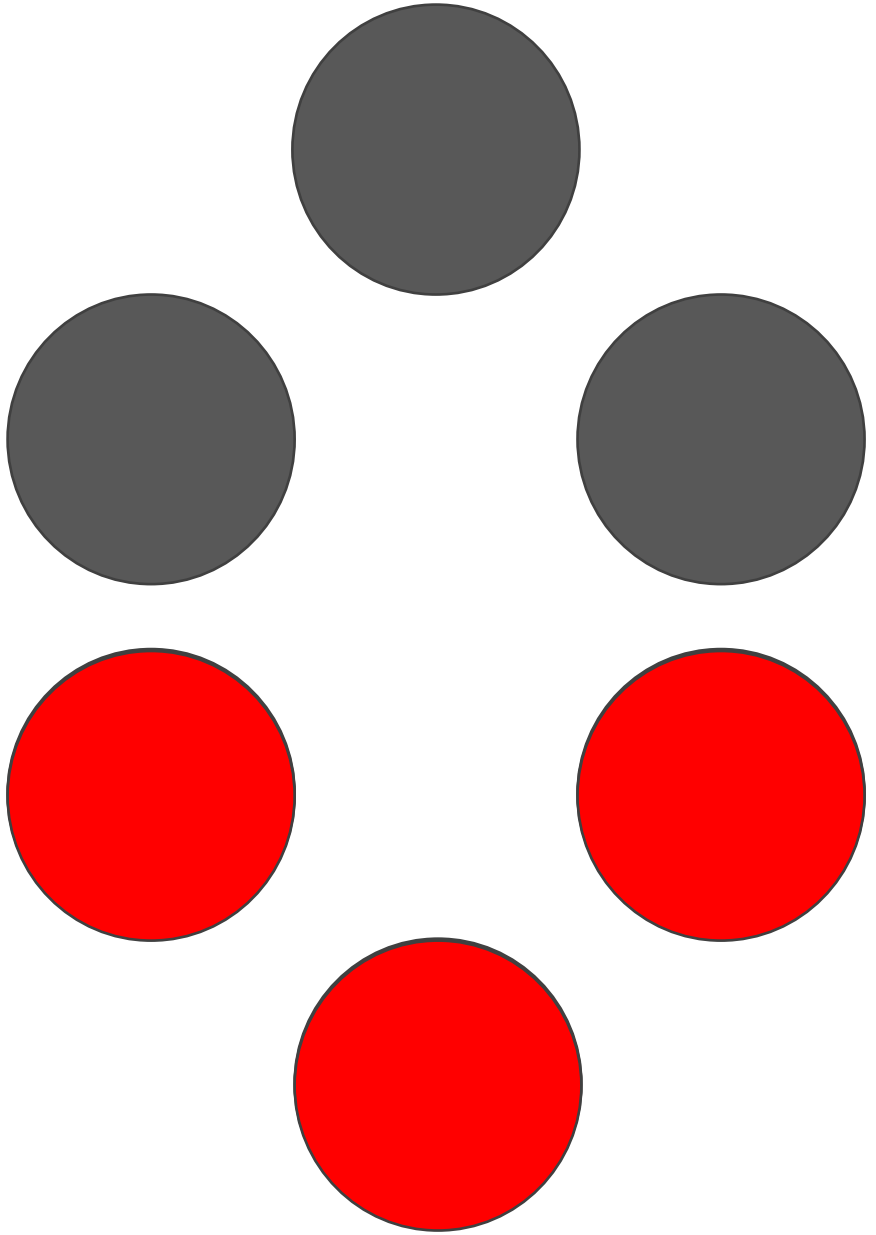

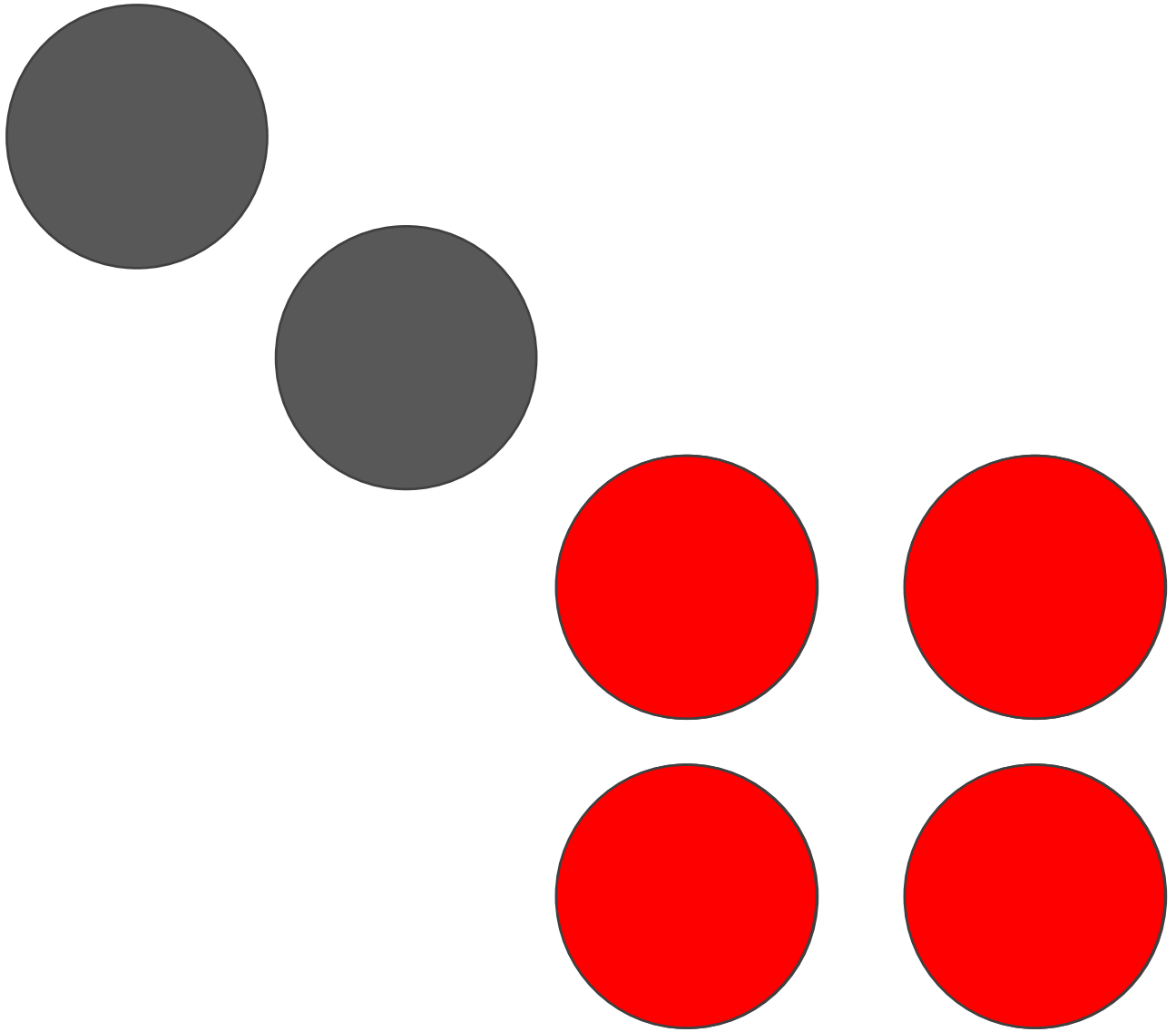

