

# Year One Maths Home Learning

Week beginning: 20th May 2020

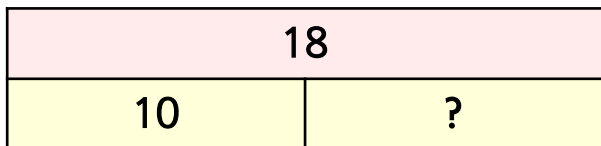
This week we are revising and consolidating some of the basic skills for Year One.  
We will be looking at:

- \* Monday - Addition and Subtraction to 20
- \* Tuesday - Whole Part Models - 10s and 1s
- \* Wednesday - Number Bonds
- \* Thursday - More / Less to 50
- \* Friday - Counting in 2s, 5s and 10s

Don't forget to use practical resources to help work out the answers. You could make a larger blank bar model and use pasta shapes, buttons, sweets etc. to represent the numbers.

Monday - Addition and Subtraction

1 Use the bar models to help you complete the related facts.

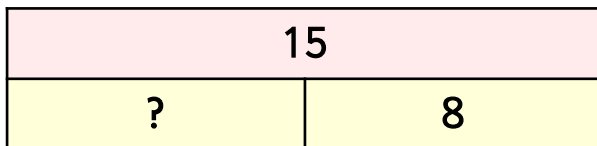


$10 + \underline{\quad\quad} = \underline{\quad\quad}$

$\underline{\quad\quad} + 10 = \underline{\quad\quad}$

$\underline{\quad\quad} - 10 = \underline{\quad\quad}$

$\underline{\quad\quad} - \underline{\quad\quad} = 10$

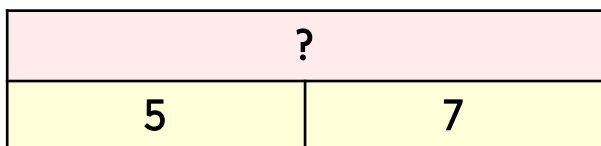


$\underline{\quad\quad} + \underline{\quad\quad} = 15$

$\underline{\quad\quad} + \underline{\quad\quad} = 15$

$15 - \underline{\quad\quad} = \underline{\quad\quad}$

$15 - \underline{\quad\quad} = \underline{\quad\quad}$

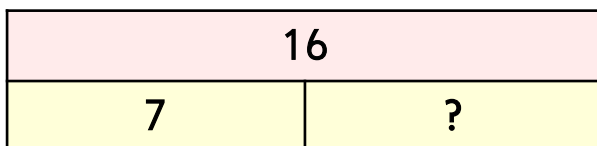


$\underline{\quad\quad} + 7 = \underline{\quad\quad}$

$7 + \underline{\quad\quad} = \underline{\quad\quad}$

$\underline{\quad\quad} - \underline{\quad\quad} = 7$

$\underline{\quad\quad} - 7 = \underline{\quad\quad}$

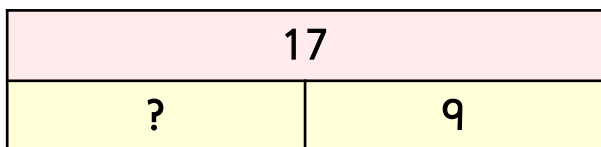


$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$

$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$

$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$

$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$

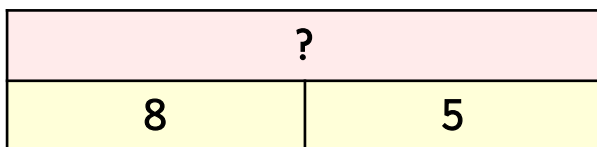


$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$

$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$

$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$

$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$



$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$

$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$

$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$

$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$

Make it different: Draw your own bar models with larger or smaller numbers.

Extra Challenge: Try these reasoning and problem solving cards below!

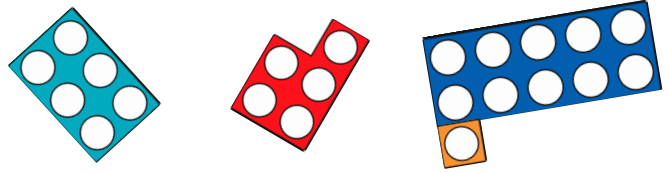
Use the numbers to create a bar model.



List the related facts:

$$\begin{aligned} \underline{\quad} + \underline{\quad} &= \underline{\quad} \\ \underline{\quad} + \underline{\quad} &= \underline{\quad} \\ \underline{\quad} - \underline{\quad} &= \underline{\quad} \\ \underline{\quad} - \underline{\quad} &= \underline{\quad} \end{aligned}$$

Use the number frames to create a bar model.



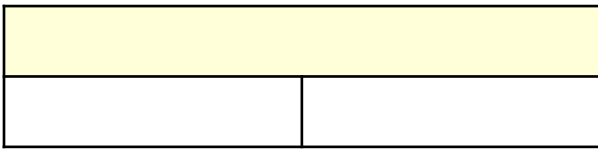
List the related facts:

$$\begin{aligned} \underline{\quad} + \underline{\quad} &= \underline{\quad} \\ \underline{\quad} + \underline{\quad} &= \underline{\quad} \\ \underline{\quad} - \underline{\quad} &= \underline{\quad} \\ \underline{\quad} - \underline{\quad} &= \underline{\quad} \end{aligned}$$

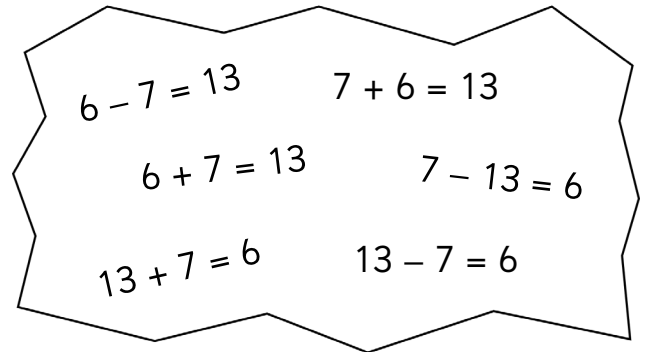
Colour the incorrect calculations.

$8 + 9 = 17$	$8 - 9 = 17$	$9 + 8 = 17$
$9 - 8 = 17$	$17 - 9 = 8$	$17 + 8 = 9$

Now, draw a bar model to represent the correct calculations.



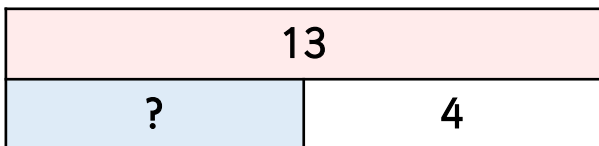
Circle the incorrect calculations.



