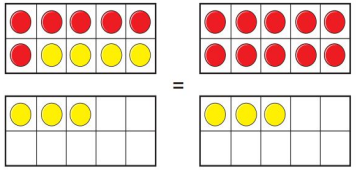
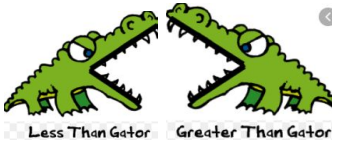
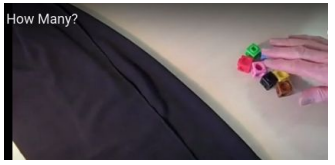
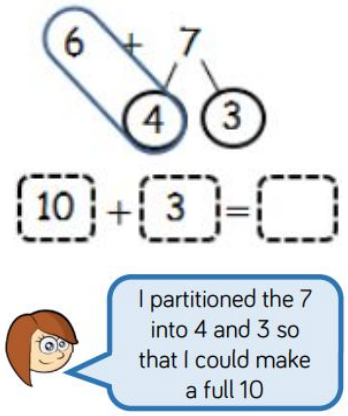
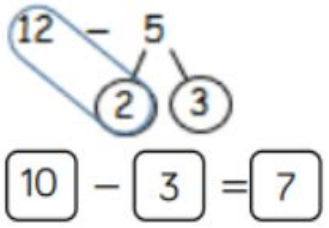
Maths Planning and Ideas

Week Commencing:

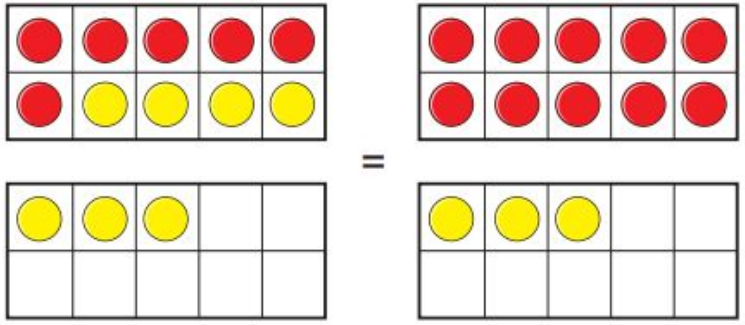
Year Group: 1

	Monday	Tuesday	Wednesday	Thursday	Friday
	LC: Can you add by making 10?	LC: Can you subtract numbers not crossing 10?	LC: Can you subtract numbers crossing 10?	LC: Can you compare number sentences?	CHALLENGE FRIDAY
	Starter: **Funky Mummy** Practise number bonds of 10. https://www.ictgames.com/mobilePage/funkyMummy/index.html **Main:** Children are going to add numbers within 20, by using their knowledge of number bonds to 10. It is important to work practically/visually here so children see how number bonds help them calculate with larger numbers. For example:  **6 + 7** is the same as **10 + 3**	**Starter:** **Coconut Odd and Even** Practise finding even numbers up to 20 or 50. Remember, even numbers always end with 2,4,6,8 or 0. https://www.topmarks.co.uk/learning-to-count/coconut-odd-or-even **Main:** Today children will practise subtraction. They can do this using different methods, such as physically taking objects away, crossing things out, or by counting backwards mentally or on a numberline. When using a numberline, we always encourage children to: 1) Circle the number they are starting with. 2) Draw jumps as they count back in steps. 3) Circle the answer.	**Starter:** **Shark Numbers** Practise making numbers by counting the tens and ones. https://www.ictgames.com/sharkNumbers/mobile/index.html **Main:** Today children will subtract by crossing the boundary of 10. Again they can do this using a number of strategies. -Crossing out counters. -Counting back on a number line. On Monday, they added by making 10. Here, they can start to apply the same skills but with subtraction. They can jump to 10, then subtract the rest, as a more efficient method of calculating. Video tutorial: vimeo.com/415826239	**Starter:** **Number Gators song** We usually sing this in school when comparing numbers. The children love it: https://www.youtube.com/watch?v=M6Efzu2slaI **Main:** Today children will be practising their addition and subtraction skills, then comparing their answers to see which is greater. **Key words:** Greater than >\ Less than <\ Equal to =  Like in the song, we often talk about comparing numbers in the context of the Number	**Starter:** **Daily 10** Practise your mental maths: https://www.topmarks.co.uk/maths-games/daily10 **Game:** **How Many?** You will need: -A cloth or tea towel. -Some objects to count.  Decide how many objects you are starting with. Your child closes their eyes and you hide some of the objects under the cloth. The aim of the game is for them to work out how many are hidden.