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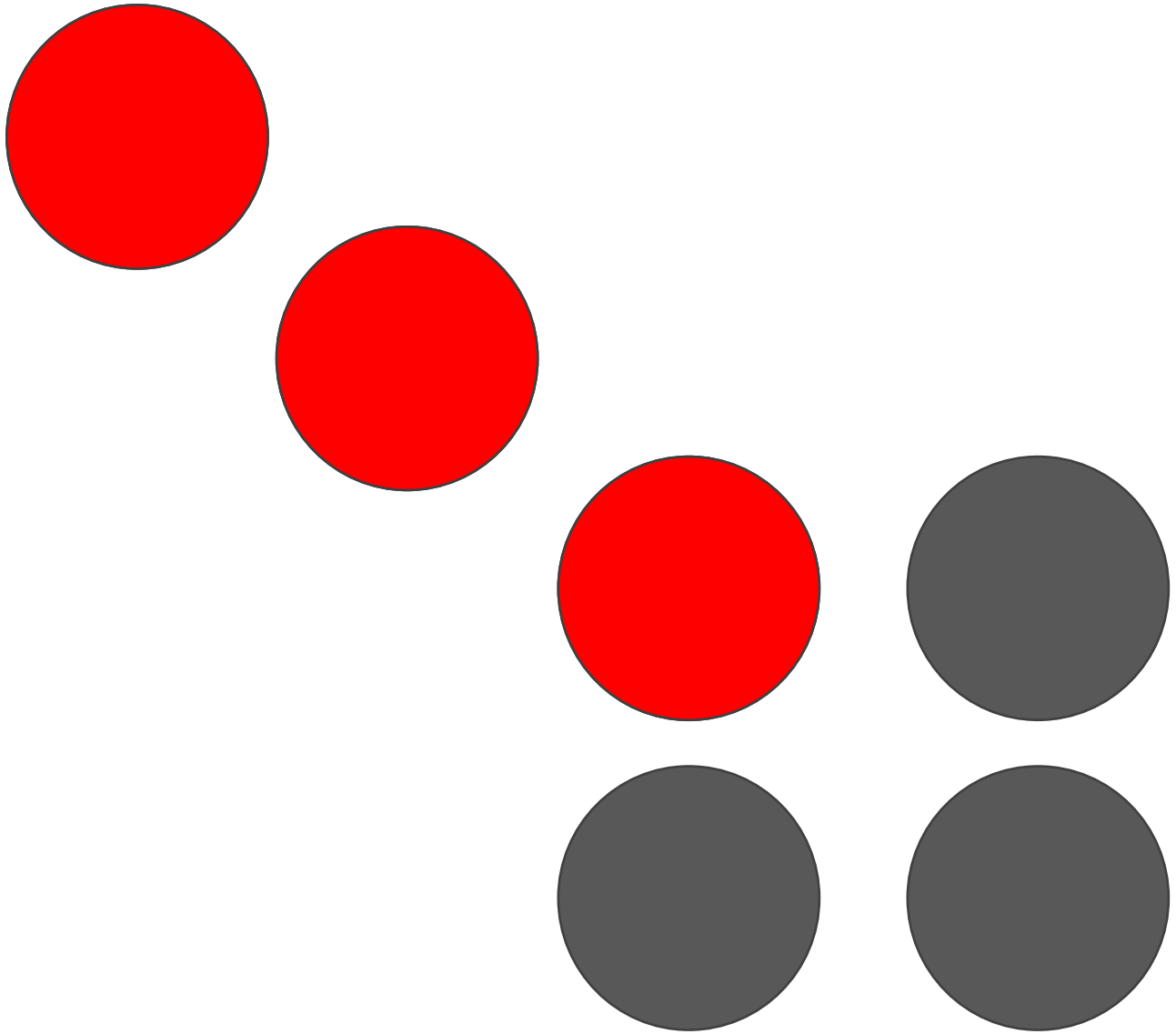
