Year One Maths Home Learning

Week beginning: 27th April 2020

What you'll find this week:

* ✳ Monday - Counting in 2s
* ✳ Tuesday - Doubling
* ✳ Wednesday - Number bonds to 20
* ✳ Thursday - Telling the time to o'clock
* ✳ Friday - Place Value Practise (100 Square)

Monday - Counting in 2's

Can you complete the questions and number lines?

Make it different: You could use pairs of socks or shoes to practise counting in 2's (see picture) as a practical challenge. Add post-it notes or labels to create your own number line.

Extra Challenge: Try the tricky problems on the next page.

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a How many salt and pepper pots are there?

There are _____ salt and pepper pots in total.

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b How many flip-flops are there?

There are _____ flip-flops in total.
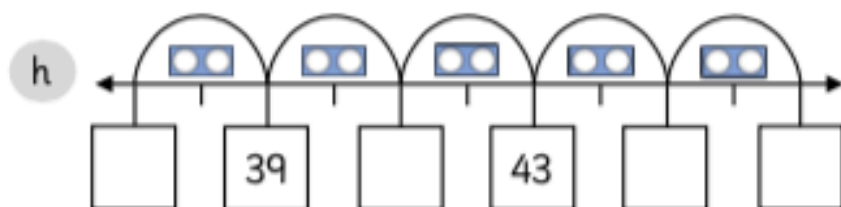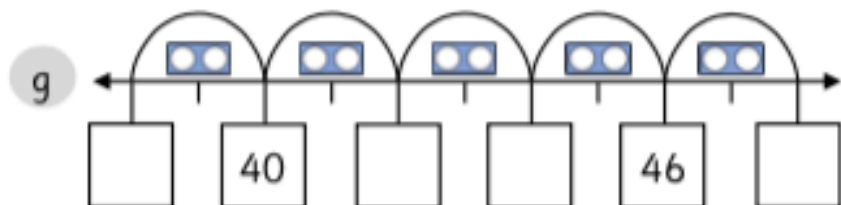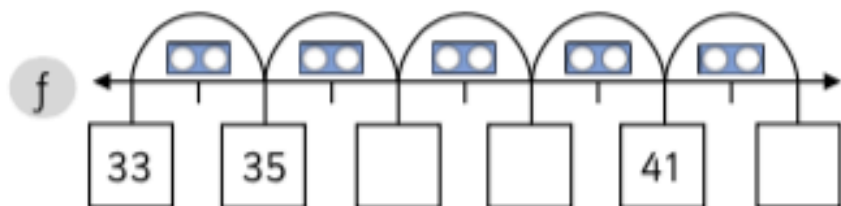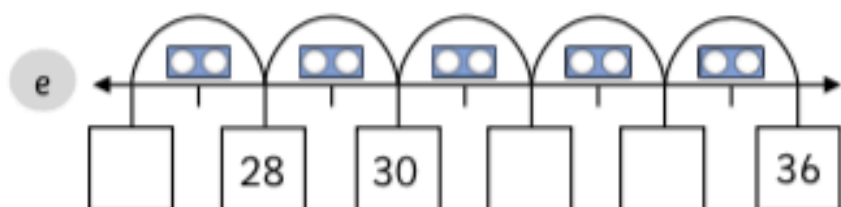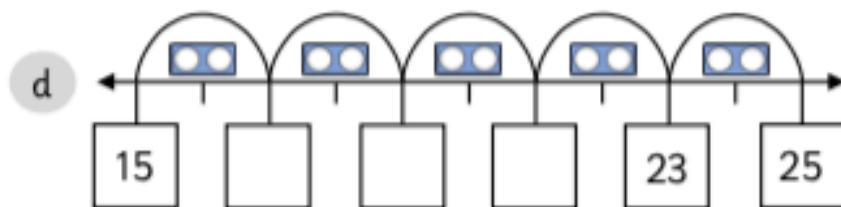
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c How many shoes are there?

There are _____ shoes in total.

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d How many socks are there?