Represent the correct calculations on a bar model and part-whole diagram.



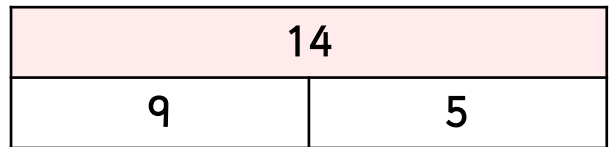
The missing number is 17.



Is Jack correct?  
If not, what mistake might Jack have made and what is the correct answer?



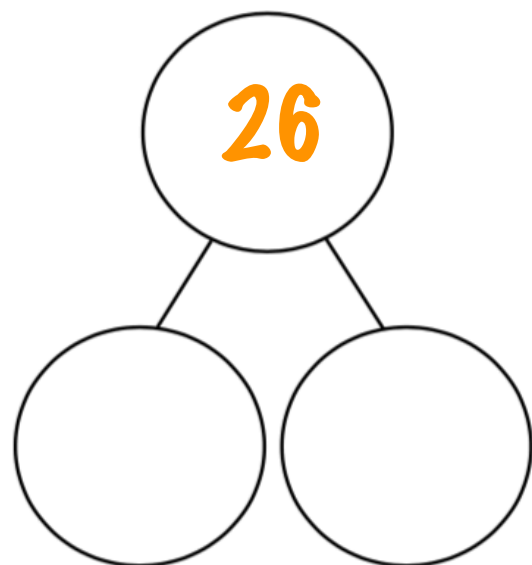
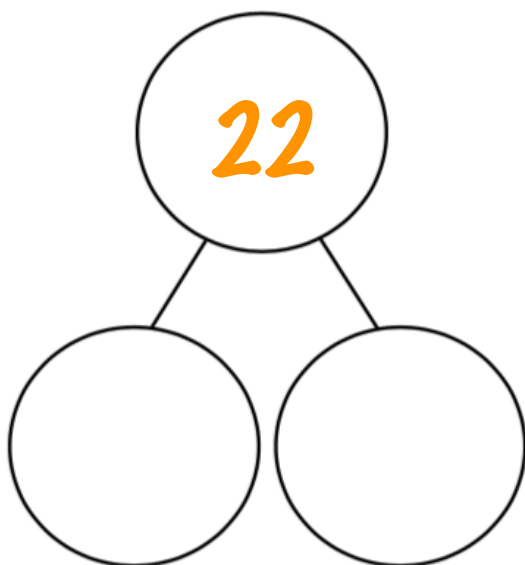
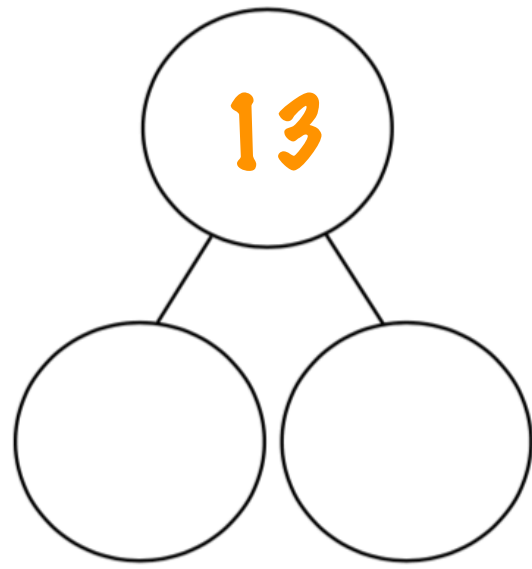
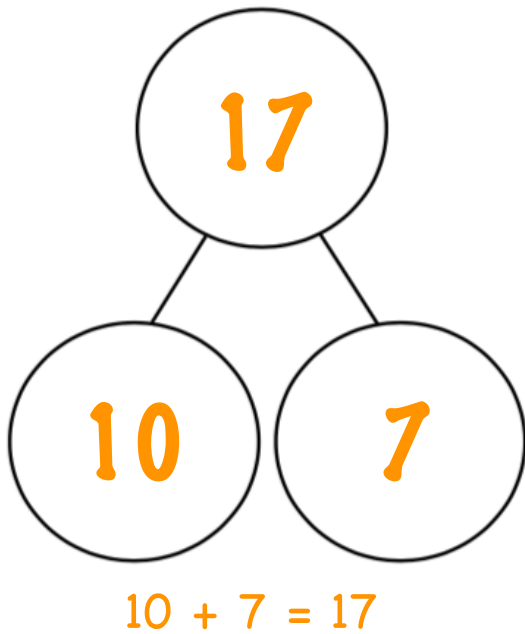
The bar model shows  $9 - 5 = 14$