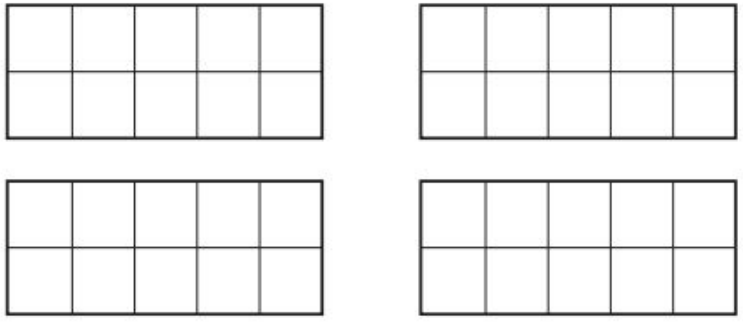
	Rather than trying to add on 7, they split the 7 up. They know if they add on 4 more to 6 that will make 10, which leaves 3 more to add on. This could also be represented like this:  This is a difficult concept to grasp, and requires a sound understanding of number bonds, and being able to partition (split up) numbers into parts. Video tutorial: https://vimeo.com/415618052 If your child is struggling with this, have a go at the alternative resources for Monday below linked to number bonds. **Independent Work:** See Monday resources.	Counting the jumps back is where children often make mistakes, so remind them to count each time they have completed a jump, and don't try to count too fast. **Key Questions:** What is the number you are starting with? (whole number) What part are you taking away? How many jumps do you need to count back? Will your number get bigger or smaller? **Independent Work:** See Tuesday resources. Reasoning - look at the problem. Explain who is correct and why. It might be useful to work out practically to show who is right.	 12 - 5 is the same as 12 - 2 = 10 then 10 - 3 = 7 By subtracting 2 to get to 10, then subtracting 3 more, it makes the mental calculation much easier to do. Again, this relies on a good understanding of number bonds, and being able to split the 5 into a 2 and a 3, or whatever number they are subtracting. **Key Questions:** What is the number you are starting with? (whole number) What part are you taking away? How many jumps do you need to count back? Could you find the answer a different way? How many jumps to subtract to 10? **Independent Work:** See Wednesday resources.	alligators. This helps them to remember it visually. Video tutorial: vimeo.com/415827395 **Key Questions:** Which number is greater? Which number is less? How could you prove it using counters/objects? What do these symbols mean? < > = **Independent Work:** See Thursday resources. Alternatively, you could have a go at making your own Number Alligators and compare different numbers of objects around your home. If you do, send us some pictures of your number alligators. We would love to see them: oxcloseyear1@durhamlearning.net	This is a good way to practise mental addition and subtraction. Your child could also show their thinking with a number sentence or on a number line. This can be made as easy or as hard as you like, depending on the number of objects you start with. **Key Questions:** How many did we start with? How many are left? Can you work out how many I have hidden? How could you show this with a number sentence?

Monday Resources - Add by making 10

1 The ten frames show that 6 + 7 is the same as 10 + 3



Draw counters to show that 5 + 6 is the same as 10 + 1



2 Complete the additions.

Use ten frames to help you.

a) 8 + 3 = 10 + ☐

b) 9 + 7 = 10 + ☐

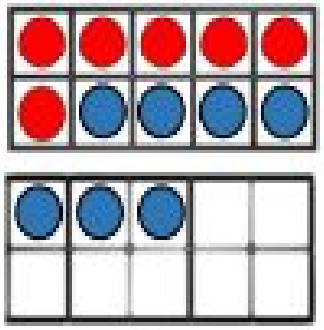
c) 7 + 5 = 10 + ☐

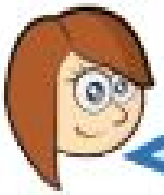
d) 6 + 8 = 10 + ☐

The following website has interactive ten frames which you may find useful: https://apps.mathlearningcenter.org/number-frames/

