Year 1 Maths Home Learning | Summer Term

W.C. 27th April

Maths

After watching the videos and having a go at the practise activities, have a go at these activities. Depending on your confidence choose Mild, Medium or Spicy.

Remember, these activities are to work from not on. There is no expectation to complete all of the work or to print worksheets off – children can work on paper if they want to write it down. It is also fine for your child to just say the answer, for instance, where it says 'colour the fifth flower' it's fine for them to simply point to it! ☺

Extensions – You may wish to deepen your learning by looking at the worksheets provided by the BBC too.

Monday - *Ordinal numbers*

https://www.bbc.co.uk/bitesize/articles/zhw8d6f

Mild

1.

a) Which flower is coloured?

The ☐ flower is coloured.

b) Colour the 5th flower.

2.

Here are some shapes.

Complete the sentences.

The 1st shape is a _____.

The 3rd shape is a _____.

The star is the ☐ shape.

3.

Complete the sentence.

The _____ animal is a pig.

1st	3rd	6th

4.

True or false? The third sock is spotty.

Medium

1.

Draw the shapes in order.

- The last shape is a square.
- The 1st shape is a triangle.
- The 3rd shape is a circle.
- The 2nd shape is a rectangle.

2.

Write the correct letters in the boxes to crack the code.

r	f	i	u	l	p	n	l	w

2nd	fourth	5th	8th

3.

Children are waiting to go on a ride.
Ric is first in the line.

Ric	Arah	Sam	Tom	Eve	Jay	Ivy

Lee joins the line between Sam and Tom.

What position is Lee in?

4.

The pets had a race.

Belle says the rabbit came first.
Is she correct? Convince me!

Spicy

1.

Two children have used the instructions to make a pattern.

> There are four shapes.
>
> The first is a circle.
>
> The last is a square.
>
> The other two shapes are a triangle and a rectangle.

Here are their patterns.

Amir ○ △ ▭ □

Dora ○ ▭ △ □

Who is correct?

2.

Tommy, Teddy and Alex take part in a race.

The results are:

Teddy	Alex	Tommy
		
1st	2nd	3rd

Fill in the blanks:

Tommy finished behind _____.

Teddy finished in front of _____.

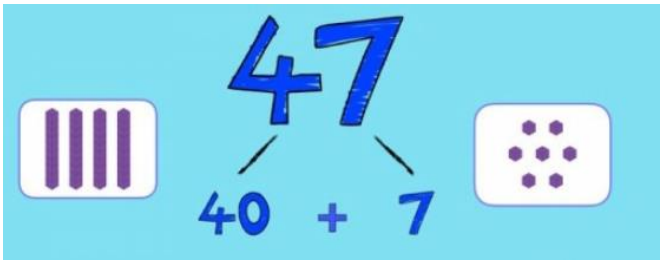
Alex finished in front of _____ but behind _____.

3.

There are 9 people altogether. What is the position of the underlined person?

Tuesday- *Partition numbers 1 to 50*

Partitioning is used to make solving maths problems involving large numbers easier by separating them into smaller units. By using partitioning, it helps children to understand the values of each digit. In school we represent a 'ten' by drawing a stick and a 'one' by drawing a counter. (see the picture below) Sometimes we call these chips and peas!

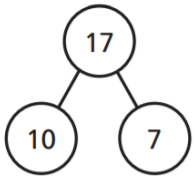


Mild

1.

Draw a picture to match each part-whole model.

a)



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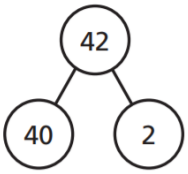

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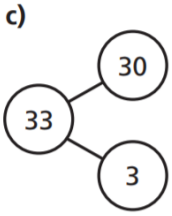
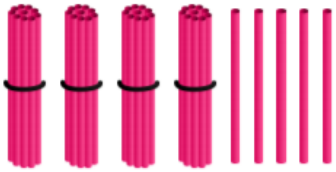


2.

Use the representation below to complete the sentences.



There are ___ tens.

There are ___ ones.

The number is _____.

3.

Match representations that show the same number.

A. thirty-four

B.

C. 42

1.

2. 27

3.

