

### Secret numbers

- ◆ Write the numbers 0 to 20 on a sheet of paper.

0123456789

- ◆ Ask your child secretly to choose a number on the paper. Then ask him / her some questions to find out what the secret number is, e.g. Is it less than 10? Is it between 10 and 20? Does it have a 5 in it? He / she may answer only yes or no.
- ◆ Once you have guessed the number, it is your turn to choose a number. Your child asks the questions. For an easier game, use numbers up to 10. For a harder game, use only 5 questions, or use bigger numbers.

### Cupboard maths

- ◆ Choose two tins or packets from your food cupboard.
- ◆ Ask your child to hold one in each hand and tell you which is heavier, and which is lighter. (Check by reading the weight on each tin or packet.)
- ◆ If he / she is right, they keep the lighter one. Then choose another item from the cupboard, trying to find one that is lighter still.
- ◆ Carry on until your child has found the lightest item in the cupboard. It might be suitable to eat as a prize!

# CLEE HILL COMMUNITY ACADEMY

Help your child with  
mathematics



A booklet for parents

Targets for Age Related  
Expectations in Year 1

To reach your age related expectation by the end of Year 1, you should be able to:

### Number and Place Value

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

### **Activities to support your child**

#### **Takings**

For this game you will need a dice and a collection of small things such as Lego bricks, sticky shapes or dried beans. You will also need pencil and paper.

- ◆ Take turns.
- ◆ Roll a dice. Take that number of beans. Write down the number.
- ◆ Keep rolling the dice and taking that number of beans. BUT, before you take them, you must write down your new total. For example, Sally has 7. She throws 4. She has to work out how many she will have now. She starts counting from seven: eight, nine, ten, eleven. She writes 11.
- ◆ You can only take your beans if you are right.
- ◆ The first person to collect 20 beans wins!



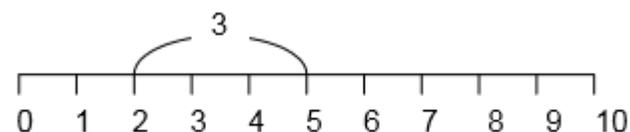
### Addition and Subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = - 9$ .

### **Activities to support your child**

Dice game You need a 1-6 dice, paper and pencil.

- ◆ Take turns.
- ◆ Choose a number between 1 and 10 and write it down.
- ◆ Throw the dice and say the dice number.
- ◆ Work out the difference between the chosen number and the dice number, e.g. if you wrote down a 2 and the dice shows 5, the difference is 3. You could also draw a number line to help your child to see the difference between the two numbers.



## Division and Multiplication

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

### **Activities to support your child**

- Count in 10s by reciting the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 (emphasising the 'tee' sound at the end of each number as children get confused with 'teen').
- Group sweets, stones, lego pieces etc into sets of 10.
- Count in 2s up to 20.
- Group toys and everyday objects into sets of 2.

## Fractions

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

### **Activities to support your child**

- At meal time cut pizzas, apples, sandwiches, cakes etc in half and then into quarters.
- When opening a bag of sweets or dried fruit find half of them by sharing them between two people.
- When having a drink ask your child to tell you when they have drunk half of it.

## Measurement

- compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half], mass/weight [for example, heavy/light, heavier than, lighter than], capacity and volume [for example, full/empty, more than, less than, half, half full, quarter], time [for example, quicker, slower, earlier, later]
- measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

### **Activities to support your child**

- Each morning talk about which day of the week it is, discuss what day it was yesterday and what day will it be tomorrow.
- When out shopping share coins and notes with your child and let them buy individual items using their money.
- Refer to the clock throughout the day, tell your child what time you need to leave for school and other events during the day.
- When cooking/baking encourage your child to help with the measuring of ingredients and setting the timer on the cooker.

## Geometry

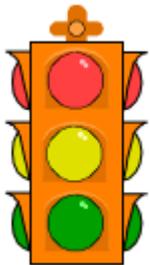
- recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles], 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
- describe position, direction and movement, including whole, half, quarter and three quarter turns.

### Activities to support your child

#### Shape activity

At home, or when you are out, look at the surface of shapes.

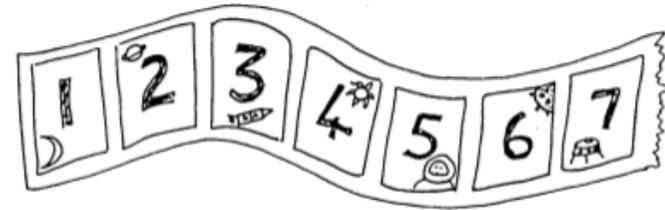
- ◆ Ask your child - what shape is this plate, this mirror, the bath mat, the tea towel, the window, the door, the red traffic light, and so on.
- ◆ Choose a shape for the week, e.g. a square. How many of these shapes can your child spot during the week, at home and when you are out?



## How old?

Start with your child's age. Ask your child: How old will you be when you are 1 year older? How old were you last year? How old will you be 10 years from now? and so on.

## Track games



Make a number track to 20, or longer. Make it relevant to your child's interests - sea world, space, monsters... Then play games on it.

- ◆ Throw a dice. Move along that number of spaces. BUT before you move, you must work out what number you will land on. If you are wrong, you don't move! The winner is the first to land exactly on 20. Now play going backwards to 1.
- ◆ Throw a dice. Find a number on the track that goes with the number thrown to make either 10 or 20. Put a counter on it, e.g. you throw a '4' and put a counter on either 6 or 16. If someone else's counter is there already, you may replace it with yours! The winner is the first person to have a counter on 8 different numbers

### Adding circles

For this game, you need a dice and pencil and paper.

- ◆ Each of you should draw four circles on your piece of paper. Write a different number between 2 and 12 in each circle.
- ◆ Roll the dice twice.

### Add the two numbers.

- ◆ If the total is one of the numbers in your circles then you may cross it out.
- ◆ The first person to cross out all four circles wins.



### Dicey coins

For this game you need a dice and about twenty 10p coins.

- ◆ Take turns to roll the dice and take that number of 10p coins.
- ◆ Guess how much money this is. Then count aloud in tens to check, e.g. saying ten, twenty, thirty, forty...
- ◆ If you do this correctly you keep one of the 10p pieces.
- ◆ First person to collect £1 wins.
- ◆ Don't forget to give the coins back!

### Out and about

On the way to school, see how many cuboids, spheres and cylinders you can spot. Which did you see most of?