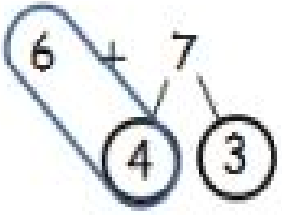
Select a ten frame from the top left corner. You can use as many ten frames as you like, they will generate on top of each other, so click to drag them around. Click and drag counters to fill the frames.

Rosie has used the 10 frames to calculate 6 + 7



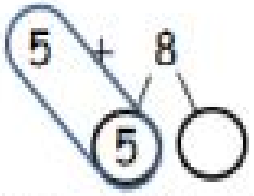


I partitioned the 7 into 4 and 3 so that I could make a full 10

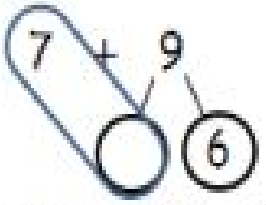


10 + 3 = ☐

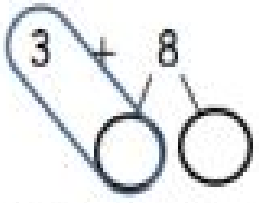
Use Rosie's method to complete:



☐ + 3 = ☐



☐ + ☐ = ☐

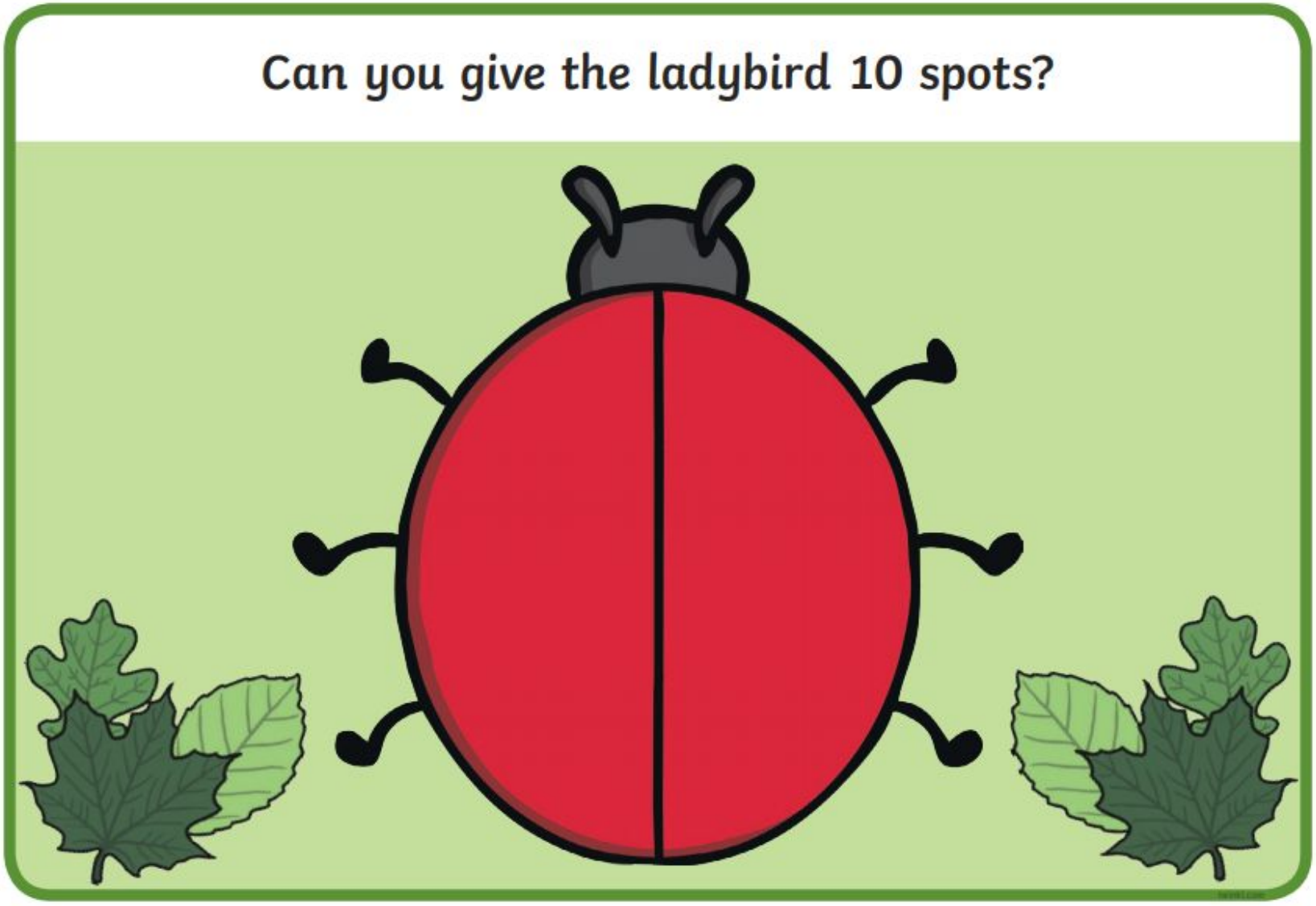


☐ + ☐ = ☐

