Year One Maths Home Learning

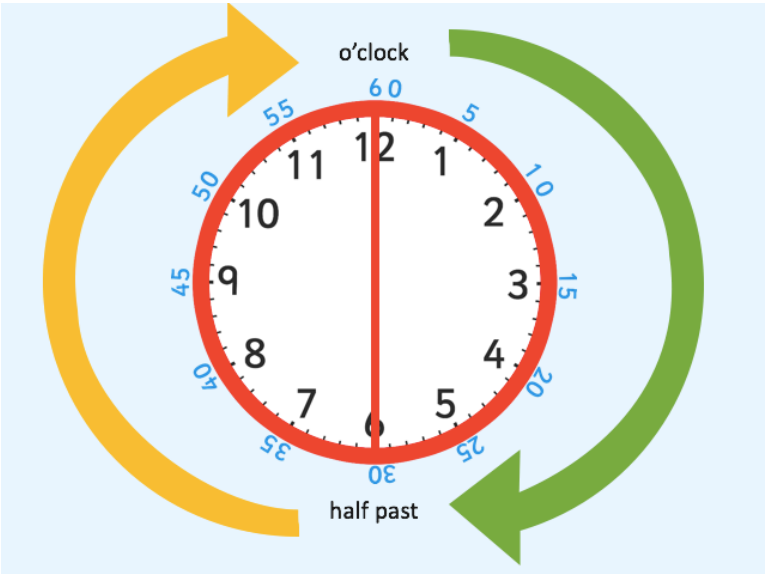
Week beginning: 18th May 2020

What you'll find this week:

- Monday – Telling the time to half past
- Tuesday – Doubling
- Wednesday - Turns
- Thursday - Money
- Friday – Addition up to 20

Monday – Telling the time to half past

You have already worked on telling the time to o'clock, which means 'turns of the clock'. A clock is a full circle which is made up of 2 halves. Find a clock and split in half with a rub off marker or tape. There are 30 minutes in half of an hour. When it is 30 minutes past the hour, we say **'half past'** the hour.



Look at the time below.
The big hand is pointing at 6, which is halfway around the clock.
Where is the small hand pointing? Is it on the number?

We call this time **'Half past 1'** because the small hand is half way between 1 and 2.

Explain that the long hand tells us how many minutes and the short hand tells us the hour. Show examples of 'half past' an hour, on a clock, and asking your child what time it is.

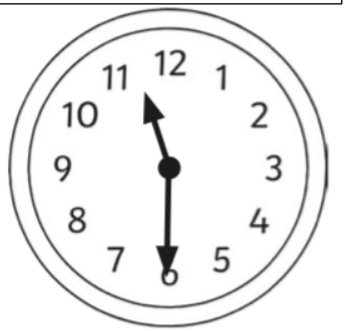
The bad-tempered ladybird needs you to write down the times on the clocks so he can tell what time it is!