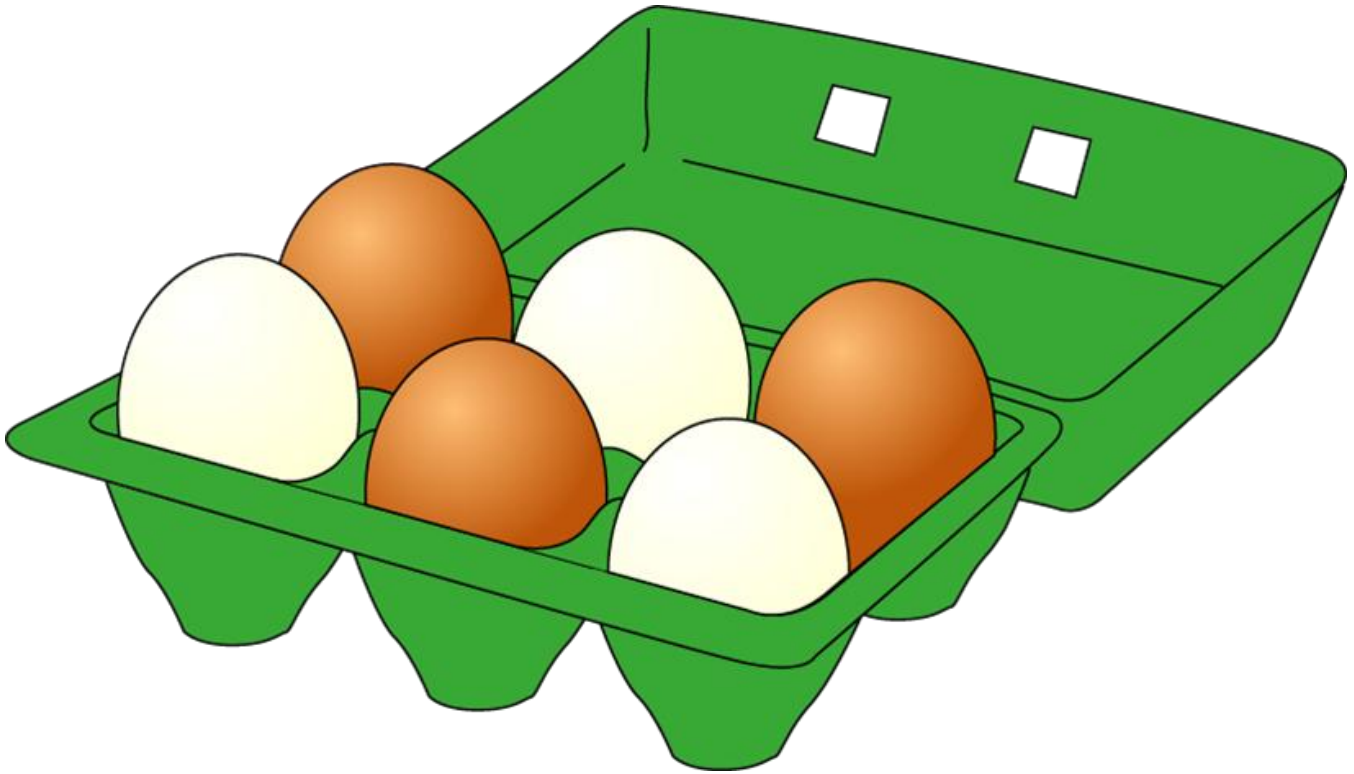
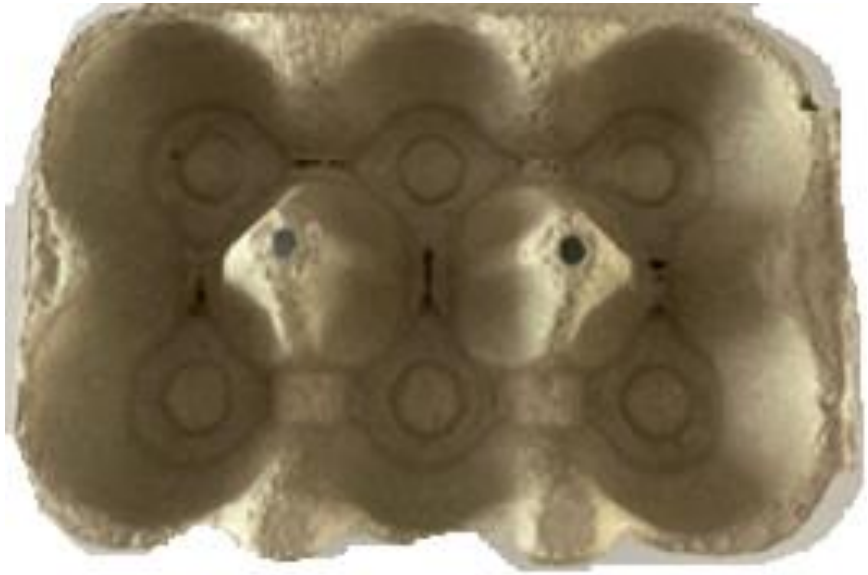
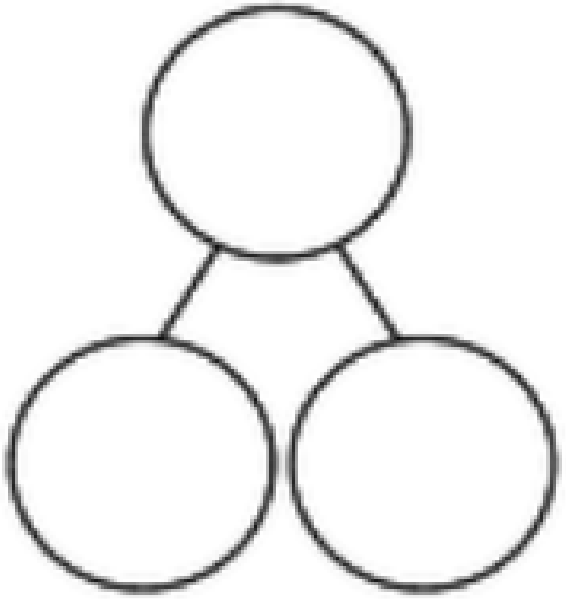




Activity





6 is made of _____ and _____;