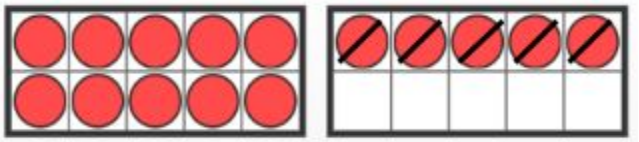
Monday - Alternative Number Bond work

Using 10 counters, small toys or little balls of playdough, how many different ways can you give the ladybird 10 spots?

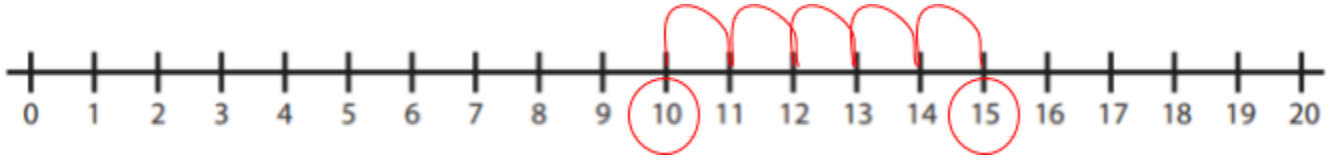
Could you write a number sentence to match? eg. 2 + 8 = 10.



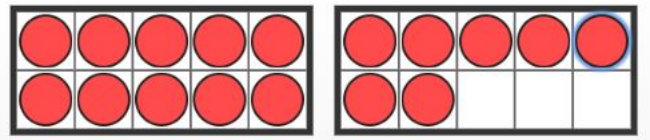
Tuesday Resources - Subtract numbers - Crossing out, counting back on a numberline.



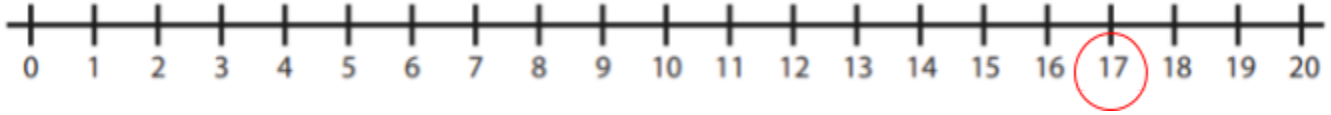
15 – 5 = ☐

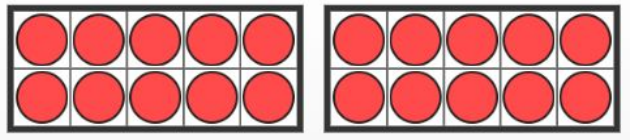


Using the same methods of crossing out and counting back, complete the following questions:

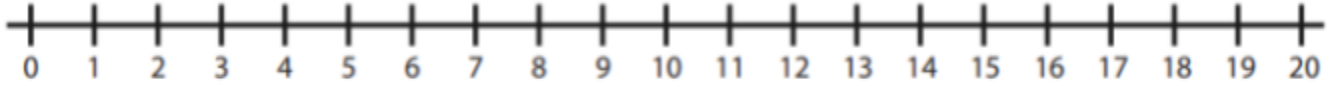


17 – 6 = ☐



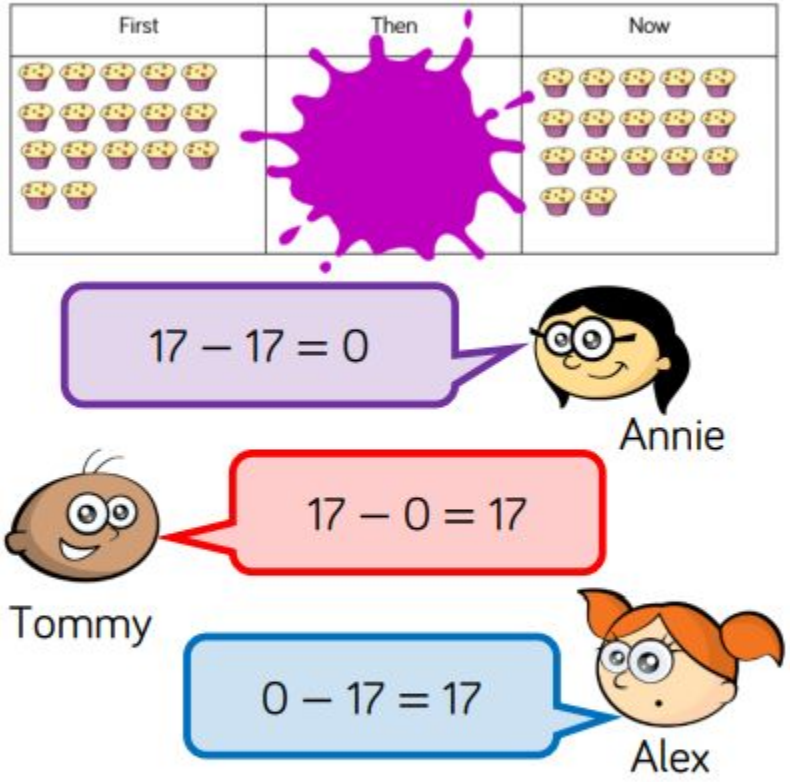


20 – 7 = ☐



Tuesday - Reasoning

Annie, Tommy and Alex are working out which calculation is represented below.



Can you work out who is correct?
Explain why.

Wednesday Resources - Subtraction crossing 10

1 Rosie has 15 cakes.

Her friends eat 6 cakes.

How many cakes does Rosie have left?

☐ − ☐ = ☐

Rosie has ☐ cakes left.

2 Jack has 13 stickers.

He gives 7 stickers to Dora.

How many stickers does Jack have left?

☐ − ☐ = ☐

Jack has ☐ stickers left.

3 Ron and Eva have worked out 12 – 5 on a number line.

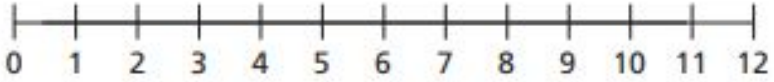
Ron's method

Eva's method

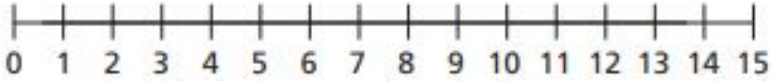
a) What is the same and what is different?

b) Use Eva's method to complete the subtractions.