Half past_____

Half past_____

Half past_____

Half past_____



Half past_____

Half past_____

Half past_____

Half past_____

Half past_____

Half past_____

Half past_____

Half past_____

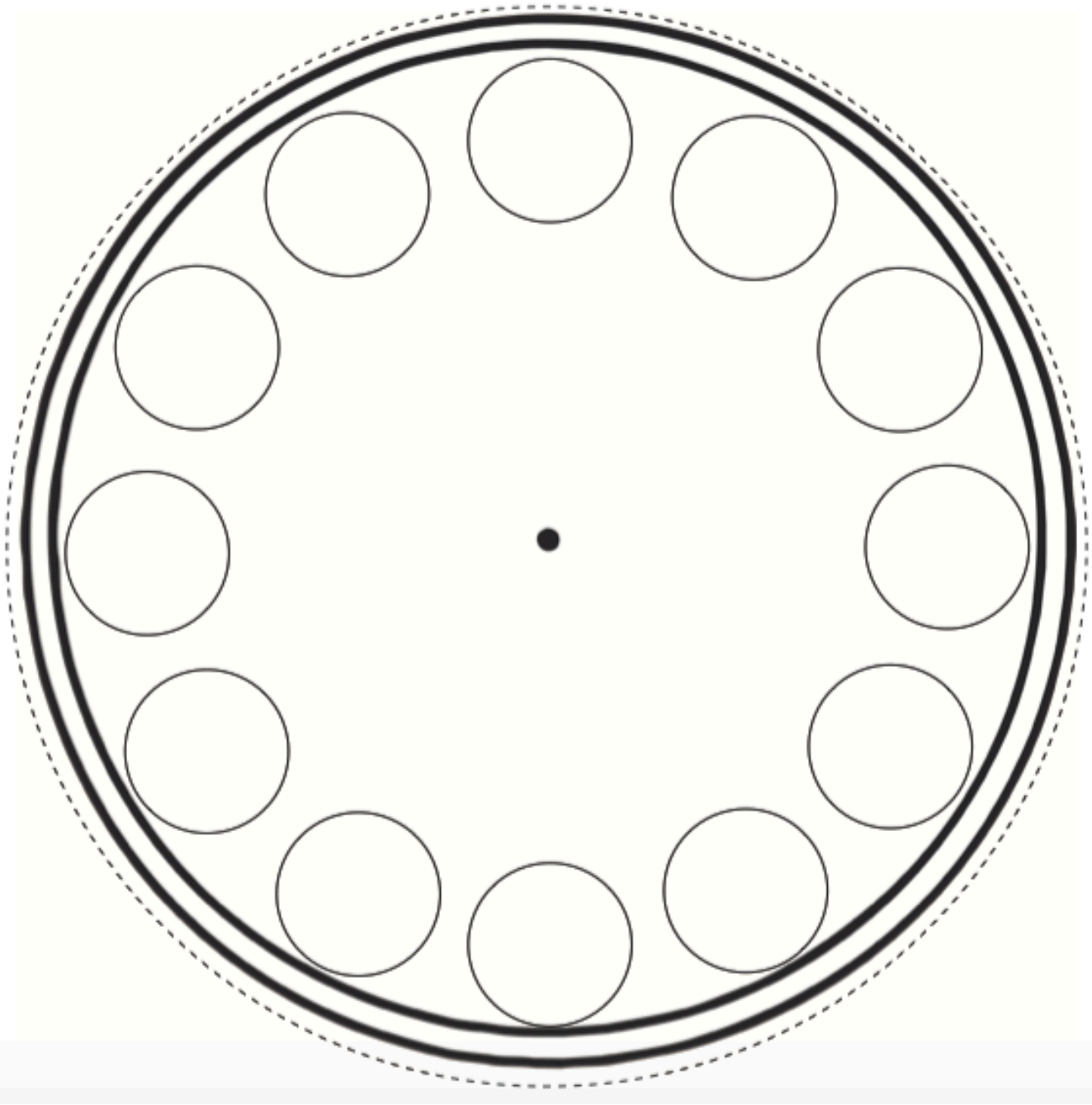
Make it different:

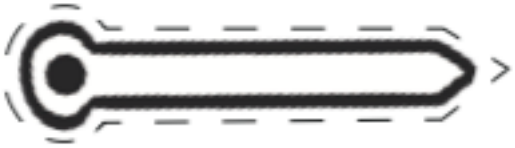
Make your own clock using the template on the next page, and practise each day turning the hands to o'clock and half past. This will help familiarise your child with the concept of time. If you are unable to print of the template, click the following link to help your child tell the time: https://www.topmarks.co.uk/time/teaching-clock