There are _____ socks in total.

a: 0, 2, [ ], [ ], 8, [ ]

b: 5, [ ], [ ], 11, [ ], 15

c: 10, [ ], 14, [ ], 18, [ ]

d: 15, [ ], [ ], [ ], 23, 25

e: [ ], 28, 30, [ ], [ ], 36

f: 33, 35, [ ], [ ], 41, [ ]

g: [ ], 40, [ ], [ ], 46, [ ]

h: [ ], 39, [ ], 43, [ ], [ ]
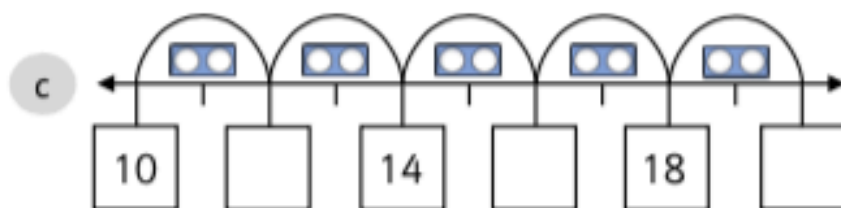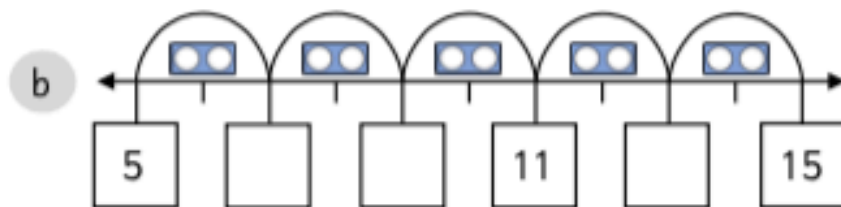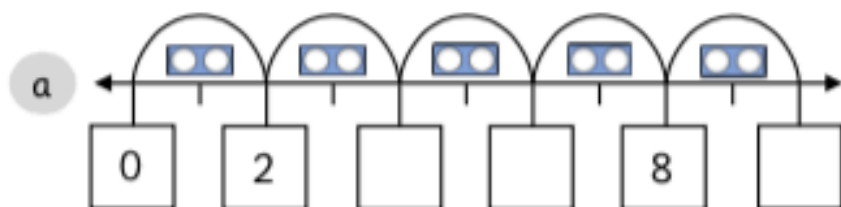
The 8th number on the number track below would be 38.

| 24 | 26 | 28 | 30 | 32 |

True or false? Explain how you know.

If there are 2 sweets in each bag and there are 18 sweets in total.

How many bags of sweets are there?

You may draw pictures to help you.

I am counting in 2s from the number 3.

I will say the number 12.

Is Asha correct?
Explain how you know.

I have 5 pairs of shoes.

Dom

I have 12 of shoes in total.

Matt

Who has the most shoes?
Explain how you know.

Tuesday - Doubling

Can you use the bar models to explore doubles to 20. Write the corresponding number facts to show your understanding.

Make it different: Explore doubles using objects and a mirror. For example if you place 6 buttons or pasta pieces and reflect in a mirror, you'll be able to see 12.
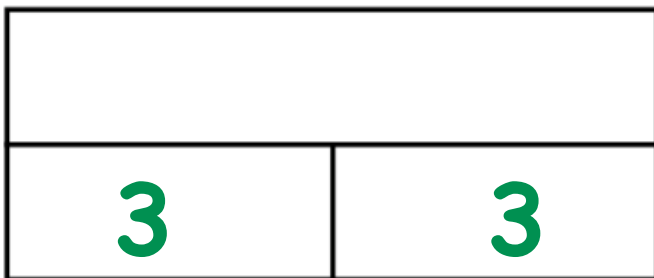
Extra Challenge: What number hasn't been used? Can you create a bar model for it?
Is there a pattern to doubling?
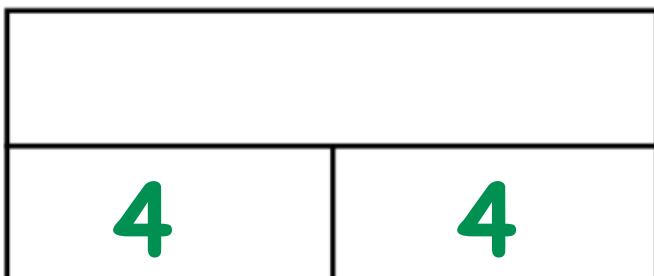*Think about your counting in 2's...

