Year One Maths Home Learning

Week beginning: 11th May 2020

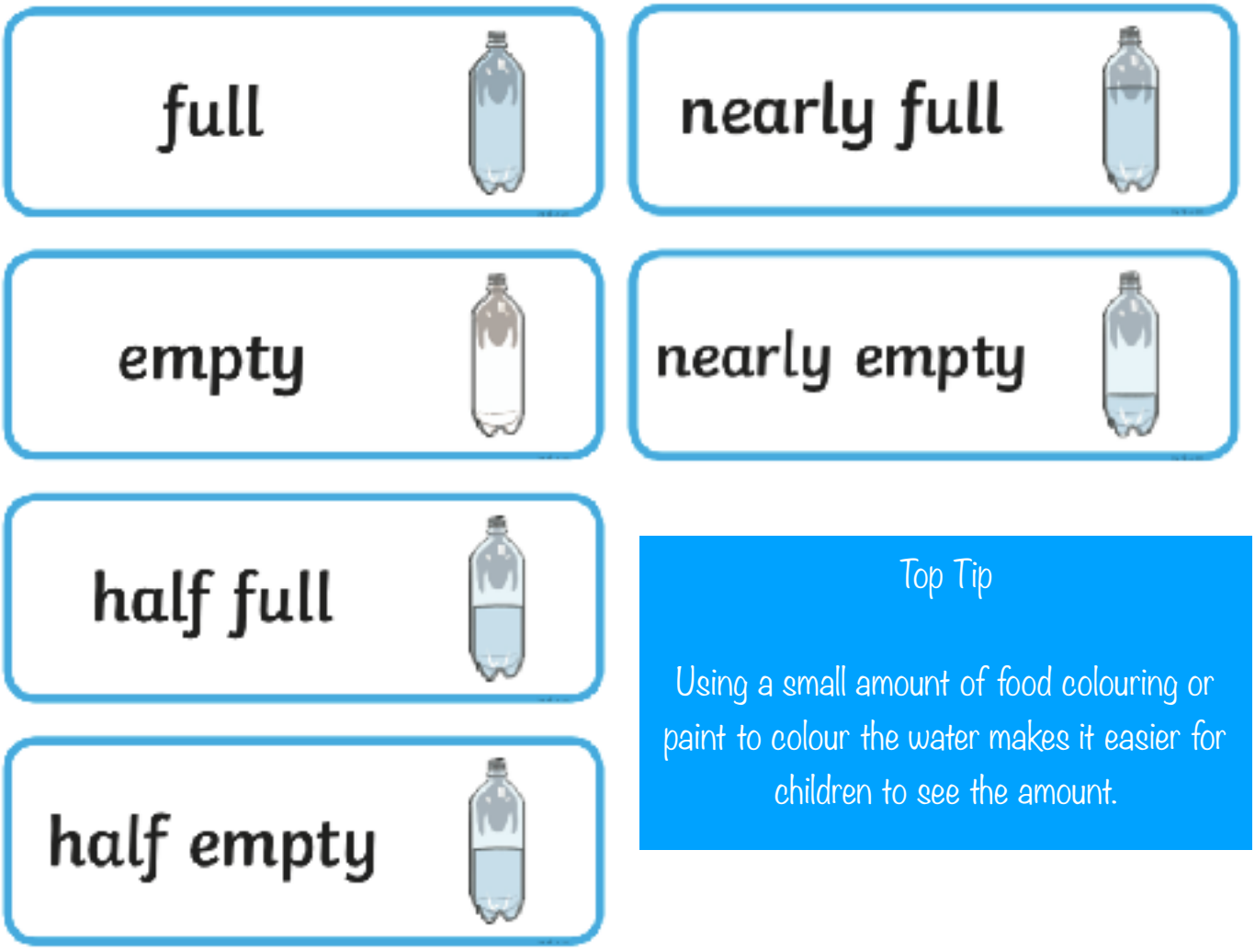
What you'll find this week:

- Monday - Capacity Introduction
- Tuesday - Position and Direction
- Wednesday - Place Value to 50
- Thursday - Addition Practise
- Friday - Coin Recognition

Monday - Capacity Introduction

Capacity is the maximum amount a container can hold.

Today we are going to focus on knowing and using the key vocabulary. This is the first step before introducing units of measure such as ml and l which we will look at next week.



Top Tip

Using a small amount of food colouring or paint to colour the water makes it easier for children to see the amount.

For this task, first find a variety of different containers around the house. This could be:

- cups or glasses
- bottles
- watering cans
- buckets
- watering cans
- jugs
- yoghurt pots or food containers

Once you have chosen this, ask your child which container they think can hold the most liquid? Which one do you think will hold the least amount of liquid. How do they know?

Ask your child to fill up and show you the different amounts with the different containers. For example: "Can you show me a half full bottle?"

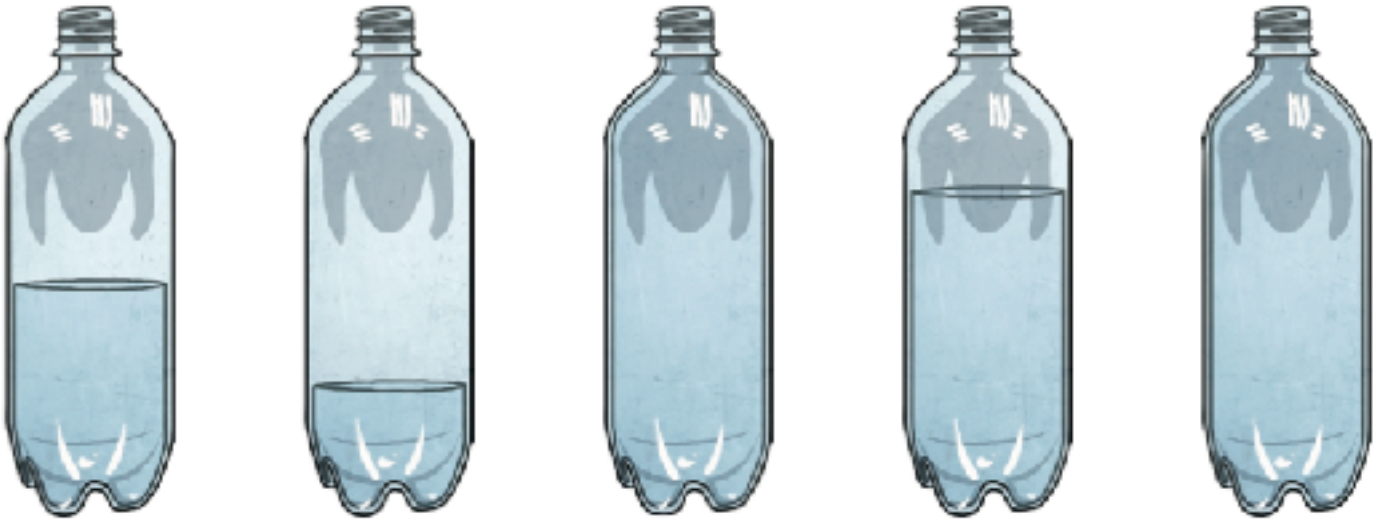
Next you could use a smaller container to fill up a larger container. For example: "How many yoghurt pots would it take to fill up the bottle?"