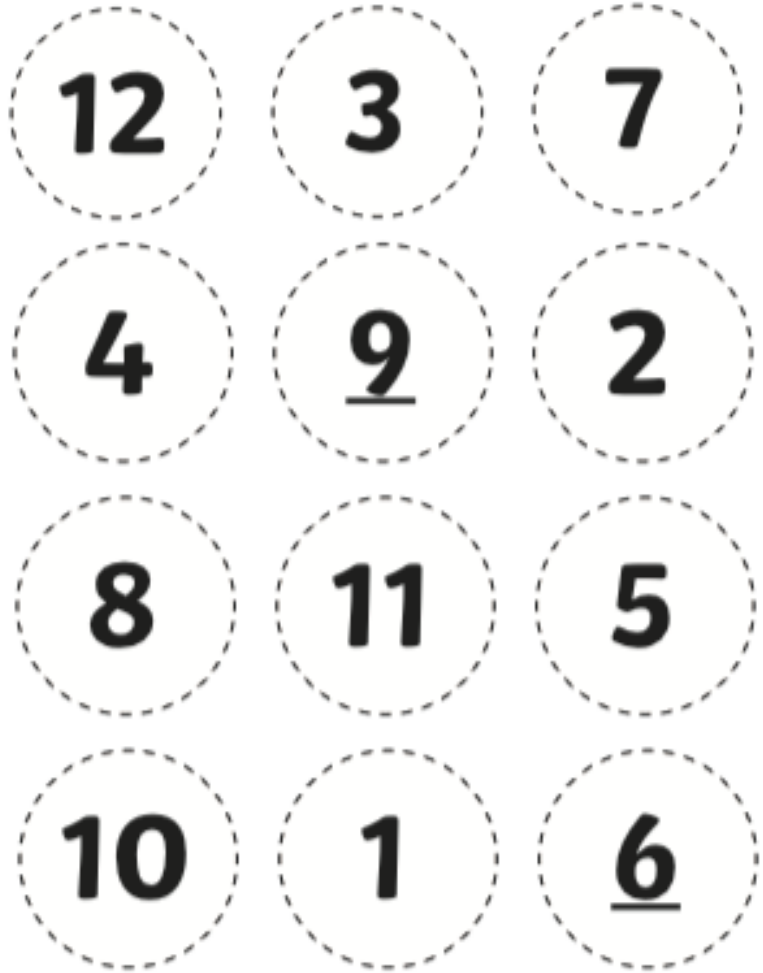
Extra Challenge:

If your child is feeling super confident, try introducing them to 'quarter past'. Practise this on your interactive clock or on the link above.

Interactive clock template





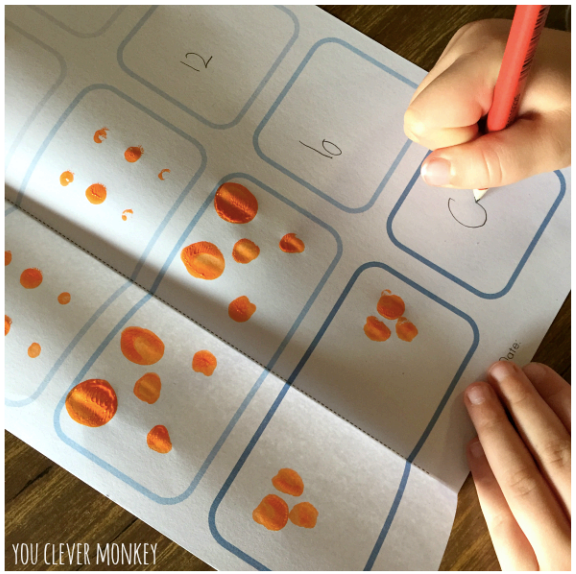


Tuesday – Halving and Doubling

Today we're going to recap over your knowledge on doubling. So far you have explored doubling by using bar models. Today you are going to work with Ladybirds and their spots to help you, linking in nicely with your new book for literacy, 'The Bad-Tempered Ladybird' by Eric Carle. Can you count the spots on one wing of the ladybird and put the same amount on the other wing? Write the corresponding number facts below it, to show you have doubled the amount.

Make it different:

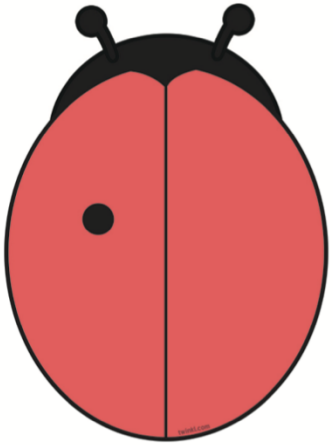
Use an A4 piece of paper and using paint put a given number of dots on one half. Fold your piece of paper in half and squish both sides together, the same dots should appear on the other side of your paper. Open the paper to reveal your double number, then record the number you can now see.



Extra Challenge:

Try the tricky problems on doubling, by looking at doubling in different ways.

1.