2	
1	1

1 + 1 = 2

2	2

☐ + ☐ = ☐

3	3

☐ + ☐ = ☐

4	4

☐ + ☐ = ☐

| 5 | 5 |

☐ + ☐ = ☐

| 6 | 6 |

☐ + ☐ = ☐

| 7 | 7 |

☐ + ☐ = ☐

| 8 | 8 |

☐ + ☐ = ☐
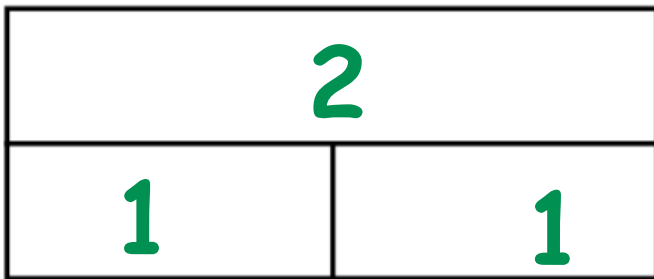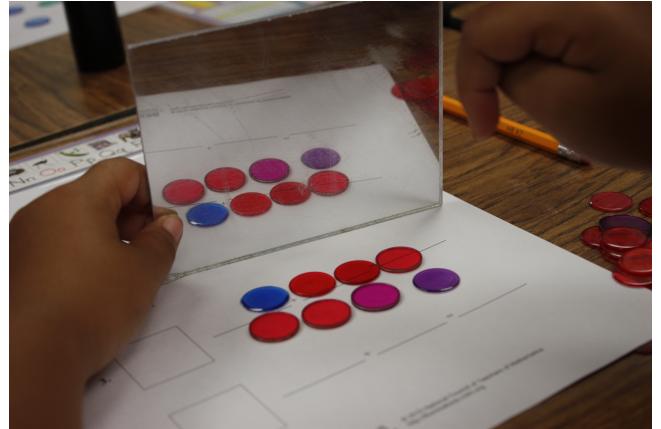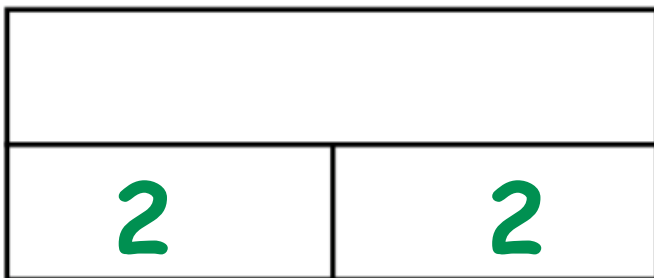
| 10 | 10 |