Make it different: Collect 5 containers that are the same i.e. 5 plastic bottles. Fill each one to show full, nearly full, half full/half empty, nearly empty and empty. You could colour each bottle differently with paint or food colouring to create a rainbow. You could also add any glitter or oils to make them interesting. Next add labels to make your own display to refer back to.

Extra Challenge:

Can you use the words in the box to label the following bottles?

full	nearly full	empty	nearly empty	half full



_____ _____ _____ _____ _____

Tuesday - Position and Direction

Children should be able to use 'left', 'right', 'forwards' and 'backwards' to describe position and direction. Where possible, this concept should be explored practically. Games such as Snakes and Ladders and Twister are great to explore this. Below are a few activities and ideas to choose from to help understand this concept. It is not necessary to do everything!

Top Tip

Your left hand will make a L. If your child is unsure, ask them to do this with both hands so that they can see which one is the L for left.

Activity One: Robots

Using a large flat space, set up a few obstacles on the floor to move around. For example the living room floor or in the garden. You could place a few cushions or toys to avoid. You could use tape to set up a grid but it's not necessary. Explain that your child is the robot and that they have to get from one end to the other with their eyes closed without touching the obstacles. They have to follow the instructions such as:

* move one step to the left
* move one step forward
* move two steps right etc.

You could then rearrange the obstacles, add more obstacles and try again. Make sure that you swap over and your child could the be the instructor and you could be the robot to help them use the vocabulary.

Activity Two: Get Dancing

Use this supermovers video to practise dancing: https://www.bbc.co.uk/teach/supermovers/ks1-maths-position-&-direction/zhh9scw

Learn the dance to the Cha Cha Slide at: https://www.youtube.com/watch?v=wZv62ShoStY

Both of these songs are a fun way to practise learning those lefts and rights!

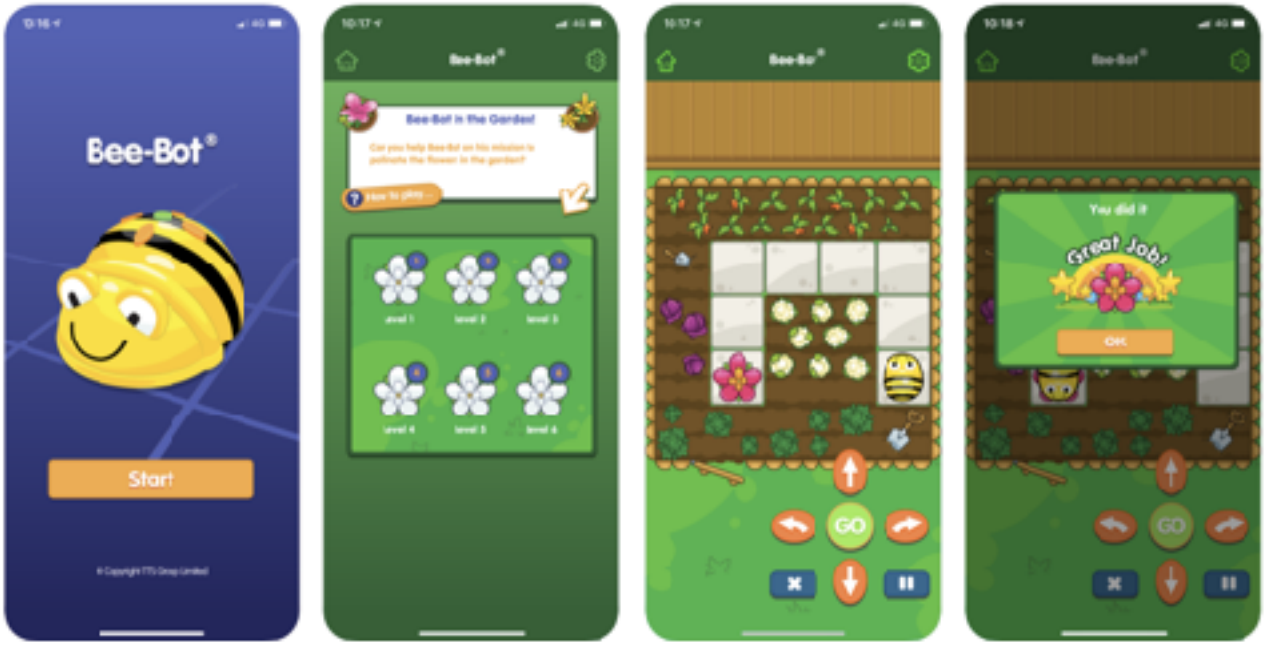
Activity Three: Secret Building

Set up a divide or space between you and your child i.e. a large piece of card between a table. Using lego, one person begins to make a little model. They have to describe the model and how to build the model to the other person. For example: "Start with a red brick. Put a yellow brick on top. To the left of the blue brick put another blue brick." When finished, compare your models and swap turns. This activity is good for listening skills and using key mathematical vocabulary. No lego? You could do this activity with drawing. For example: "Can you draw a sun on the top right of the page? To the left of the sun, can you draw..."

Activity Four: Treasure Maps

Using paper or chalk, create your own large treasure map. Using a toy like a figure or car, can they move around the island by going left/right/forwards or backwards?

Activity Five: Bee Bots
You could download the free Bee Bot app. Children use the arrows to program the Bee Bot around a series of challenges.

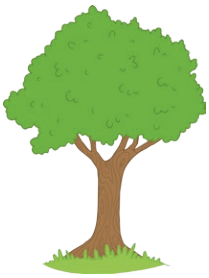


Extra Challenge: Try the drawing challenges on the next few pages.

Right and Left Drawing

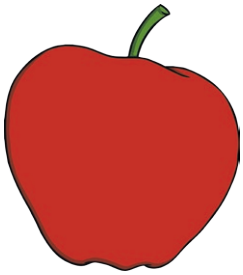
Draw a circle to the right of the house.

Draw a square to the right of the tree.



Draw a square to the left of the pizza.

Draw a circle to the left of the apple.



Draw a square to the left of the ball.

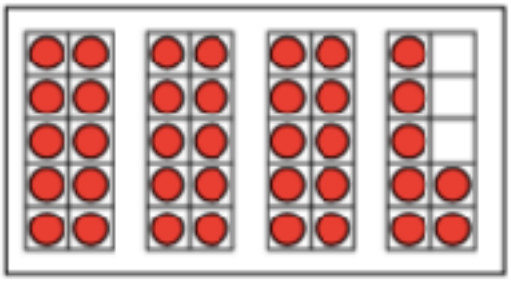
Draw a star to the right of the book.