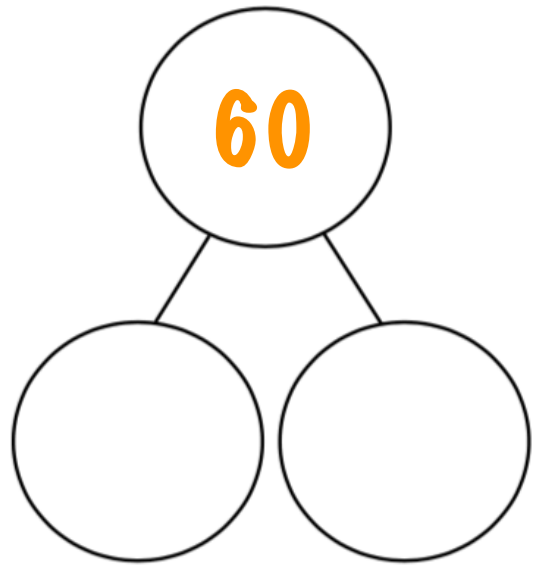
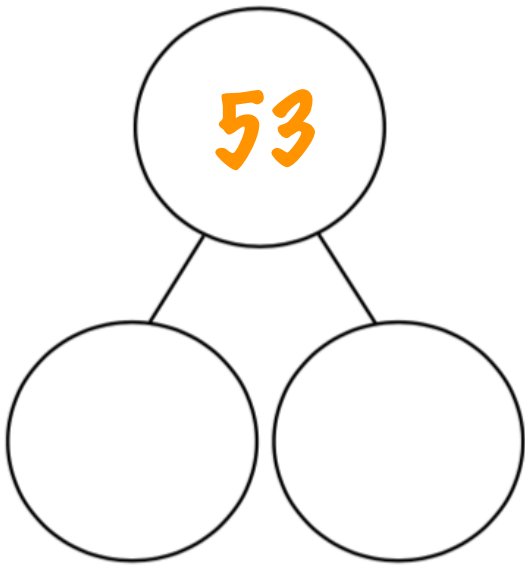
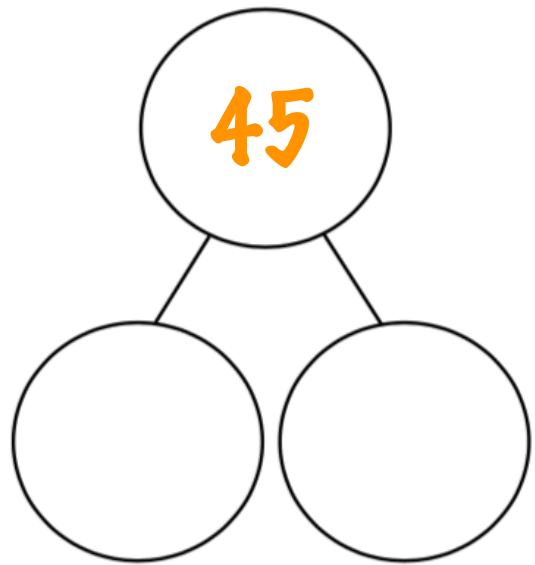
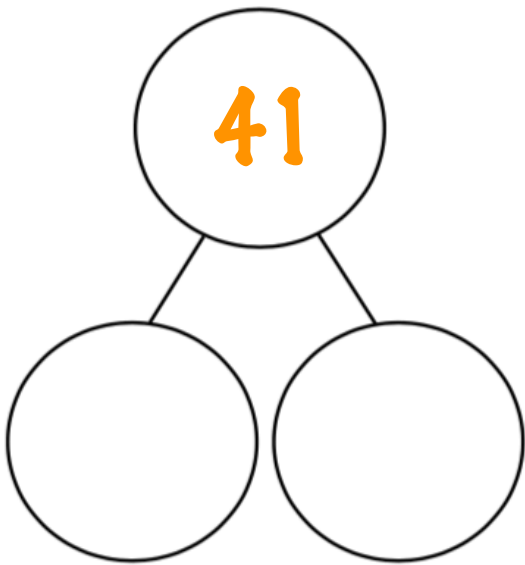
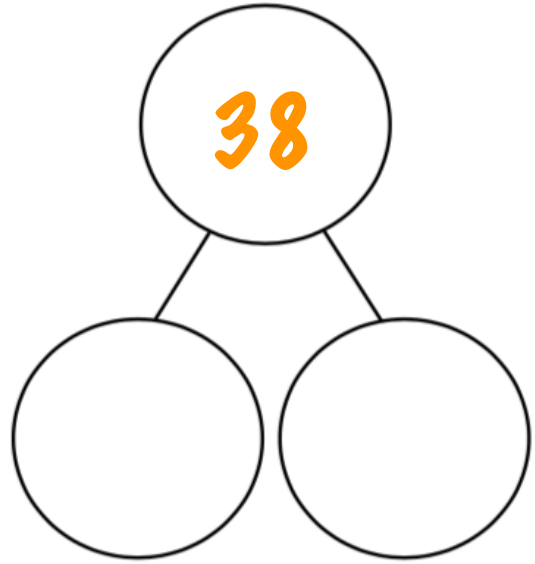
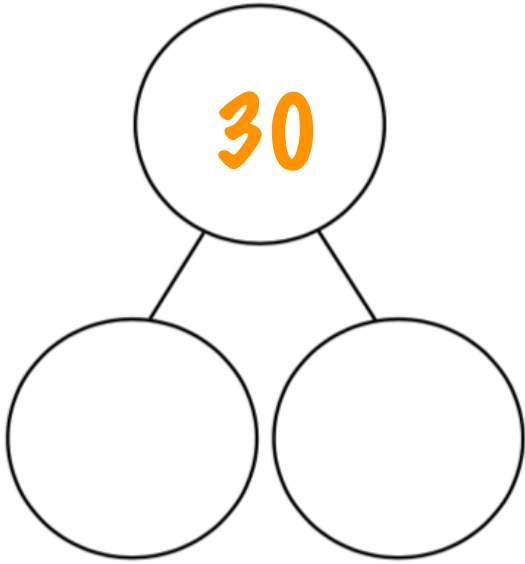


True or false? Explain your answer.  
What other related facts can you find?

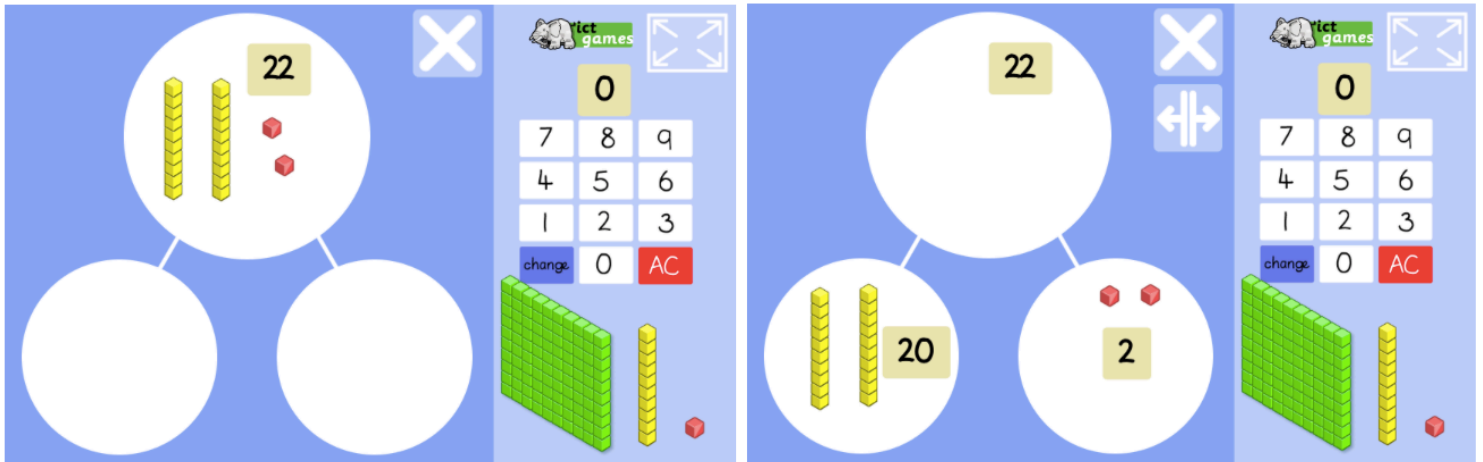
Tuesday - Whole Part Models - 10s and 1s

Can you partition the 10s and 1s from these numbers? One has been done for you. Can you write an addition fact next to each whole-part model to show your understanding?