☐ + ☐ = ☐
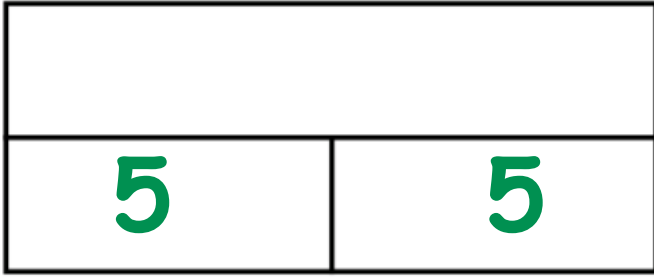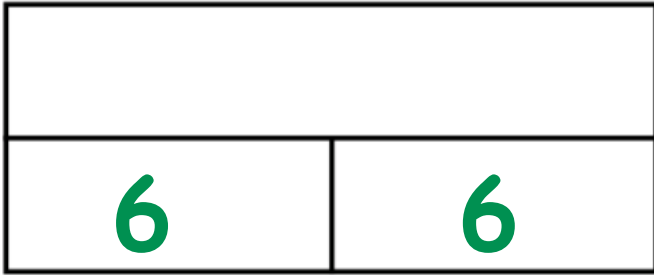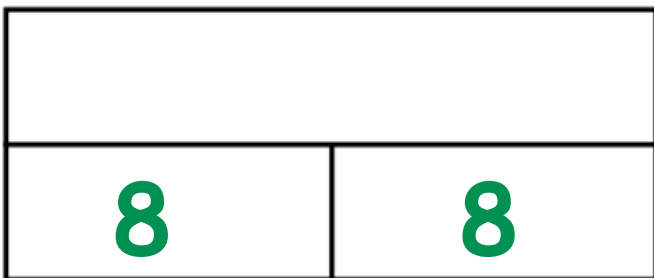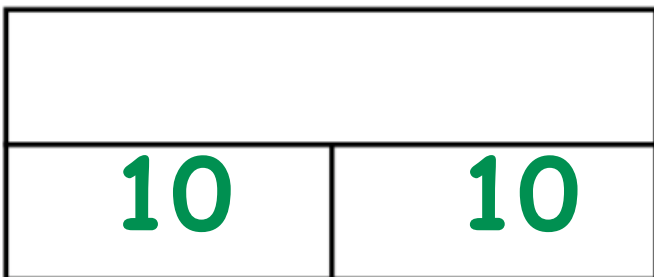
Wednesday - Number Bonds to 20

Colour the rainbow to find number bonds to 20. Can you write the corresponding number sentences?

Make it different: Create your own poster with paint, felt tips, crayons, using technology etc. You could make individual posters for the tricky ones to place around your house!

Extra Challenge: How quickly can you say your number bonds? Practise with a game of Hit the Button found at: https://www.topmarks.co.uk/maths-games/hit-the-button . You can practise your doubling numbers here too! Try again tomorrow, can you beat your score?
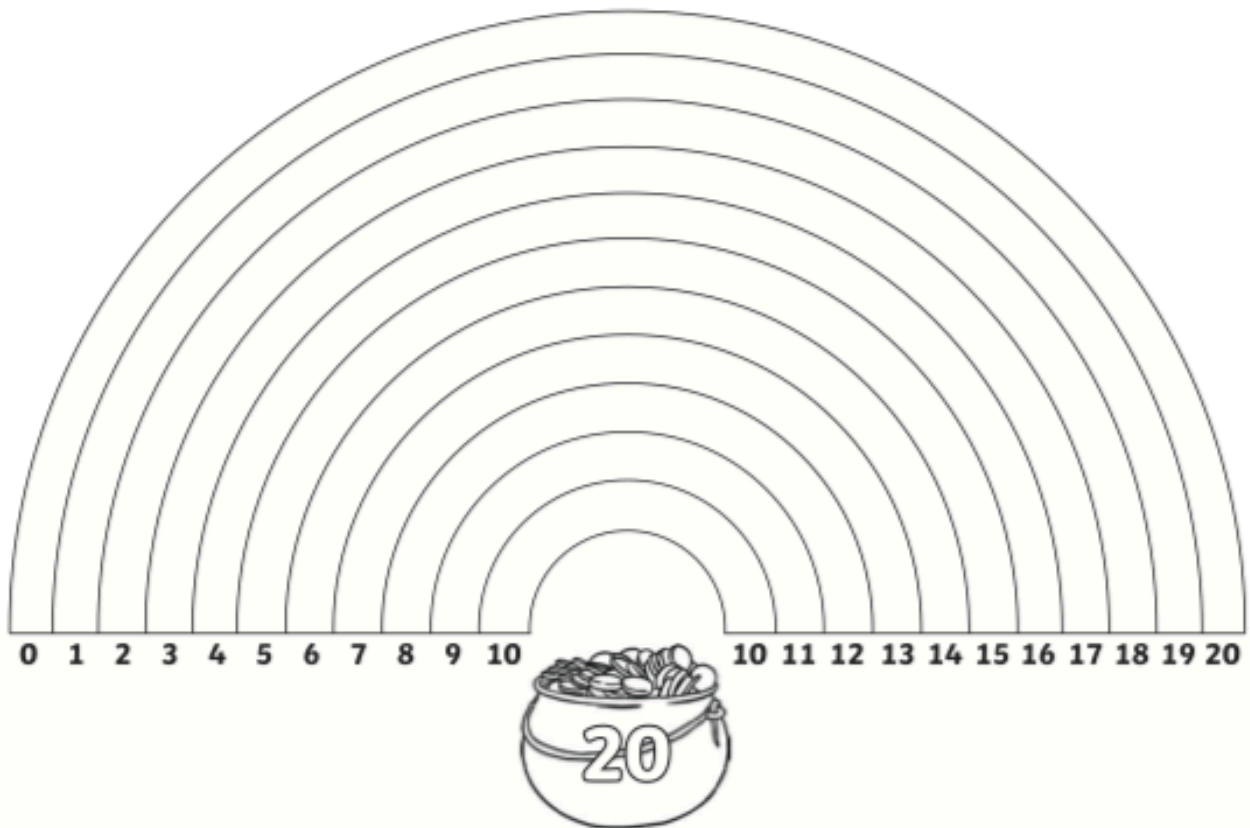
0 1 2 3 4 5 6 7 8 9 10   10 11 12 13 14 15 16 17 18 19 20