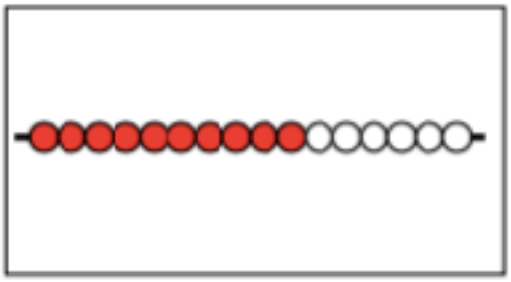
Draw a circle to the left of the spoon.

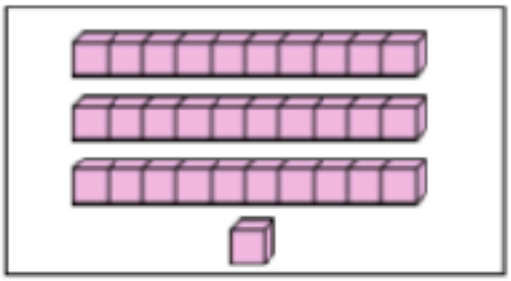
Draw a star to the right of the kite.

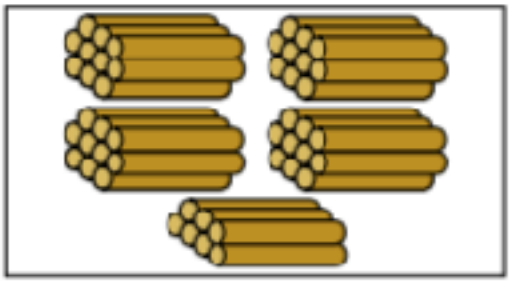
Wednesday - Place Value to 50

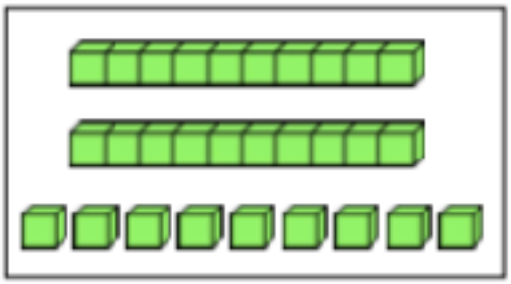
Match the picture representation to the correct number. Then write the number.

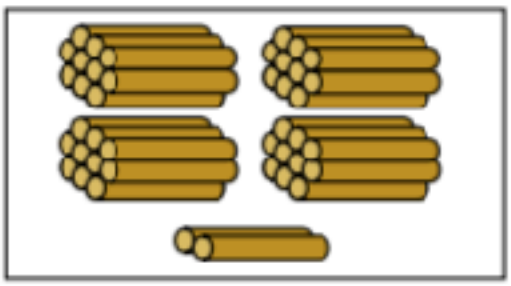








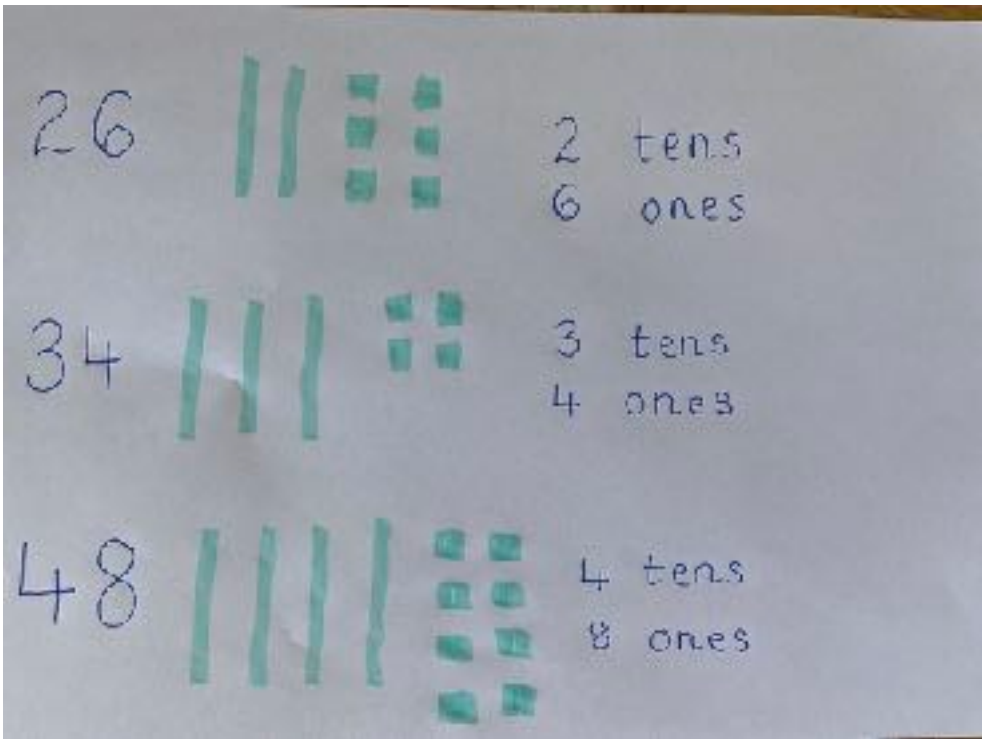




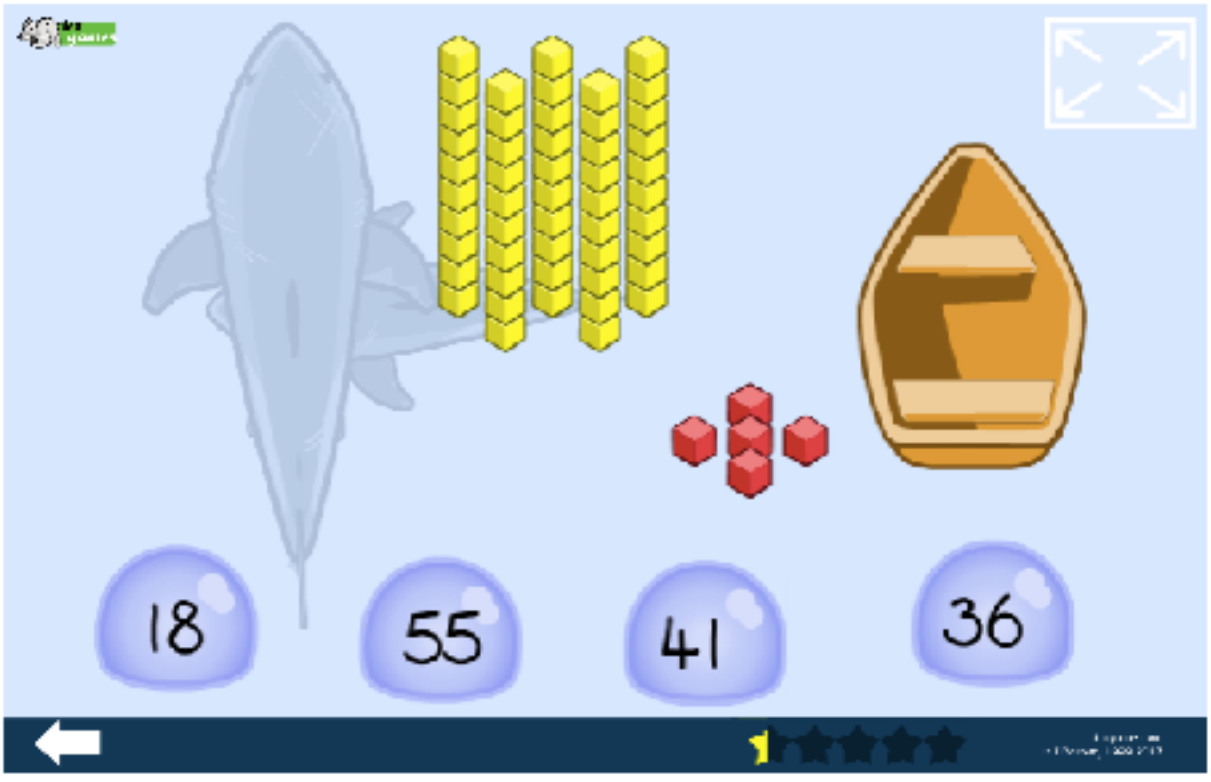
How many?