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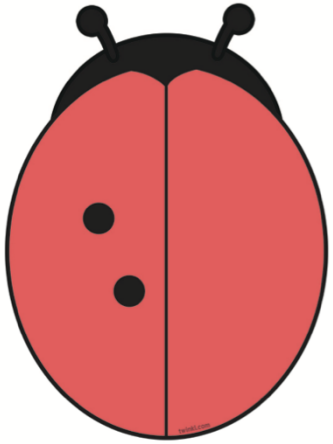

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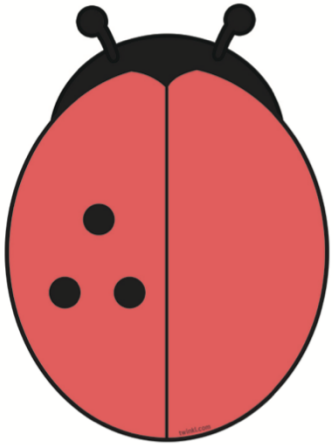

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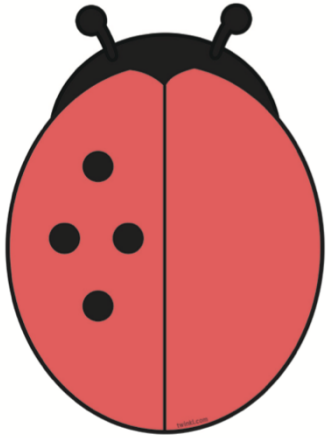

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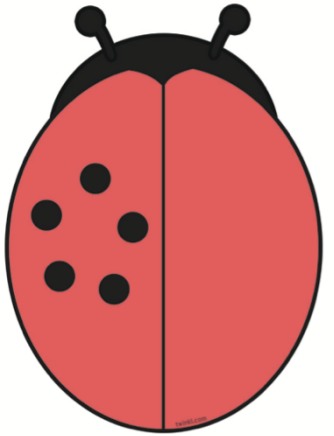

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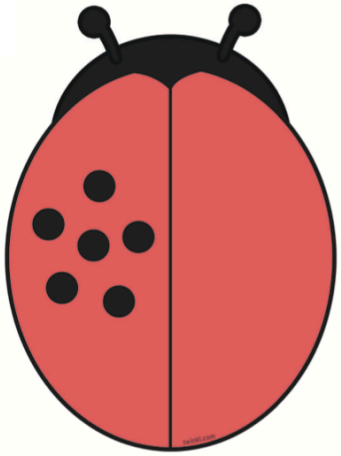

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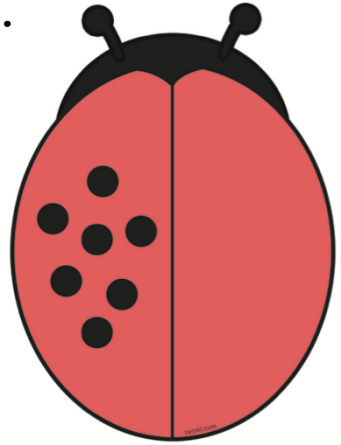

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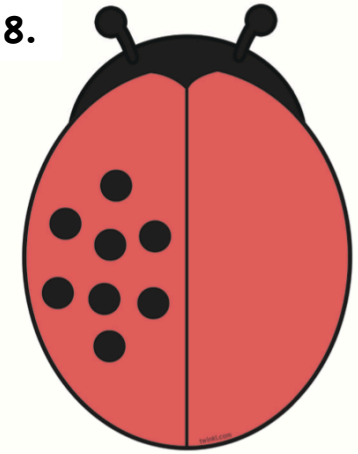

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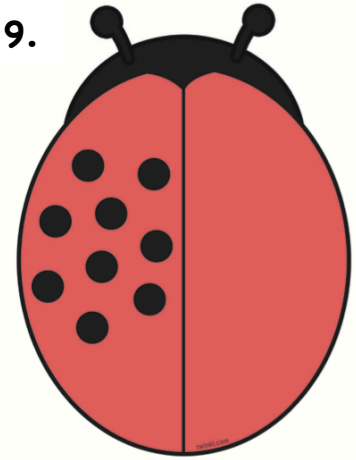

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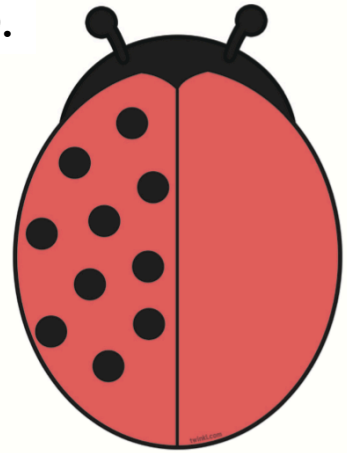