**Make it different:** Go to <https://www.ictgames.com/mobilePage/partPartWhole/index.html> to try this as an ICT challenge. Pick your own numbers, represent them with 10s and 1s, then partition. This will help to visualise the numbers. For example:



**Extra Challenge:**  
Try this reasoning challenge. >

### Tens and Ones

My number has 8 tens and 4 ones. My number is the smallest.

Helen

My number has 8 tens and some ones. My number is the largest.

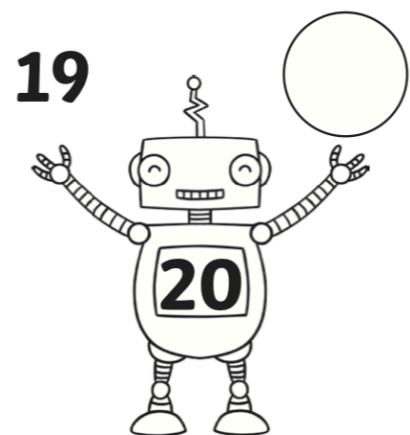
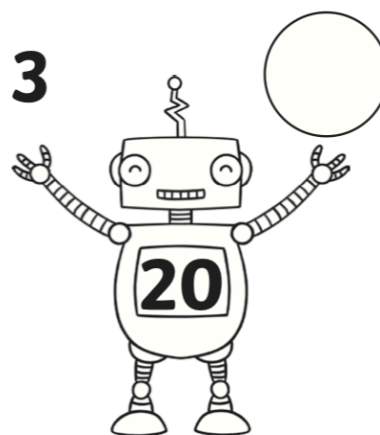
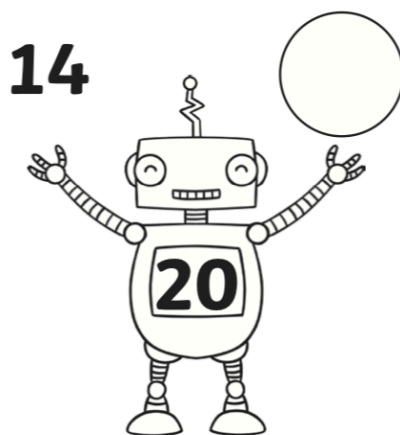
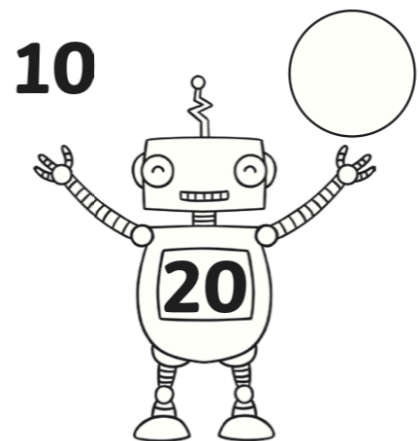
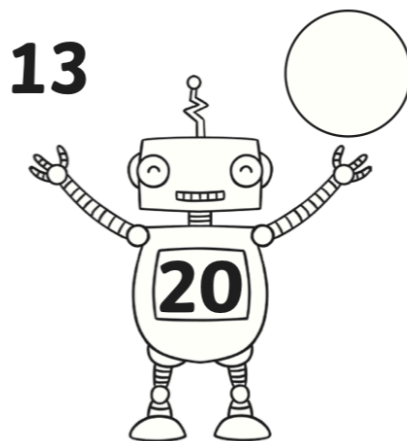
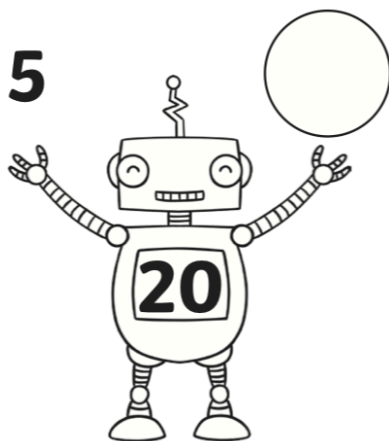
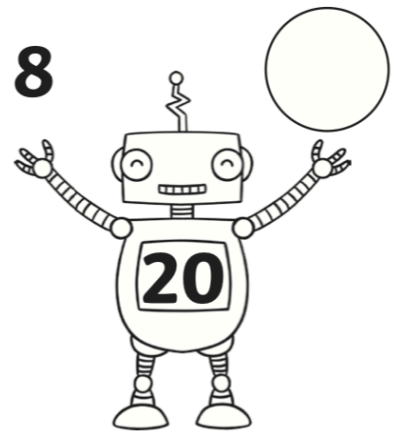
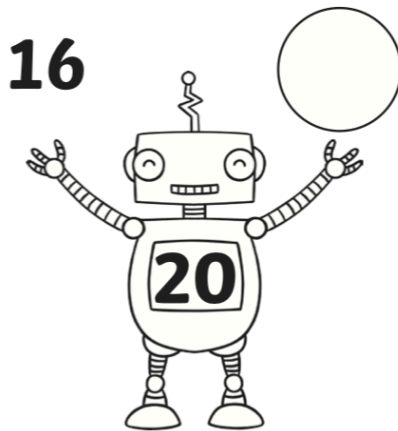
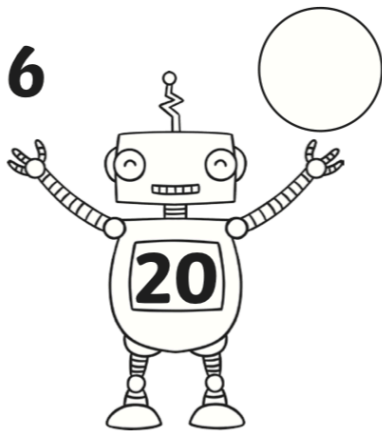
Harris

What could Harris' number be? Explain how you know.

Use a tens frame to represent the numbers that Harris could have.

**Wednesday - Number Bonds**

Practise your number bonds to 20.



**Make it different:** Go to: <https://www.coolmath4kids.com/manipulatives/ten-frame> to create your own number bonds with 10 frames. There are lots of different options for counters and different sized numbers to appropriately challenge your child.

The screenshot shows the Coolmath4kids Ten Frames interface. At the top, there is a navigation bar with the logo, a 2x5 grid icon, and three sets of counter options: blue counters (1, 5, 10) and orange counters (1, 5, 10). A social media icon is on the right. The main workspace is a grey grid with a 2x10 ten frame in the center. The top row of the ten frame contains 5 blue counters, and the bottom row contains 5 orange counters. Below the ten frame, a grey box displays the equation  $5 + 15 = 20$ . On the left side, there is a vertical toolbar with icons for color selection, starting over, erasing, and deleting.