_____ + _____ = _____   _____ + _____ = _____

_____ + _____ = _____   _____ + _____ = _____

_____ + _____ = _____   _____ + _____ = _____

_____ + _____ = _____   _____ + _____ = _____

_____ + _____ = _____   _____ + _____ = _____

_____ + _____ = _____   _____ + _____ = _____

Thursday - Telling the time to o'clock

Find a clock around the house, turn the time to 12 o'clock. Explain that the day starts at midnight when you are asleep and it's dark. Explain that o'clock is short for 'turns of the clock'. Show by spinning the minute hand 'one turn of the clock' so that the time is 1 o'clock. It's called 1 o'clock because the minute hand/big hand has done one full turn. Show the different turns and ask how many turns it has done i.e. 3 o'clock, the clock has done 3 full turns.

At different times ask what your child or your family usually does around that time to add some understanding and context. Some examples from school are:

- 9 o'clock - register and dinners
- 10 o'clock - break time
- 12 o'clock - lunch time
- 3 o'clock - home time

Focus just on o'clock times for now, rather than half past, quarter to etc.

When you get to midday, you need to explain that the clock starts again, as there is midday and midnight and 24 hours to the day in total as 12 + 12 = 24.

Can you write down the time from these clocks?

_____ o'clock   _____ o'clock   _____ o'clock   _____ o'clock

_____ o'clock   _____ o'clock   _____ o'clock   _____ o'clock

_____ o'clock   _____ o'clock   _____ o'clock   _____ o'clock

Make it different: Use materials at home to create your own clock. You could draw one outside with chalk and use sticks to show the different times. For example: Can you show me what 5 o'clock looks like?

Extra Challenge: Can you create a timetable of your day? Add in favourite times and activities. Use the below template to help you or you can create your own using a computer or paper.

Extra Challenge: You could set alarms on your phone for different hours of the day. Once the alarms go off, can your child read the time from the clock?

<u>My Day</u>

Time	Activity
_____ o'clock	
_____ o'clock	
_____ o'clock	
_____ o'clock	
_____ o'clock	
_____ o'clock	
_____ o'clock	
_____ o'clock	
_____ o'clock	

Friday – Place Value

Can you work out the missing numbers? Look on the next page to see if you can work out the puzzle pieces! What patterns can you see? How do you know that you are right?

Make it different: Can you make your own 100 square. To make it easier maybe focus on the numbers to 20, 30 or 50. Focus on where the numbers would go.