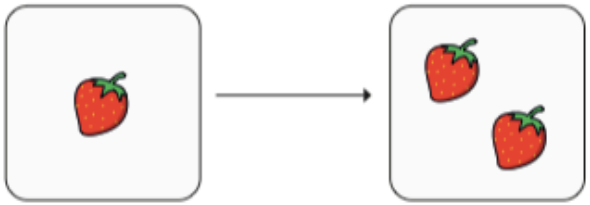
☐ + ☐ = ☐

Extra Challenge

1 Complete the sentences.

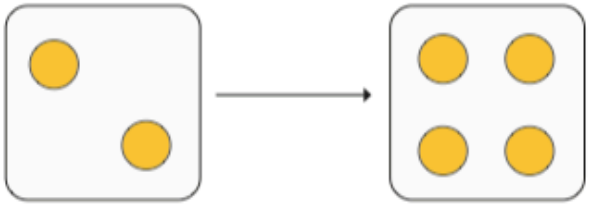
Use the pictures to help you.

a)



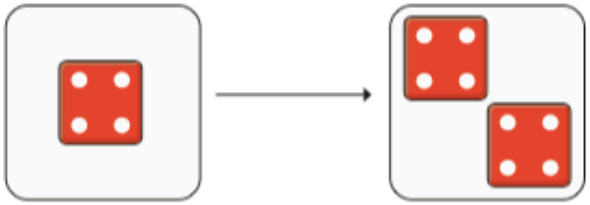
Double 1 is ☐

b)



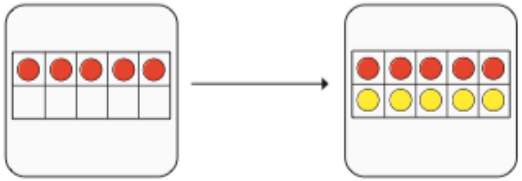
Double 2 is ☐

c)



Double ☐ is ☐

d)



Double ☐ is ☐

2 Match the doubles to the additions.

Double 3	6 + 6
Double 6	7 + 7
Double 10	3 + 3
Double 7	10 + 10

3 Fill in the gaps.

a) Double 15 is ☐

b) Double 11 is ☐

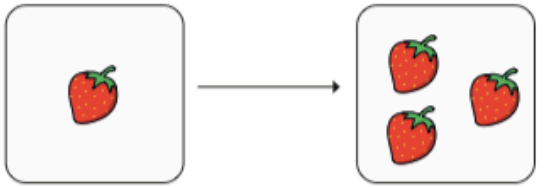
c) Double 12 is ☐

d) Double 20 is ☐

e) Double ☐ is 8

f) Double ☐ is 16

4

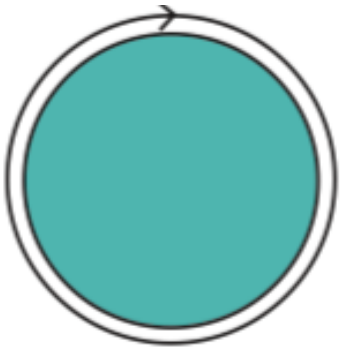


Do you agree with Mo?_____

Talk about it with a partner.

Wednesday – Turns

Children should be able to use 'Whole, Half, Quarter and Three-quarter' turns to describe position, direction and movement. Try and relate this to your child's prior knowledge of time, by thinking of the turns of the hands on a clock.