The screenshot shows the Coolmath4kids Ten Frames interface. At the top, there is a navigation bar with the logo, a 2x5 grid icon, and two sets of counter options: red counters (1, 5, 10) and blue counters (1, 5, 10). A social media icon is on the right. The main workspace is a grey grid with a 2x10 ten frame in the center. The top row of the ten frame contains 3 red counters, and the bottom row contains 7 blue counters. Below the ten frame, a grey box displays the equation  $3 + 7 = 10$ . On the left side, there is a vertical toolbar with icons for color selection, starting over, erasing, and deleting.

**Extra Challenge:** For those children who are ready, you could try some of the activities from the Number Bonds to 100 pack. These are on the website in a separate document.

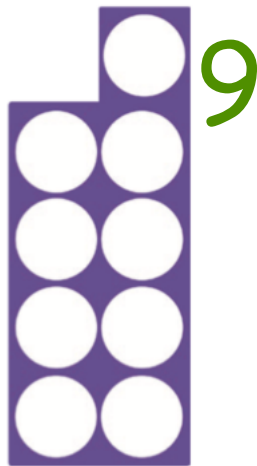


Thursday - More / Less to 50

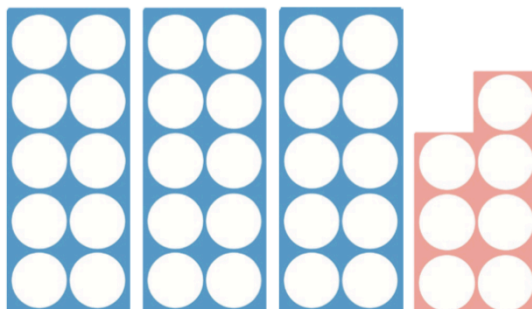
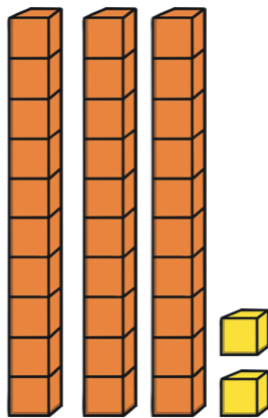
Can you work out the number being represented? Can you say and write one more and one less than the number? The first one has been done for you.

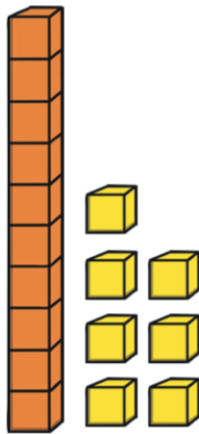
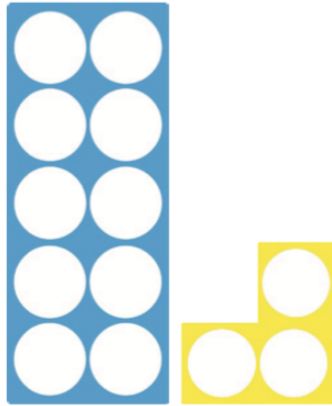
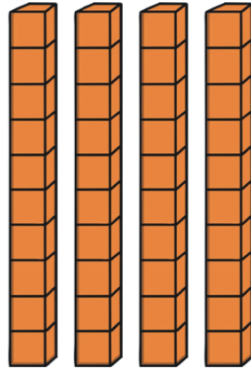
Top Tip: Use a 100 square (on website, under maths) to help.

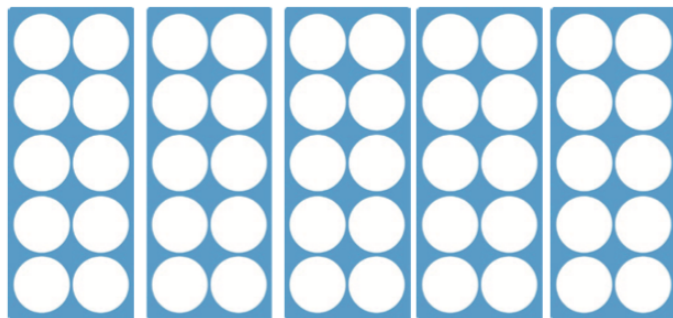
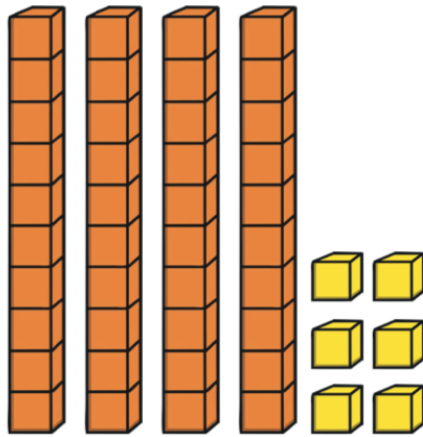
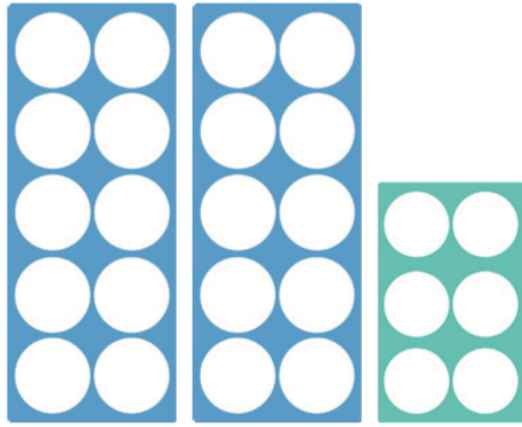
8



10







**Make it different:** Say or write a number on a piece of paper (any size, depending on your child's ability). Can they say one more or one less than that number?

**Extra Challenge:** Play Blast Off at: <https://www.topmarks.co.uk/learning-to-count/blast-off>

If you click on the 'In Between' section, this will present the concept of more / less in a different way. Your child will have to find the number in between two numbers. They may need to repeat the audio, look at a 100 square or have a little longer to think. Differentiate depending on your child.

**BLAST OFF**

Find a Number    Count On & Back

Find a Number

Direct	In Between
10 to 20	10 to 20
10 to 30	10 to 30
30 to 60	30 to 60
60 to 99	60 to 99

Topmarks

## Friday - Counting in 2s, 5s and 10s

Complete the following sheets of counting in 2's, 5's and 10's.