Medium

1. Complete the number sentences.

a) 1 ten and 8 ones = ☐

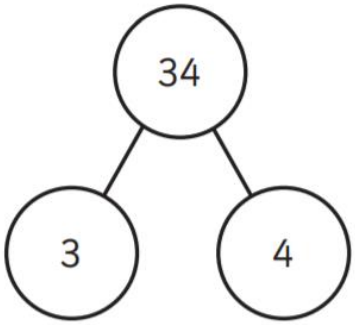
b) ☐ = 2 tens and 5 ones

c) 41 = ☐ tens and ☐ one

d) 37 ones = ☐ tens and ☐ ones

e) 2 tens and 10 ones = ☐

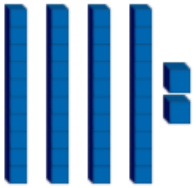
2. Mo has filled in this part-whole model.



What mistake has Mo made?

3. **Which is the odd one out? Explain why.**

A.



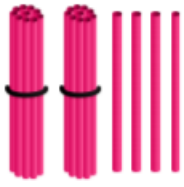
B.

42

C.

forty-two

D.

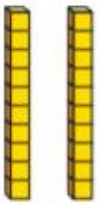


Spicy

1.

Eva and Jack are making the same number.

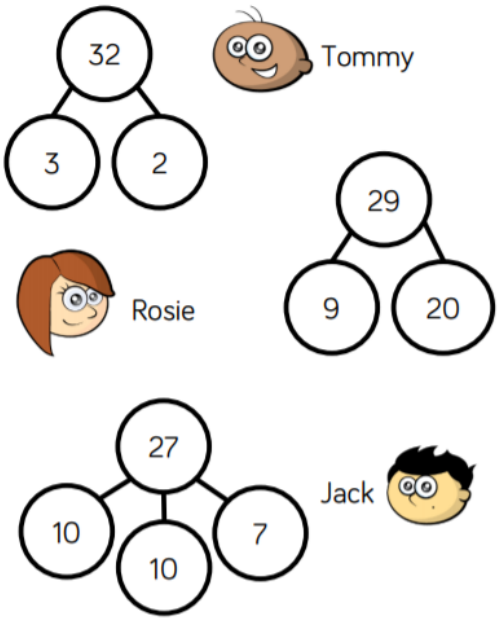
Eva's number has these tens.



Jack's number has nine ones.

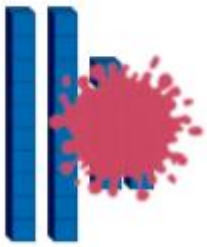
What number are Eva and Jack making?

2. The children are completing the part whole models.



Are they correct?
Explain why.

3. **Lily is representing the same number in different ways. What number has Lily made?**



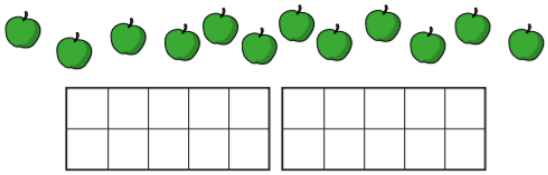
Wednesday- *Compare objects 1-50*

THE COMPARISON SYMBOLS

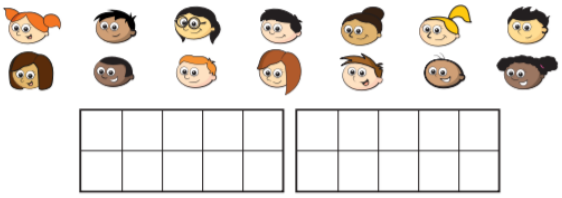
less than equal to greater than

Mild

1. **a)** Draw counters to show the apples.



b) Draw counters to show the children.



c) Complete the sentences.

There are ☐ apples.

There are ☐ children.

There are fewer _____ than _____

d)

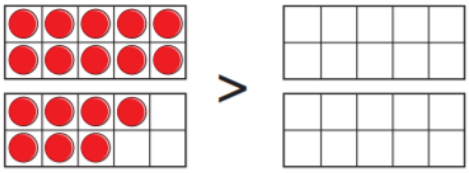
All the children can have one apple.

Is Teddy correct?

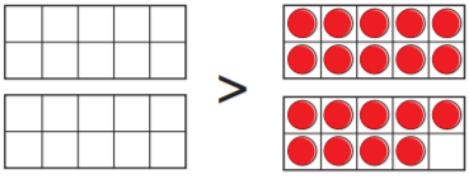
2.

Draw counters to make the statements true.

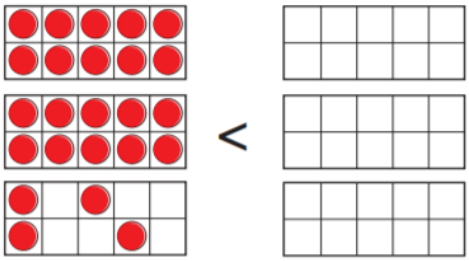
a)



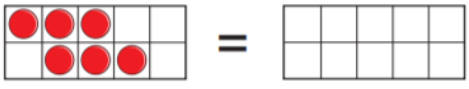
b)



c)



d)



Is there more than one answer for each?