Full turn

Half turn

Make it different:

Introducing this practically is encouraged. Pretending your child is a robot is a great way of approaching this. Using the correct language, tell your child to:

- Make half a turn to the right
- Make a full turn
- Make a quarter turn to the left
- Make a three-quarter turn to the right

Quarter turn

Three- quarter turn

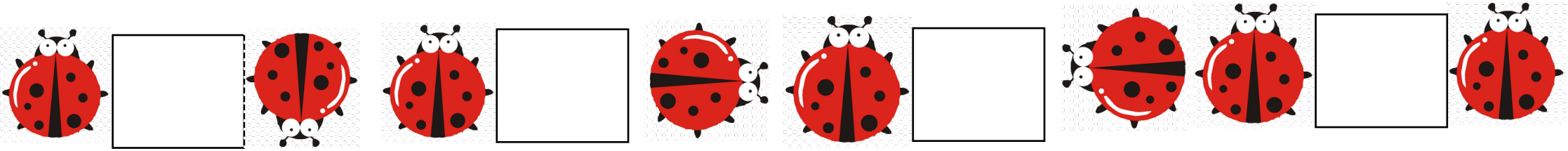
Children should investigate whether they can finish facing the same direction if they complete different turns. Remind your child that they must remember the direction they were facing to begin with.

Extra Challenge:

Try the problem from the following link:
https://nrich.maths.org/5560

or try the problems on the next page.

Draw an arrow in the box indicating the turn, and write underneath, the turn the ladybird has made, going clockwise.



_____ turn

_____ turn

_____ turn

_____ turn

Draw a different animal on an A4 piece of paper, for example it could be another animal from the book. Can you draw the animal:

- Making a half turn
- Making a quarter turn
- Making a three-quarter turn
- Making a full turn

Extra Challenge

1a. Angela has turned her game piece once in the same direction.

Which turn could leave her facing this way?

1b. Toby has turned his game piece once since the start of the game.

Which turn could leave him facing this way?

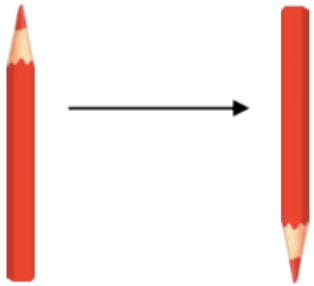
2a. The trucks need to turn to match the picture on their boxes.

What turn should they each make?

2b. The cars need to turn to match the the picture on their boxes.

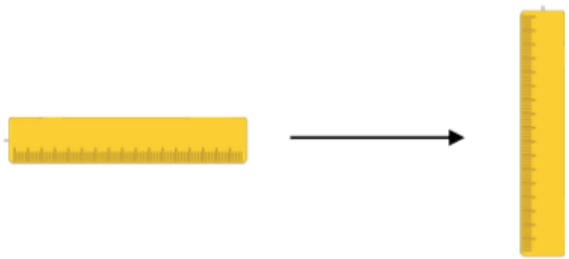
What turn should they each make?

3a. Dion was asked to turn the pencil one three-quarter turn.



Did he follow the instructions? Explain and correct any mistakes you find.

3b. Jennie was asked to turn the ruler one half turn.



Did she follow the instructions? Explain and correct any mistakes you find.

Thursday - Money

Last week, children explored different coins and their value. If you can physically use coins to show your child, this will help them become familiarised with the concept of money. Today we are going to work on counting coins. How much money is in each money jar? Use physical coins or the picture below to help your child.

Make it different:

You could play a simple money counting game, whereby you roll a dice and match up the number, to coins that add up to that amount. This is a good way of practising your mental maths to make it more challenging.

Extra Challenge:

Try counting with different coins in the jar.

How Much Money Is In My Jar?

Extra Challenge:

Friday – Addition up to 20

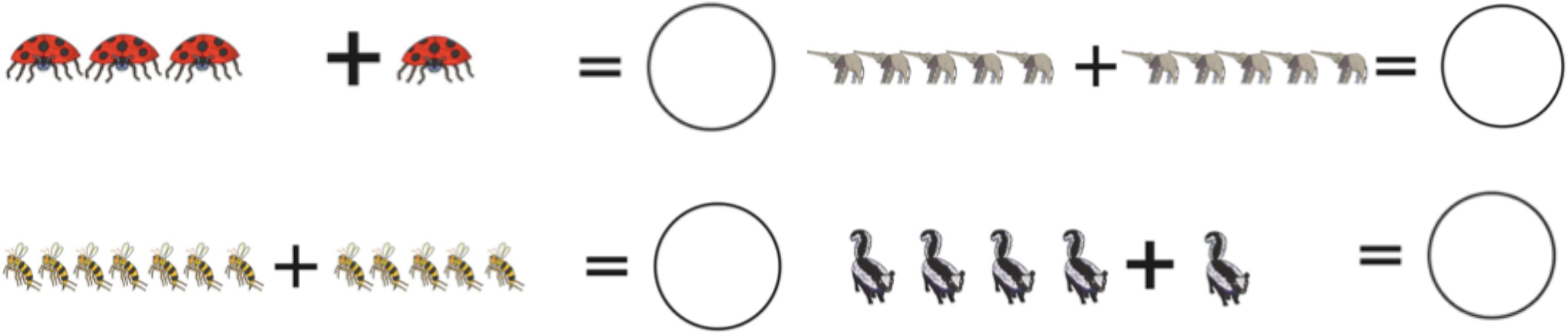
Can you count the animals from 'The Bad-Tempered Ladybird' and work out how many there are all together?