4 tens 2 ones	
2 tens 9 ones	
3 tens 7 ones	
1 ten 6 ones	
4 tens 7 ones	
3 tens 1 one	

Make it different:
Pick different numbers 1-50. You could go up to 100 for an extra challenge. Write the number and ask your child to draw the tens and ones or 'sticks and bricks'.

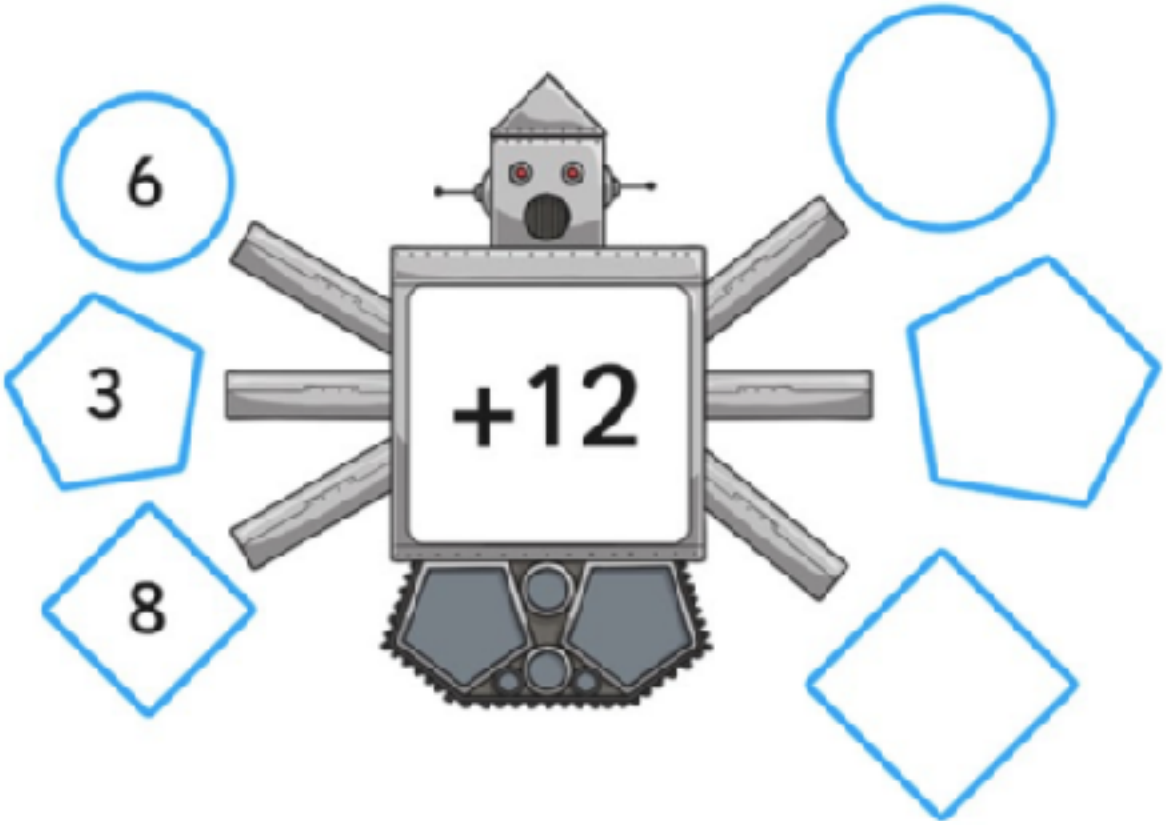


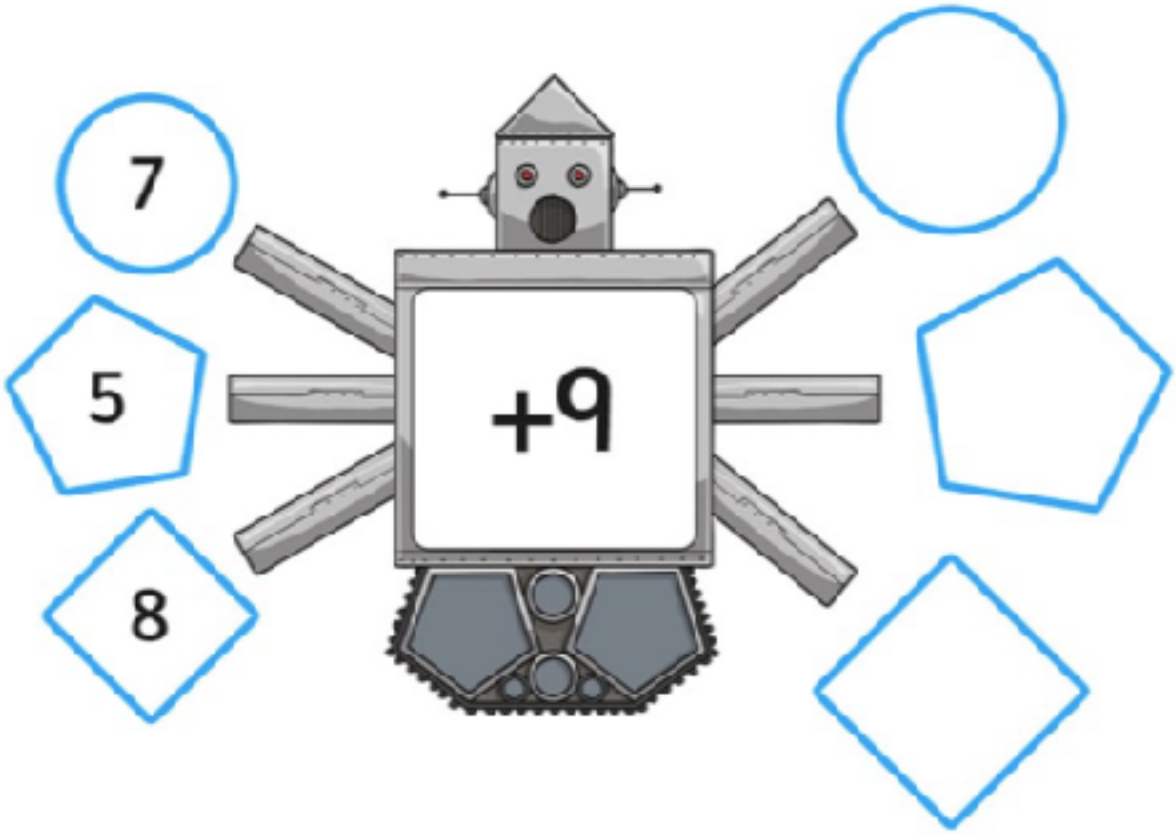
Extra Challenge:
Play Shark Numbers at: http://www.ictgames.com/sharkNumbers/mobile/index.html

