



Maths Workshop Year 1

Wednesday 10th February 2016

Terra Firma
A Firm Foundation

The New Mathematics Curriculum

The New curriculum started in September 2014. Certain things have changed:

- “ There is a much greater emphasis on children being able to calculate using formal methods (without the use of calculators).
- “ There is a much greater focus on reasoning and applying: recognising different representations/different situations.
- “ Children are expected to deepen their understanding through using and applying (e.g. investigations).

The New Mathematics Curriculum

Some changes to be aware of :

- “ To know multiplication tables to 12x12 by the end of Year 4. By the end of Year 1, they will need to know their 2, 5 and 10 times tables.
- “ Apparatus will be used more throughout the school before using visual and abstract recording. This supports them being able to understand concepts and enables them to recognise variation (different ways of seeing the same idea).
- “ Children will continue to be encouraged to explore, use and apply (e.g. through investigations).

Year 1 Curriculum

Focusing on Number

- “ Count to and across 100, forwards and backwards from any number in ones.
- “ Read and write numbers to 20 in words.
- “ Read and write numbers to 100 in numerals.
- “ Say 1 more/1 less up to 100.
- “ Count in multiples of 2, 5 and 10 (including times tables).
- “ Use bonds and subtraction facts to 20.
- “ Add and subtract 1 digit and 2 digit numbers to 20, including zero.
- “ Solve one-step multiplication and division using objects, pictorial representation and arrays with the support of a teacher.
- “ Recognise half and quarter of object, shape or quantity.

Year 1 Curriculum - Vocabulary

"Numbers (names of numbers up to 20 and beyond including zero (none))

"Count (on / up / to / from / down / backwards / forwards)

"More, less, fewer, least, fewest, smallest, greater, lesser,

"Equal to, the same as, as many

"Odd, even, number bonds, number line

"+ Add, more, plus, make, sum, total, altogether

"- Difference between; How many more to make..?, take away, minus, subtract

"x How many times? Lots of, groups of, multiples of, times, multiply, multiply by

"Repeated addition, double, near double

"÷ Half, halve, sharing

"Fractions, whole, part,

Maths No Problem

“Introduced in Years 1 and 2

“Based on the Singapore model of teaching maths, which focuses on concrete and visual representations before introducing the abstract.

“Textbooks are used but lessons are adapted to meet the needs of the children. These books work progressively through the curriculum in small steps to support children’s deeper understanding.

Activity . Adding

Step by step:

- “ Step 1: Concrete (manipulating objects . e.g. pasta, cubes, animal models and using fingers).
- “ Step 2: Visual representation (e.g. pictures / dots / tally)
- “ Step 3: Abstract (e.g. number sentence)

Resources

A range of resources is used to support understanding and deepening understanding: presenting key ideas in a variety of ways.

“Diennes (or base 10)

“Numicon

“Bead Strings

“Counters

“Digit cards

Assessment

“The new curriculum has removed levels and instead focuses on children reaching The National Standard at the end of each year.

“At the end of Year 6 this is known as being ~~±~~Secondary ready.q

“Day to day assessment is done to decide on next steps and inform future planning.

“Formal assessment involves the use of assessment booklets to record what the children can do.

How you can help at home

- “ Support with counting in 2,5 and 10s and practise your times tables.
- “ Practise number bonds to all numbers up to 10 and then to 20.
- “ Using money to pay.
- “ Practise telling the time using an analogue clock focusing on o'clock and half past.
- “ Little and often . Try to keep it fun such as cooking together, online games and songs and board games.