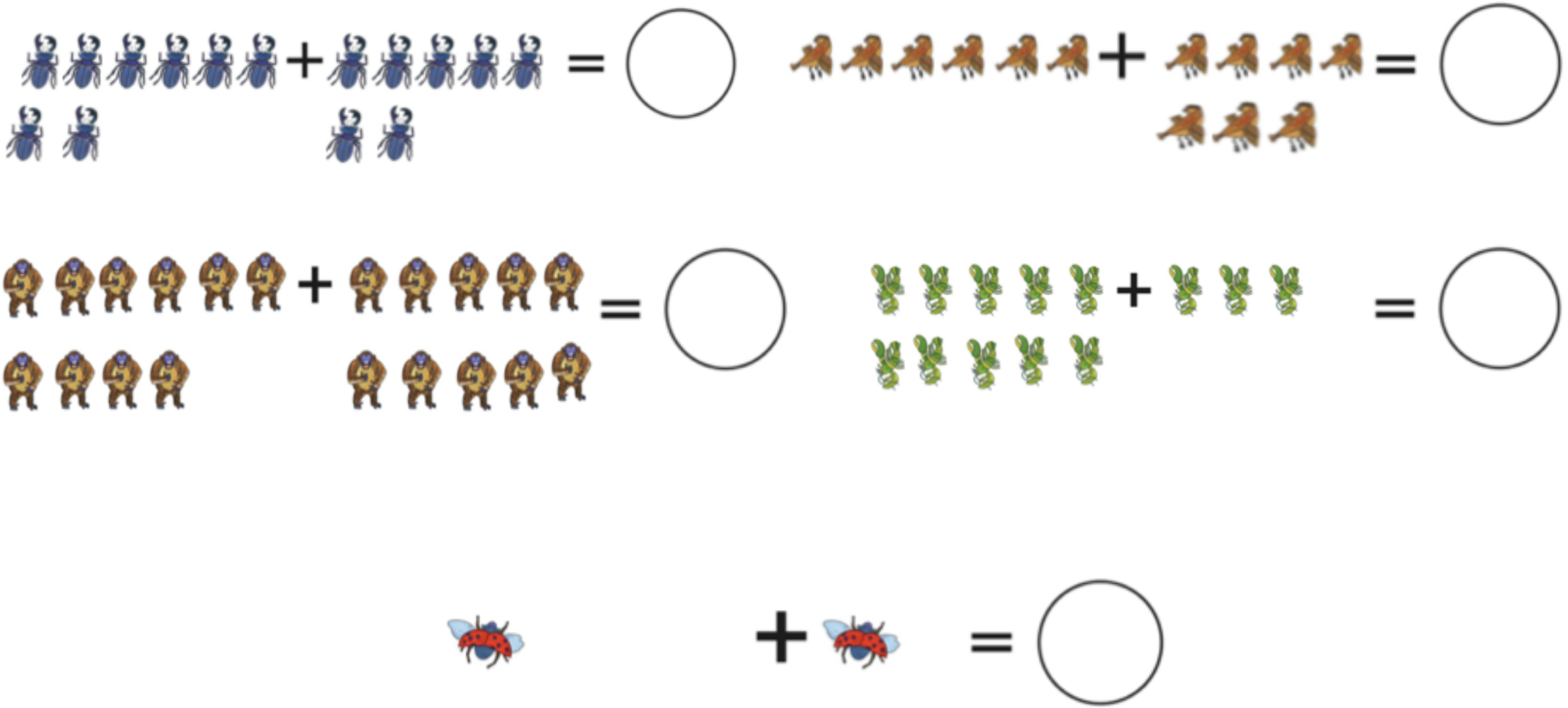
Make it different:

Try using physical objects to help you, for example building blocks, lego, toys at home or a ruler as a number line. You can also play an online game to test you. https://www.topmarks.co.uk/addition/robot-addition

Extra Challenge:

Try the tricky problems on the next page.