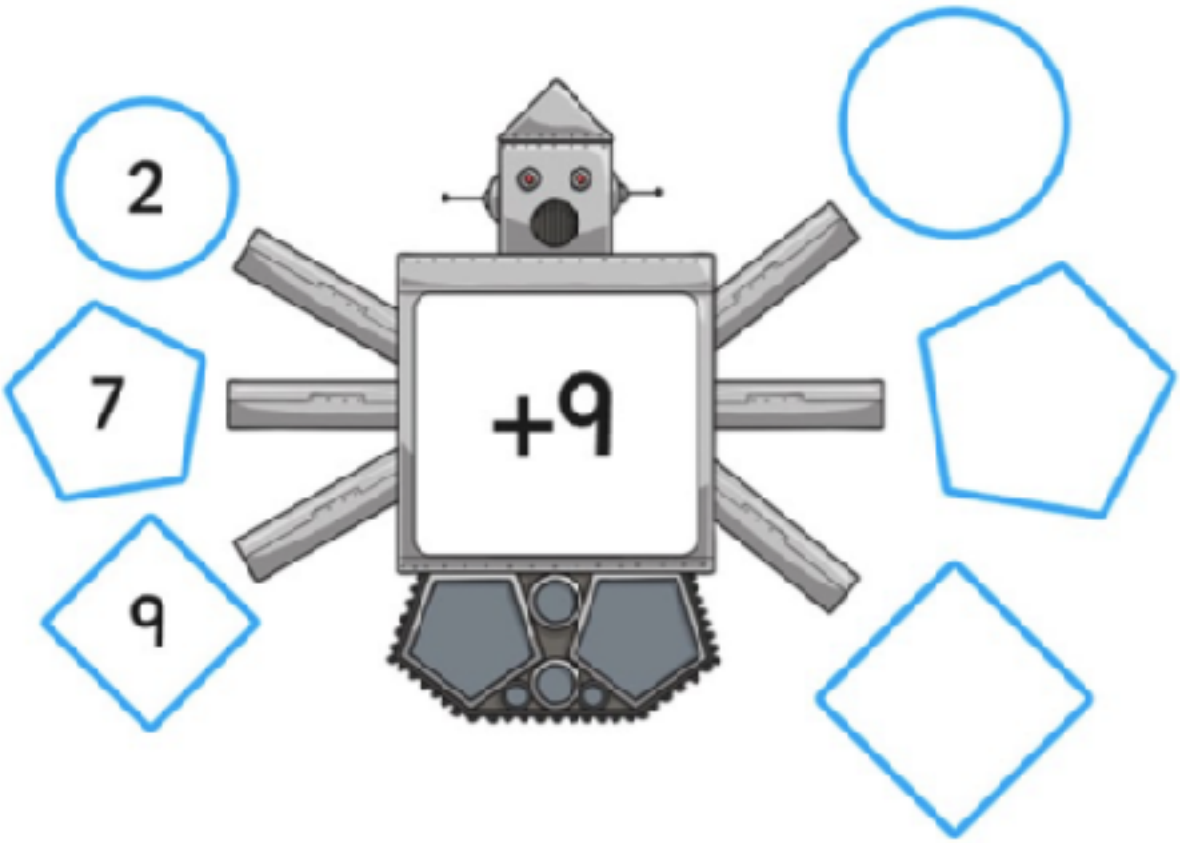


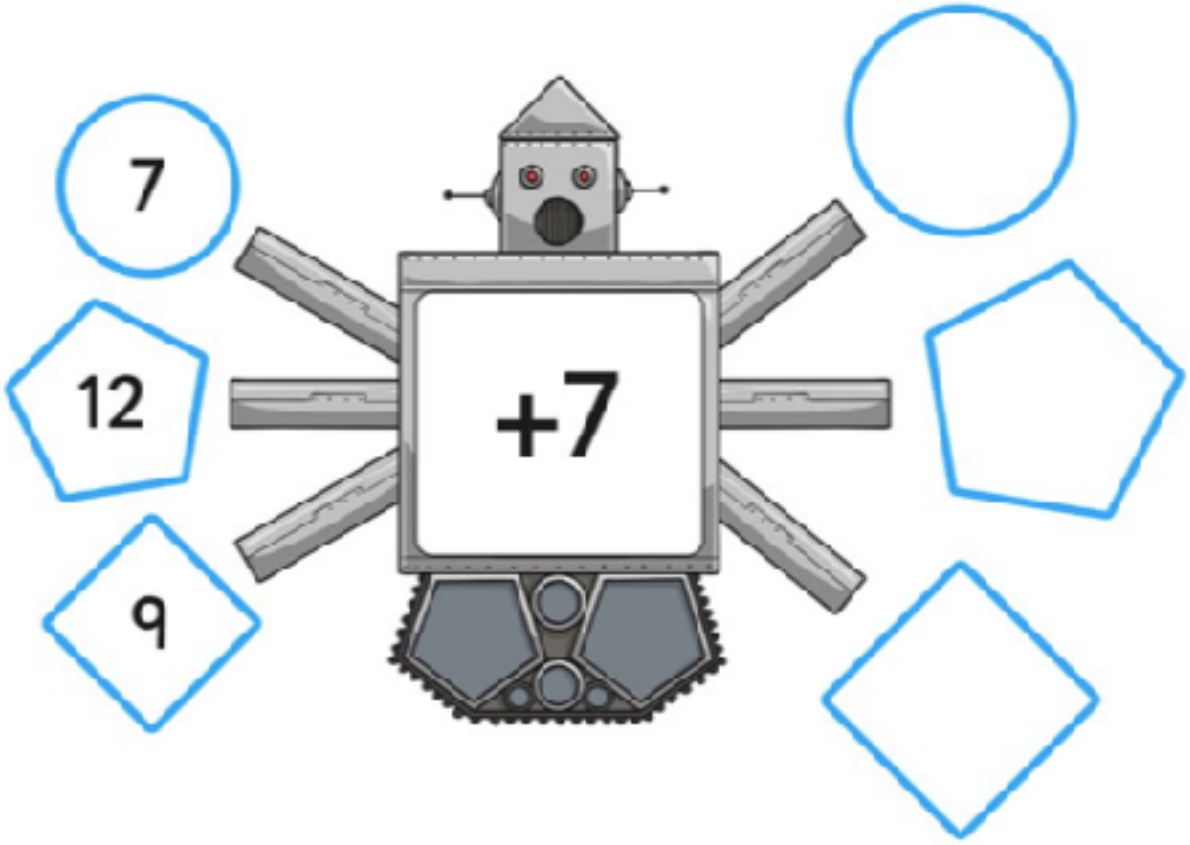
Thursday - Addition Practise

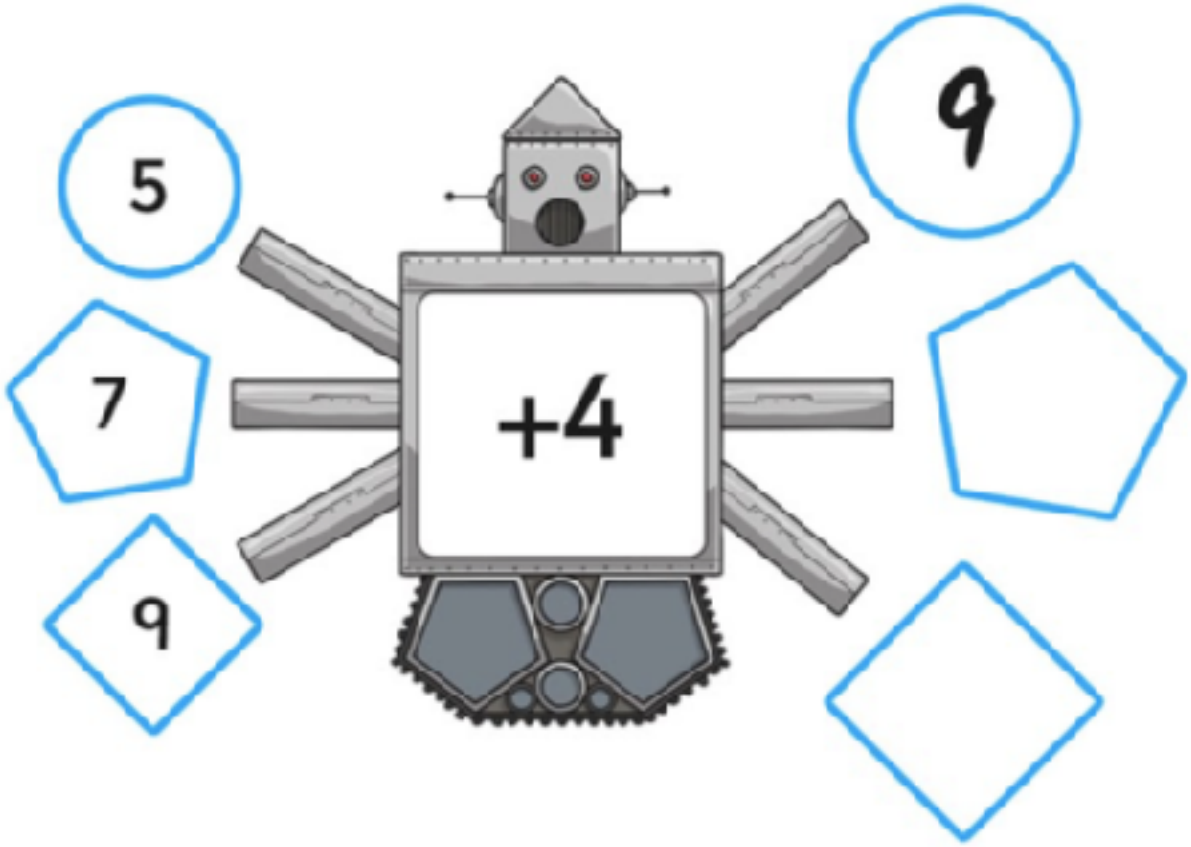
Can you work out the answers to these robot function machines? You can use resources such as drawing, number lines or objects to help you.