12 – 6 = ☐

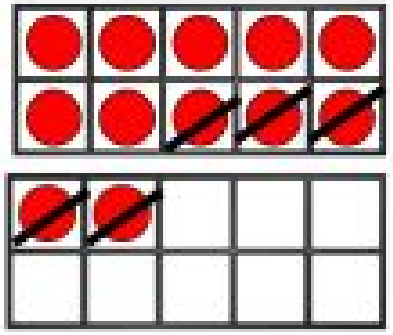


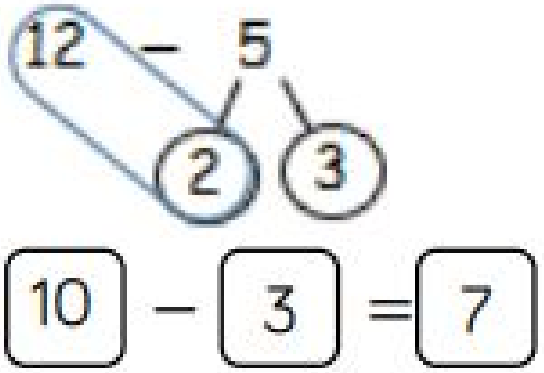
15 – 8 = ☐



Challenge - This uses the same principle as 'adding by making 10' from Monday. Subtract to 10, then take away the rest.

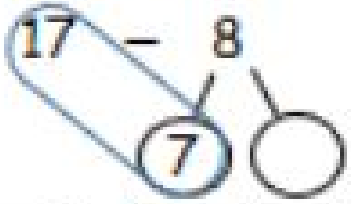
Rosie has used the ten frames to calculate 12 – 5





10 – 3 = 7

Use her method to complete:



10 – ☐ = ☐

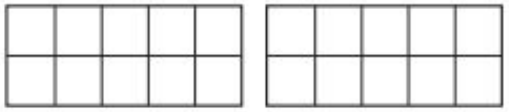
☐ – ☐ = ☐

☐ – ☐ = ☐

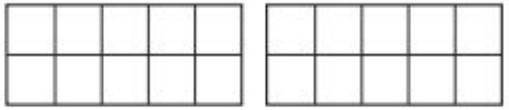
Thursday Resources - Comparing Number Sentences

1 Draw counters to show each addition.
Use two different colours.

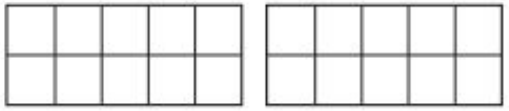
a) 9 + 3



b) 6 + 7



c) 11 + 2



d) Write the missing phrase.

less than | greater than | equal to

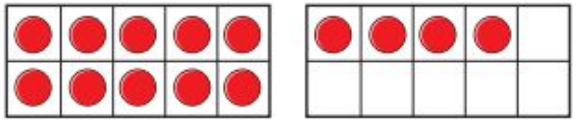
9 + 3 is _____ 6 + 7

11 + 2 is _____ 9 + 3

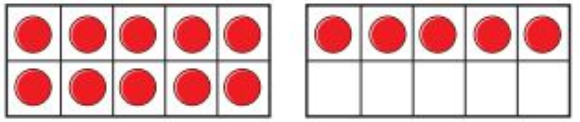
6 + 7 is _____ 11 + 2

2 Cross out counters to show each subtraction.

14 – 5



15 – 6



Write the missing phrase.