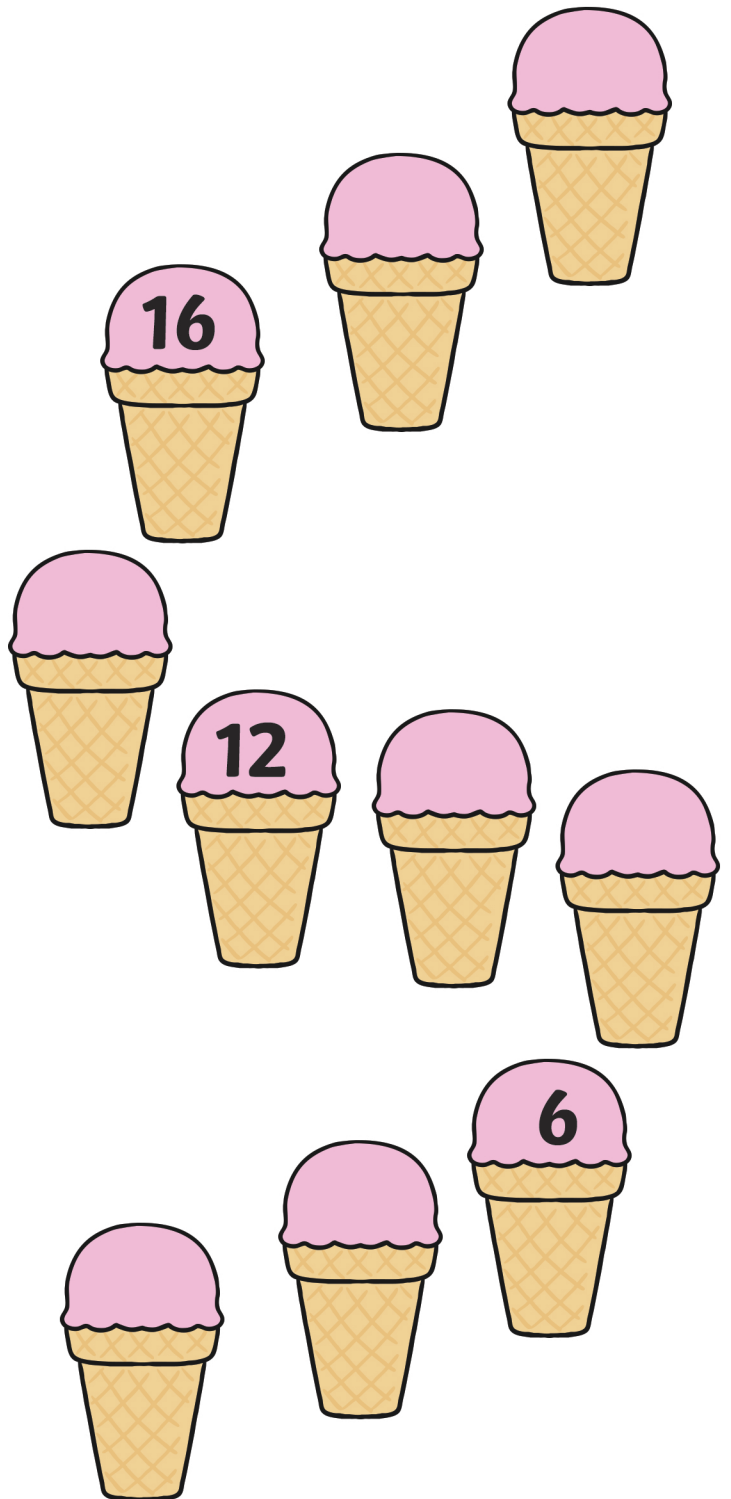
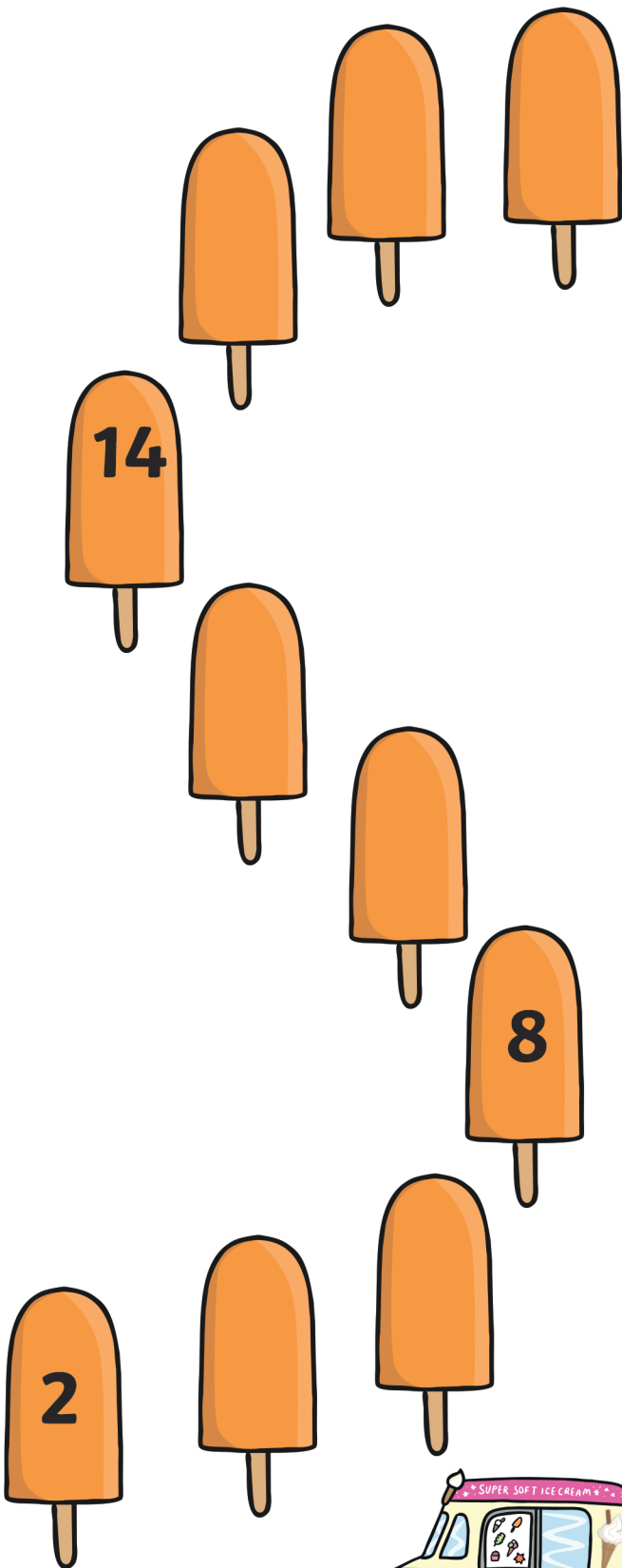
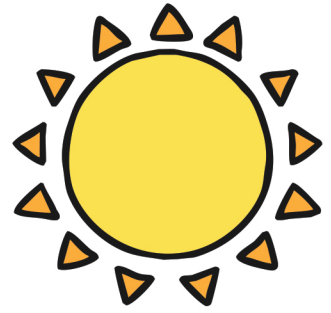
**Make it different:** Focus on either 2s, 5s or 10s, depending on which your child finds tricky. Try drawing around hands, feet or collecting pairs of socks/gloves to create your own visual display around the house. You could link the learning to money and count in 2p, 5p or 10p.