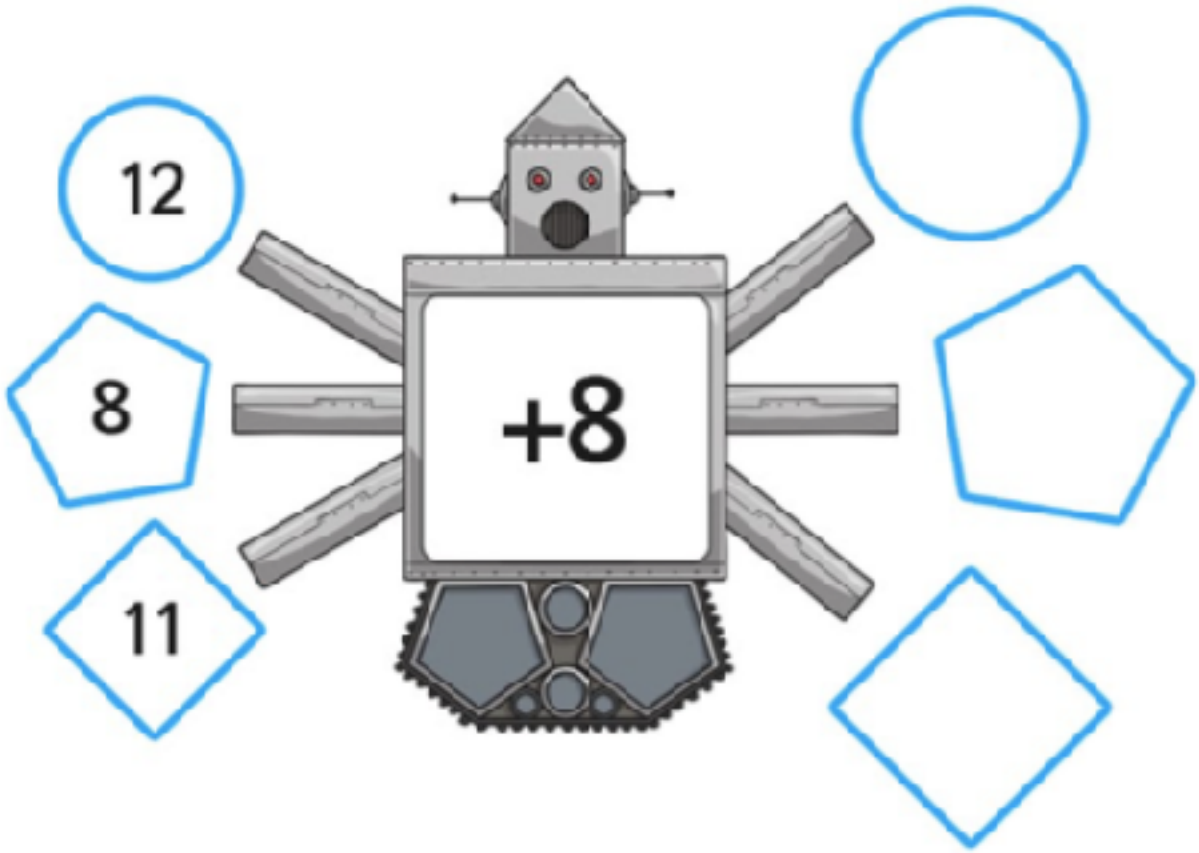


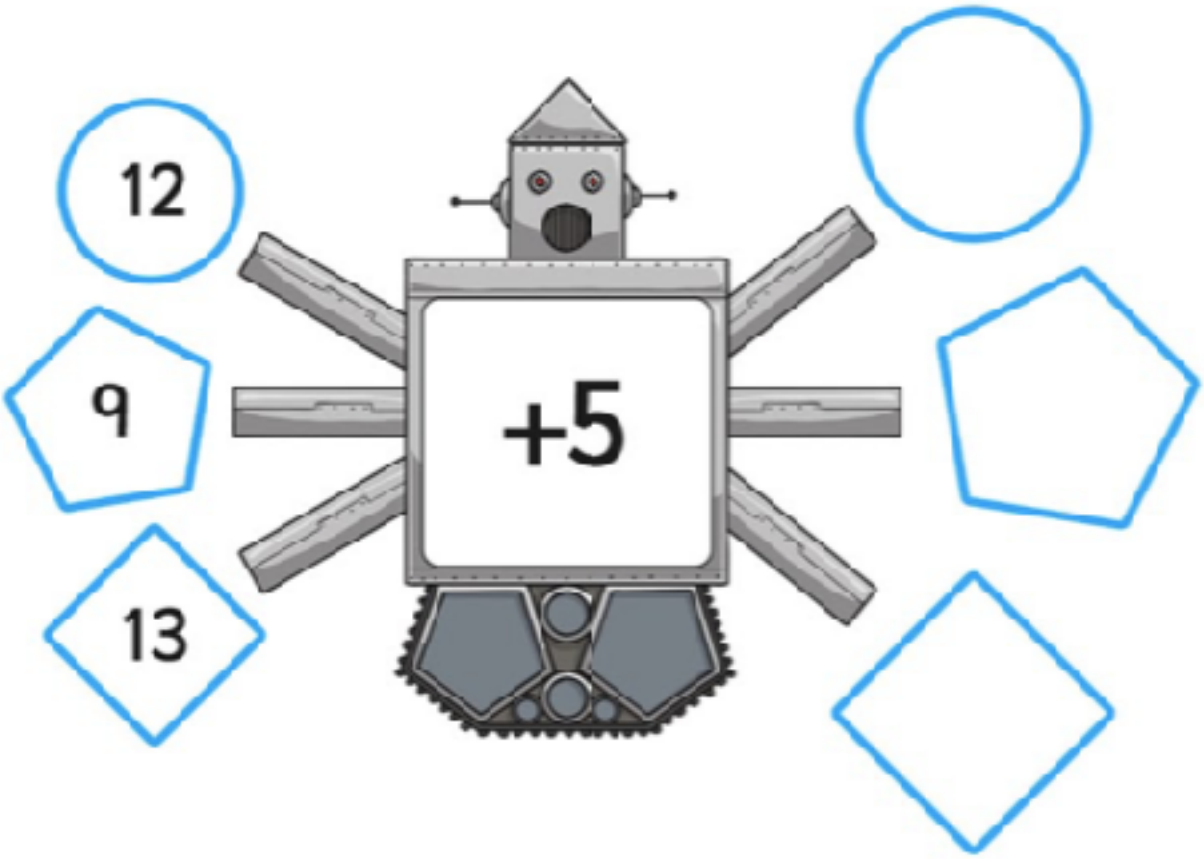



2
7
9
+9


7
12
9
+7


5
9
7
+4
9


12
8
+8
11



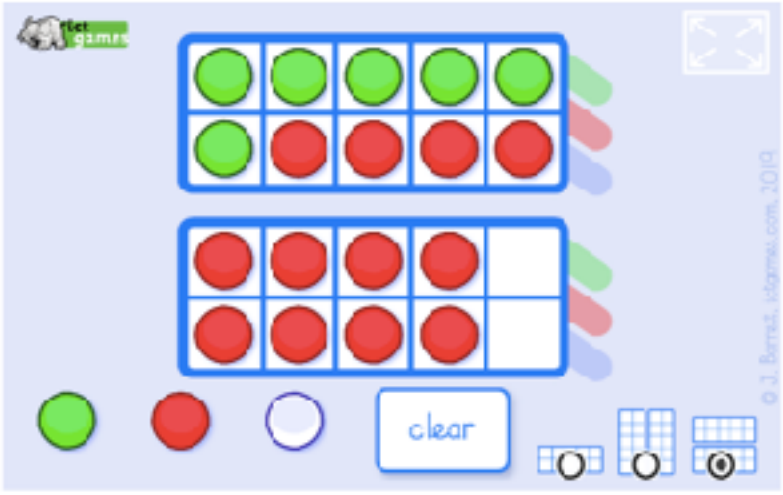
Make it different:

You could create your own adding machine with a shoe box and kitchen/toilet tubes.

Extra Challenge:

Can you show some of your calculations on a ten frame? There is an online version at: https://www.ictgames.com/mobilePage/tenFrame/index.html or you could draw one.

The ten frame below shows 6 + 12 = 18



Friday - Coin Recognition

This is a great opportunity to use any piggy banks or spare change jars. We advise that children have access to each of the coins so that they can become familiar. Children will need to be able to recognise and know the value of each of the coins. A great first step is to look at and discuss the coins. What shape are they? What colour are they? Do bigger coins have a greater value? Do the colours and metal give a clue to their value. Do the coins all have something in common? What pictures are on them? How do we know it's 1p, does it tell us somewhere? etc.