_____ and _____ make 6.

How you can help at home…

- *Talk about maths during everyday activities eg. Help to lay the table but give incorrect quantities, giving your child an opportunity to say how many more they need.*
- *Grouping everyday objects, talk about the whole and the different parts that can be made.*
- *Notice numbers in the environment, particularly two digit numbers to 100 on doors, sign posts etc.*
- *Encourage your child to count forwards and backwards.*
- *Use the part-whole frames to explore the parts that can be made from a whole. Use everyday small objects, draw them on the frame and write the numbers.*

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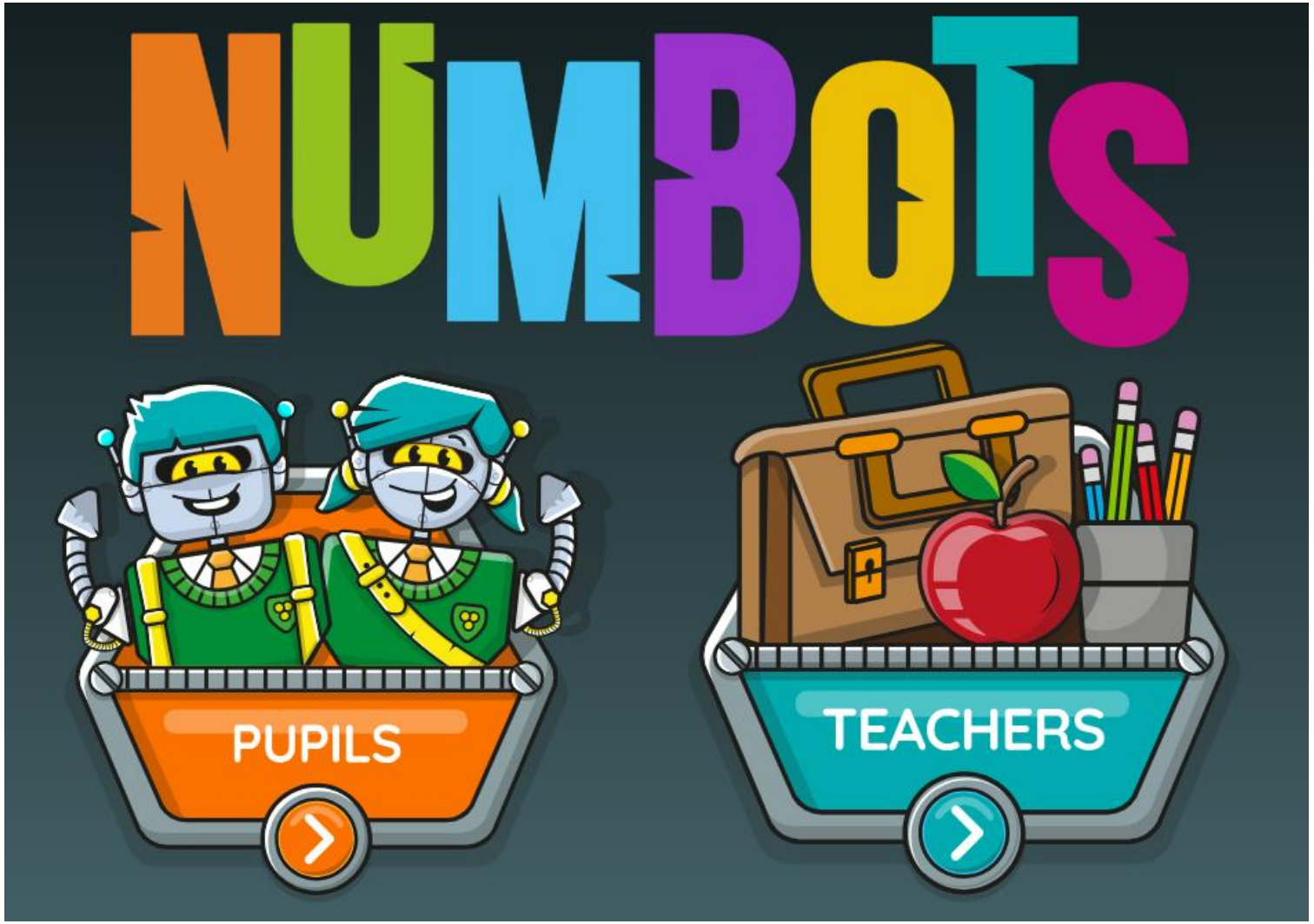
Log on to Numbots to give your child some independent maths practise online.



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