Medium

1.

Compare Numbers within 50

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
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Fill in the gaps. One has been done.

14	**29**	**32**	**40**	**49**
is more than	**>**	**is less than**	**<**	
32 is less than 49				
____ is more than ____				
14 ____ 40				
____ is less than ____				
49 is _____ than 32				
____ > ____				
____ < ____				

2.

Compare Numbers within 50

22	30	17	41
50	29	38	27

Write **all** numbers which fit the clues:

is less than 30	
____ > 28	
has more than 3 tens	
has 1 ten and 7 ones	
is more than 25, less than 35	
____ < 30	

Write your own clues to fit some of the numbers:

	41, 30, 38
	22, 29, 27

Spicy

1.

Compare Numbers within 50

Use all the numbers to make each number sentence correct.

21, 27, 29, 30, 32, 35, 39, 40, 47, 50

Only use each number once!

	is less than	
	>	
	is more than	
	<	
	is less than	

Toni is comparing 2 numbers:

34 is equal to 4 tens and 3 ones.

Why is Toni wrong?

2.

Compare Groups of Objects

Lucy and Kim are playing a game. They put their hand in a tub containing small cubes and take a handful each. They then count how many they have and say who has the most.

Kim and Lucy each have more than 11 cubes.

Lucy has more cubes than Kim.

Lucy and Kim each have less than 20 cubes.

If Lucy gave Kim 2 of her cubes, they would both have the same amount.

How many cubes could each girl have?

Play the same game with a friend and write your own sentences.

Adult Guidance with Question Prompts

Children use the statements to work out how many cubes each child could have. Some of the statements are more complex. Children may need to use counters or cubes to support this activity.

What numbers are greater than 11 but less than 20?

Can the girls both have the same number of bricks? How do you know?

Could Kim have 19 cubes? Why not?

Could Lucy have 12 cubes? Why not?

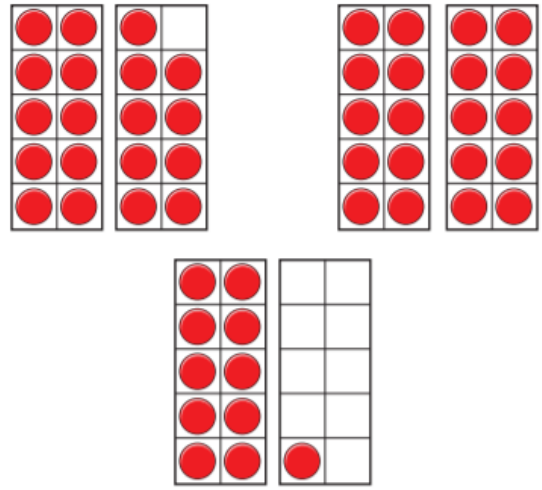
What number of cubes would fit between Lucy and Kim's number of cubes? How do you know? Is that the only number?

Thursday- *Order numbers 1-50*

Mild

1.

a) What are the numbers?



Write the numbers in order.

Start with the smallest number.

b) What are the numbers?

Write the numbers in order.

Start with the smallest number.

2.

Write the numbers in order.

Start with the smallest number.

a) 36 31 32

b) 39 49 29

3.

Write the numbers in order.

Start with the greatest number.

17 41 28

4.

Complete the number sentence.

2 tens and 3 ones < ☐ < forty-one

Is there more than one answer?

Medium

1.

Order Numbers within 50

Some numbers have been ordered from smallest to greatest.

28		32	39		49

Sam: The missing numbers could be 27 and 42.

Mo: The missing numbers could be 30 and 42.

Fred: The missing numbers could be 31 and 44.

Who is right? _____

Fred: The last number has to have 4 tens.

Is Fred right? How do you know?

Order Numbers within 50

Adult Guidance with Question Prompts

Children use their reasoning skills to decide whether statements about the order of numbers are true or not. They explain their reasoning.

How do you know whether what Sam/Mo/Fred said is true or not?

What two numbers do you think could be the missing numbers? Are these the only numbers?

How many numbers could fit between 28 and 32? What are they?

When deciding which is the largest number, do you look first at the tens digit or the ones digit? Why?

A number between 39 and 49 has 5 ones. What is the number? How do you know?