1p
One Penny

2p
Two Pence

5p
Five Pence

10p
Ten Pence

20p
Twenty Pence

50p
Fifty Pence

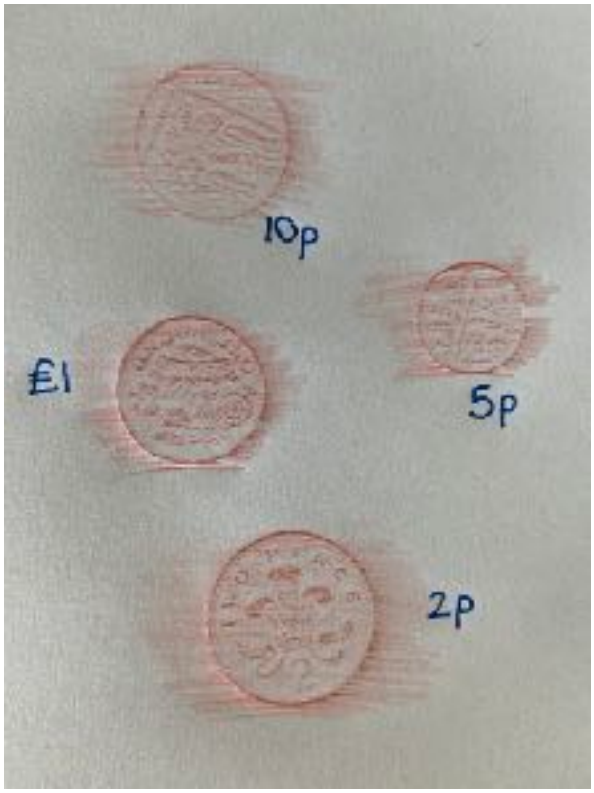
£1
One Pound

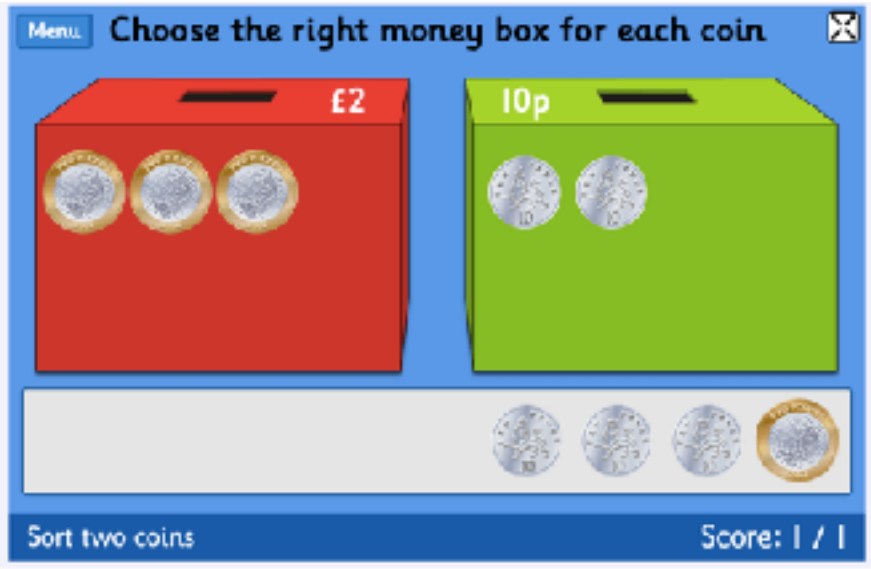
£2
Two Pounds

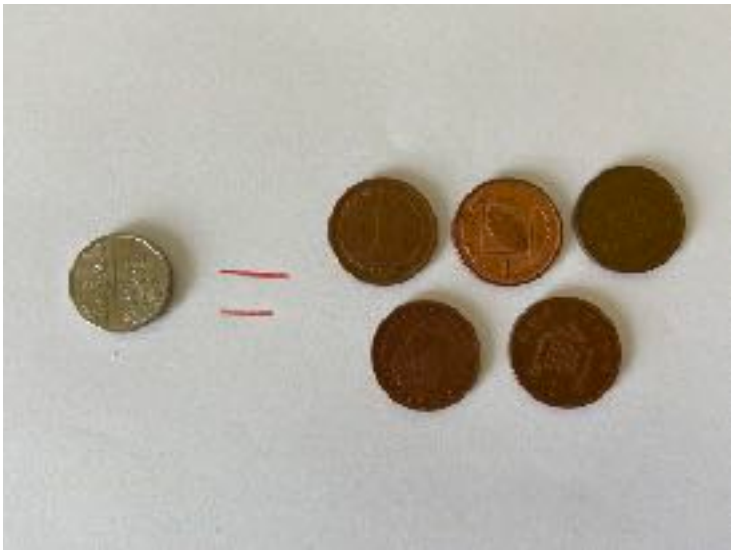
Now would be a good time to explain that in the Isle of Man we have our own coins. They are the same value but may look a bit different. Again, there are clues to let us know whether the coins are Manx.

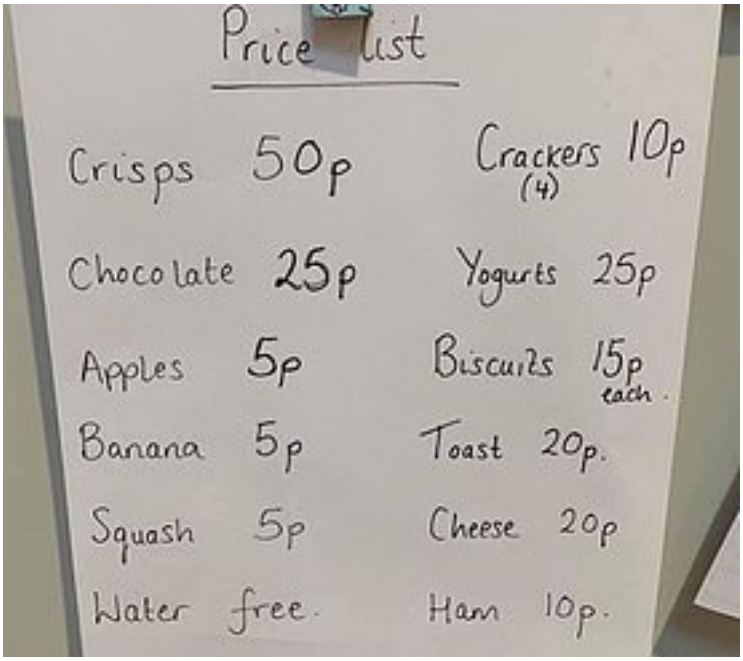
To develop this first step, you could:

- Sort a pile of coins into their groups and values i.e. put all the 1p coins together.
- Create a little video where you child names the different coins and tell you something about them.
- Create coin rubbings using crayons. Don't forget to add in the values.
- Match up the values i.e. place 5p next to 5 1p coins so children can start to understand the worth and the value. Don't forget to use the = signs to show that they are the same value.
- Create your own simple tuck shop at home. Give your child an 'allowance' each day and times to spend on snacks. This will help them to understand the value of money and budgeting. Alternatively, you could provide an age appropriate chart of jobs that your child can help out with at home showing the different coins that they can earn.
- Play coin sorting games at: https://www.topmarks.co.uk/money/coins-game









Extra Challenge: Can you count and write down the value of these coins? You might have to link your learning from counting in 2's, 5's and 10's to help you.

a  = ____ p

b  = ____ p

c  = ____ p

d  = ____ p

e  = ____ p