●	2	3	4	5	6	7	8	9	10
11	12	13	14	●	16	17	18	19	●
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	●	40
41	42	43	●	45	46	●	48	49	50
●	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	●	68	69	70
71	●	73	74	75	76	77	78	79	80
81	82	83	●	85	86	87	88	89	●
91	92	93	94	95	96	97	98	99	100

4 5
13
24

11 12
22
33

8
19

23
13   15

16
35

64
73   75
83
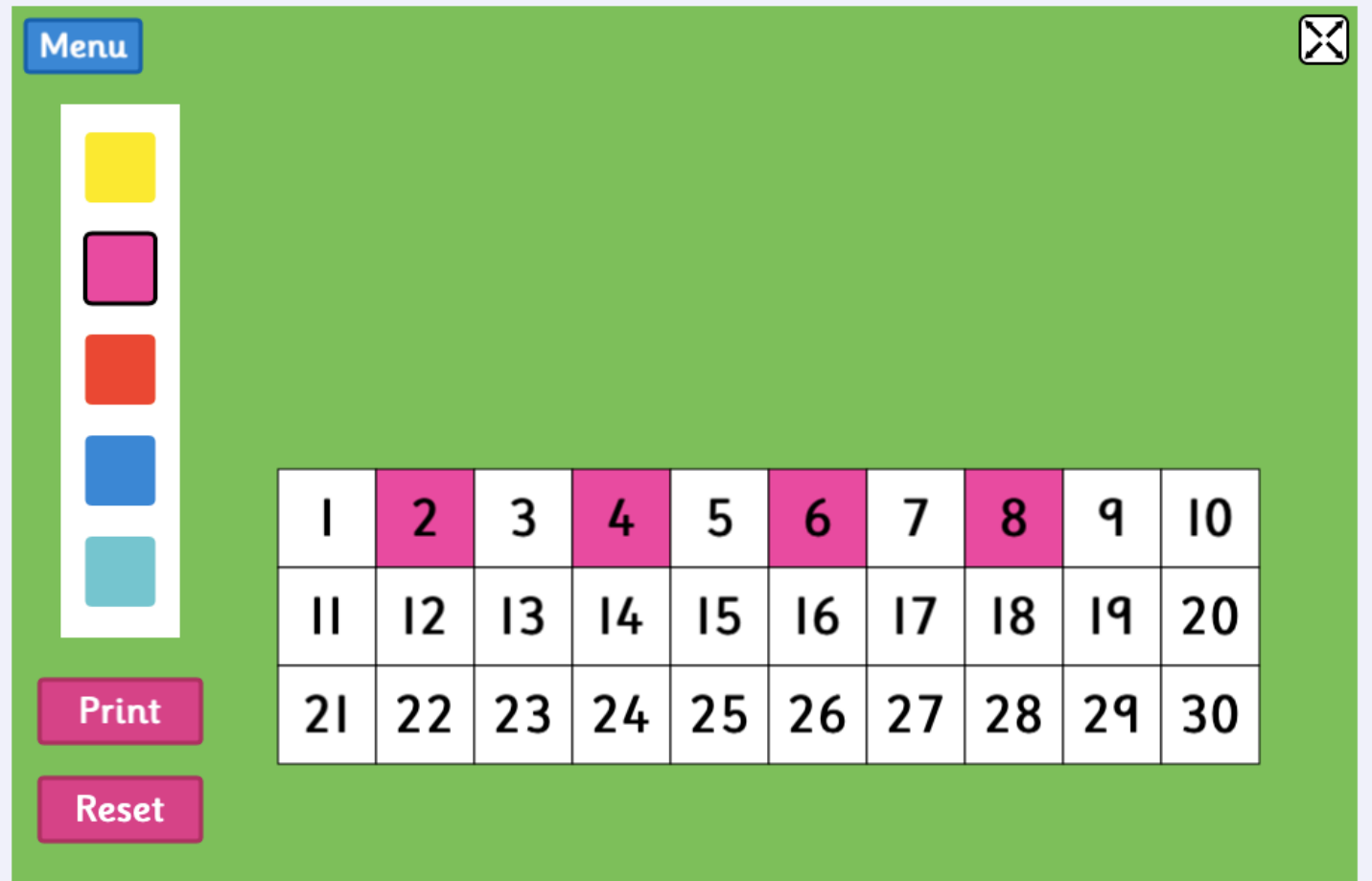
16
27
38
48

44
55
66

78
89
100

Extra Challenge: Go to https://www.topmarks.co.uk/learning-to-count/paint-the-squares

Can you paint the squares to show counting in 2s? You could do this to 30, to 50 or to 100.

Menu

Print

Reset

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30