**Extra Challenge:** If your child is ready, you can link these to times table facts. You can practise these in the mosaic challenge below.

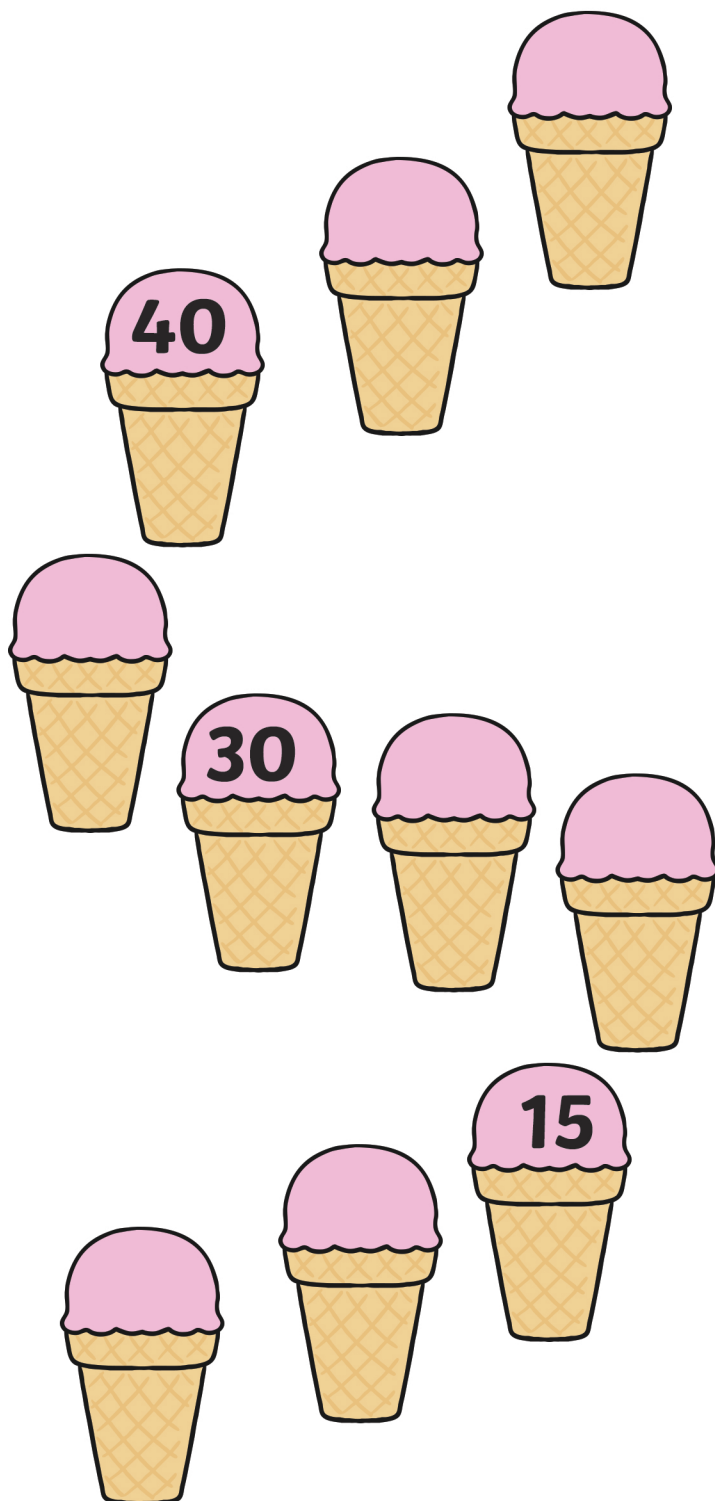
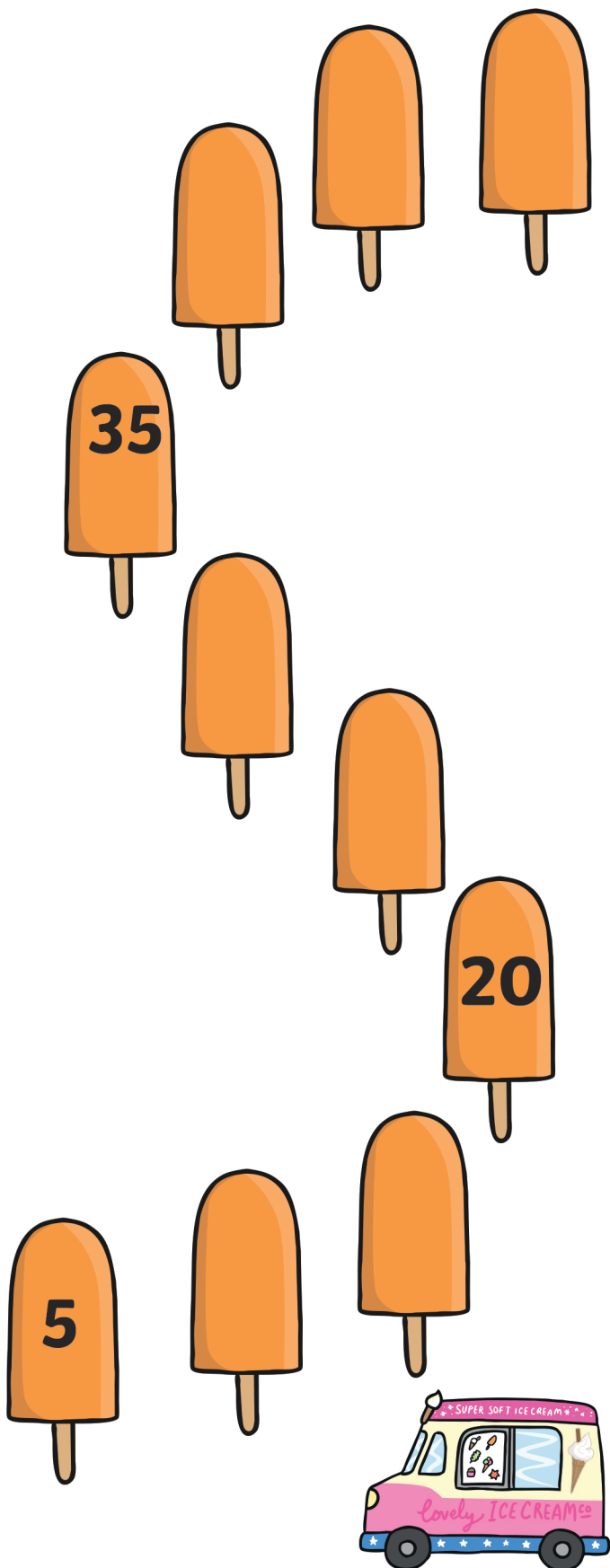
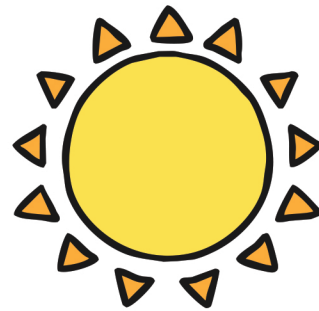
# Summer Missing Numbers