less than | greater than | equal to

14 – 5 _____ 15 – 6

3 Write <, > or = to compare the number sentences.

a) 12 + 3 ◯ 12 – 3

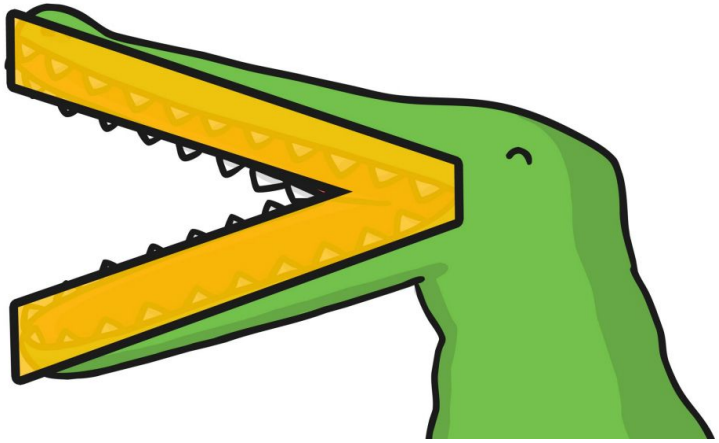
b) 17 – 4 ◯ 17 – 6

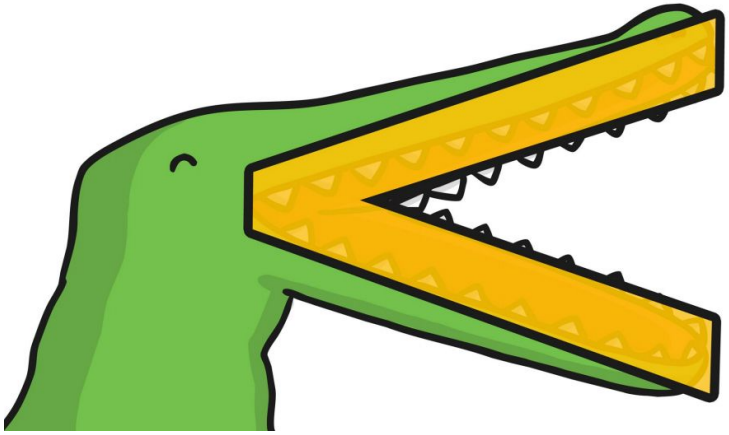
< less than > greater than = equal to eg. 10 is greater than 5 10 > 5 4 is less than 7 4 < 7

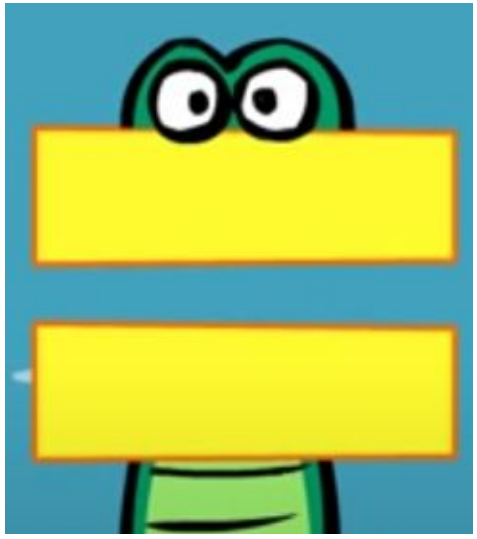
The open end (Alligator's mouth) goes towards the largest number.

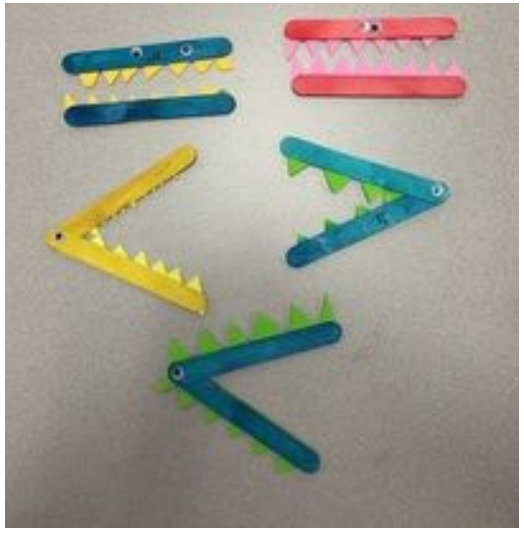
Thursday - Comparing Numbers using < > and =

Could you use the different symbols to compare numbers of objects around your house?









Or if you have some lollipop sticks at home, you could make your own number alligators and get comparing!

Where can I complete further work?

Twinkl – Subscription service used by schools is offering a free premium service for teachers, parents and children to use whilst schools are closed. Enter the code **UKTWINKLHELPS** for access to worksheets, powerpoints and interactive games to support all areas of learning.

Classroom Secrets – Free Maths, Reading and Grammar home learning packs and interactive resources for all ages.

White Rose Maths – Free Maths home learning resources for all ages. Watch the videos and try the questions.

Primary Stars – Free Maths home learning packs for Year 1 and 2.

BBC Bitesize Primary – Free learning resources available for KS1 and KS2 across all subjects.

I See Maths – Free daily home maths lessons hosted by Gareth Metcalfe. Follow the link for videos, information and resources.

Top Marks – Free educational resources and games for English and Maths.

ICT Games – Free educational resources and games for English and Maths.