Extra Challenge

3a. Count on 5 from each number. If the answer is more than 15, colour the box.

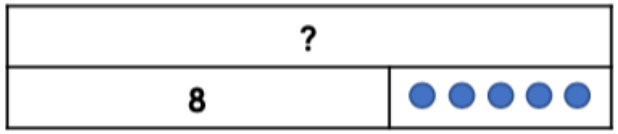
7	9	8
6	14	11
13	12	10

3b. Count on 6 from each number. If the answer is less than 15, colour the box.

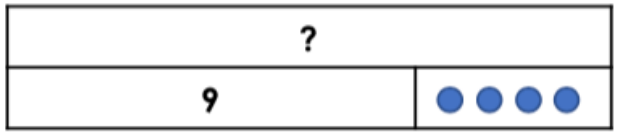
8	9	12
14	11	13
7	10	6

4a. Complete the bar models below.

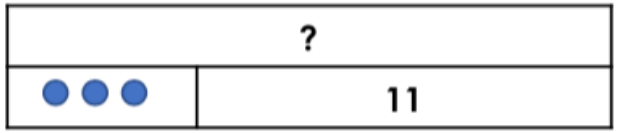
A.



B.

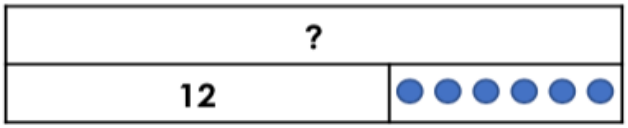


C.



4b.

A.



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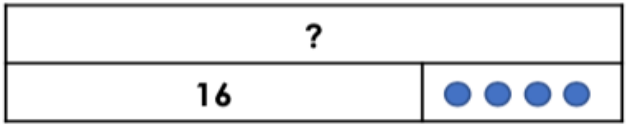

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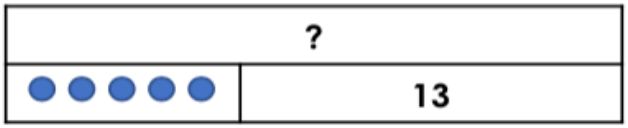
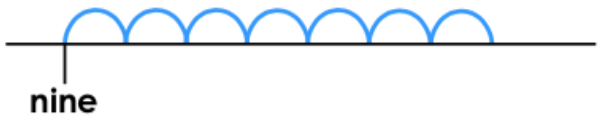


5a. Using your knowledge of the number line, count on from the following numbers.

A.

B.



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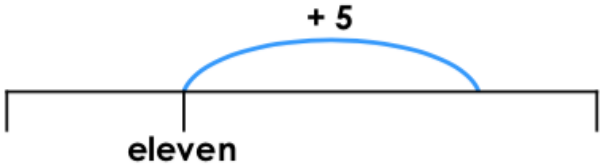
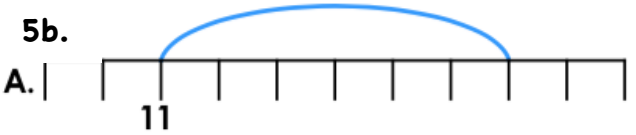
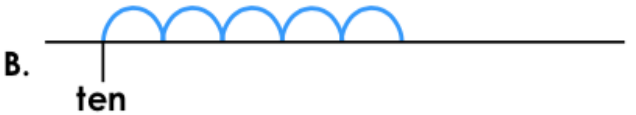
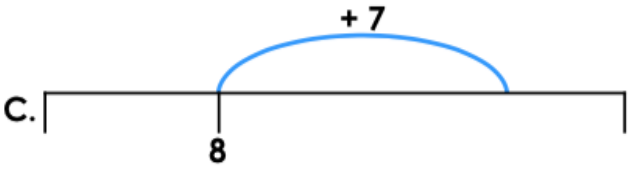


5b.

A.



B.



C.