## Counting in 2s



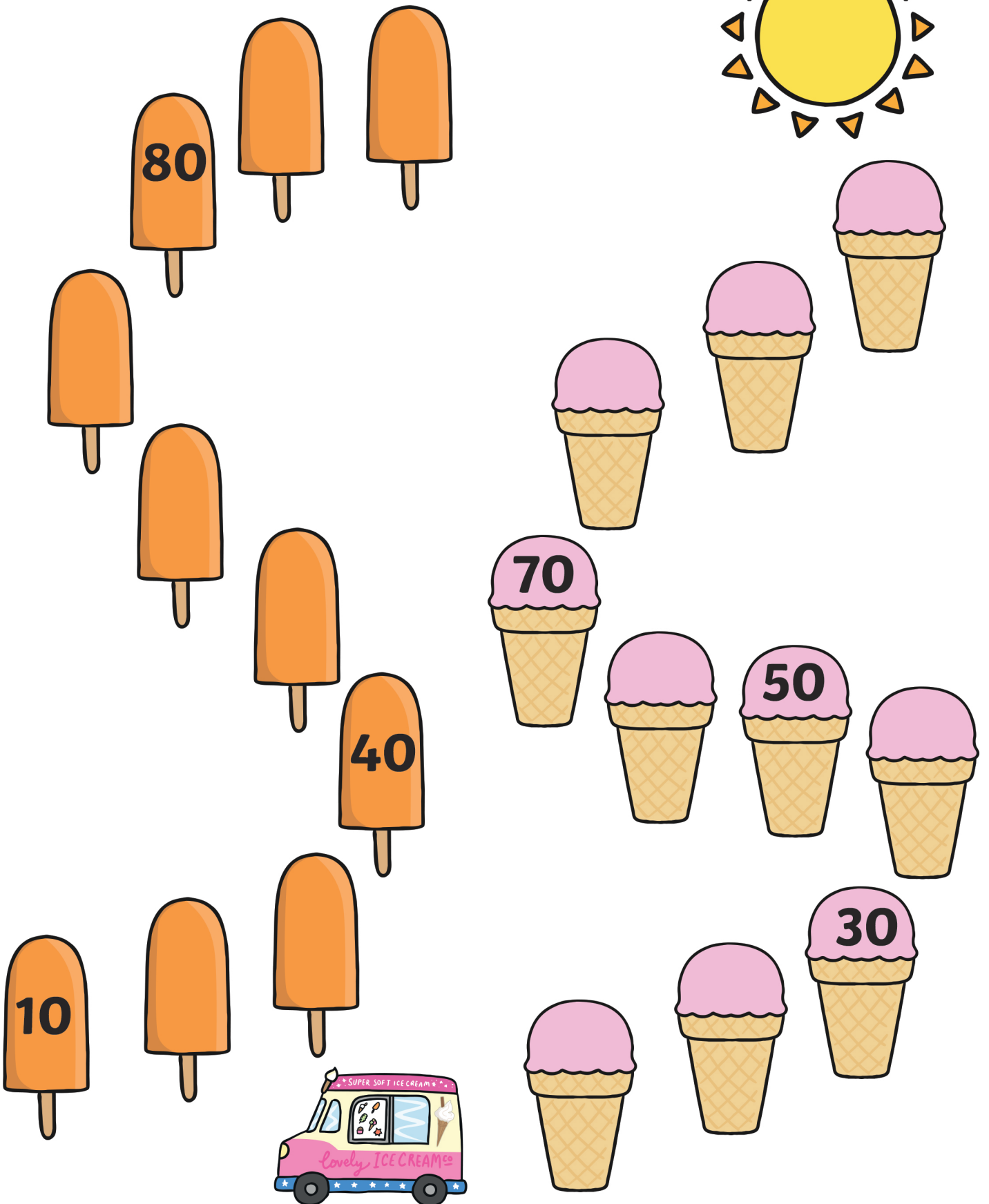
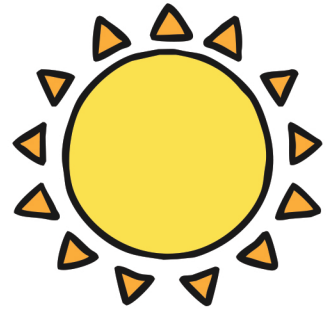
# Summer Missing Numbers

## Counting in 5s



# Summer Missing Numbers

## Counting in 10s





# The Cautious Caterpillar Multiplication Mosaic

Solve the calculations to reveal the hidden picture.  
Each answer has a special colour.

20, 30, 40 = black

5, 10, 15 = red

		$10 \times 2$					$5 \times 4$		
			$3 \times 10$			$10 \times 4$			
	$6 \times 5$			$2 \times 10$	$5 \times 6$			$3 \times 10$	
	$5 \times 4$	$8 \times 5$	$1 \times 5$	$5 \times 2$	$3 \times 5$	$5 \times 1$	$4 \times 10$	$2 \times 10$	
		$1 \times 10$	$5 \times 8$	$3 \times 5$	$2 \times 5$	$6 \times 5$	$10 \times 1$		
$10 \times 4$	$5 \times 6$	$3 \times 5$	$2 \times 5$	$10 \times 2$	$3 \times 10$	$1 \times 10$	$1 \times 5$	$8 \times 5$	$5 \times 6$
$5 \times 8$		$5 \times 1$	$8 \times 5$	$5 \times 2$	$5 \times 3$	$4 \times 10$	$5 \times 3$		$2 \times 10$
		$3 \times 10$	$10 \times 1$	$3 \times 5$	$2 \times 5$	$10 \times 1$	$4 \times 5$		
	$10 \times 4$	$5 \times 4$					$10 \times 2$	$6 \times 5$	