Chose a different number that would fit between 39 and 49. Can you give a clue to help somebody know what the number is?

2.

Order Numbers within 50

4 children have written down their house number. They have become mixed up!

33	24	49	38

Lewis: My number has 4 tens.

Jed: My number is between 30 and 40.

Cara: My number is one less than 39.

Salma: My number is the smallest.

Write each child's name and number in order from smallest to greatest:

Order Numbers within 50

Adult Guidance with Question Prompts

Children use their ability to order numbers and understand comparative language to solve a problem which involves ordering numbers from smallest to greatest.

Look at what Lewis says. If you didn't know the numbers, what other number could it be?

Look at what Jed says. If you didn't know the numbers, what other number could it be?

Look at what Cara says. If you didn't know the numbers, what other number could it be?

Look at what Salma says. If you didn't know the numbers, what other number could it be?

Can you give another clue for Lewis' (Jed's, Cara's, Salma's) house number?

Another child writes down their house number. It comes between Salma and Jed's house numbers. What number could it be?

Spicy

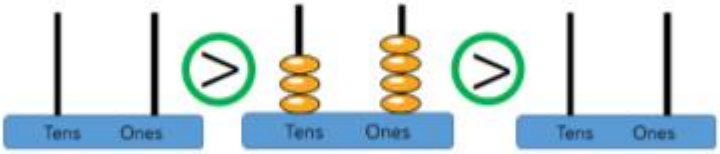
1. Spot the Mistake

$12 > 21 > 33 > 35$

Can you correct it?

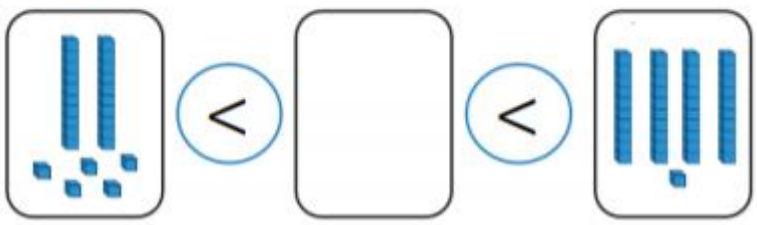
2. Alex has this abacus.

She uses 6 discs on each empty abacus.
Her numbers must have some tens and some ones.
Draw on the abacus what her numbers could be.



Can you find more than one answer?

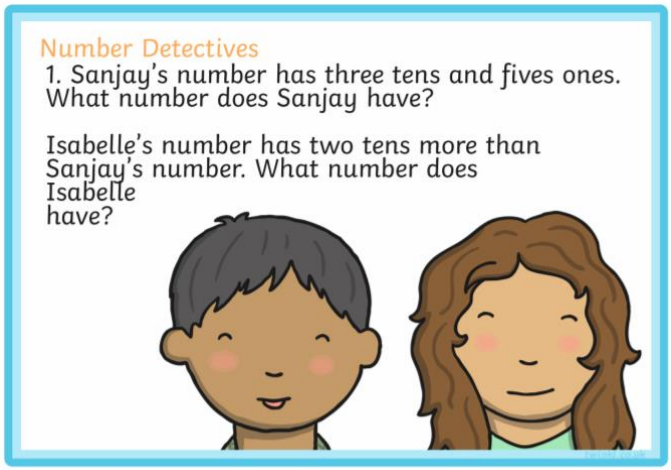
3. Find at least 5 different numbers that could complete the statement.

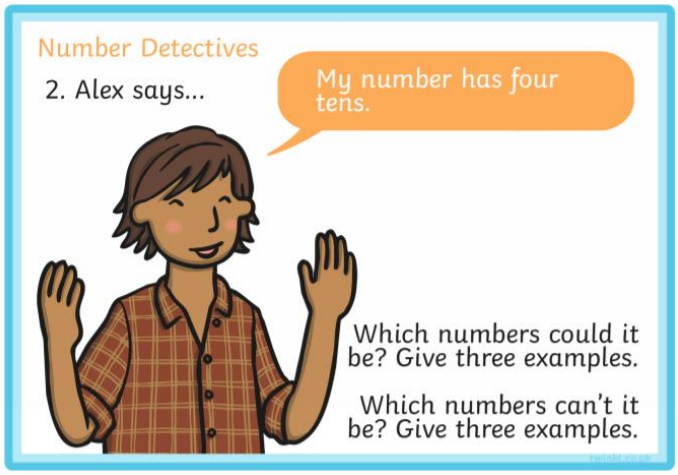


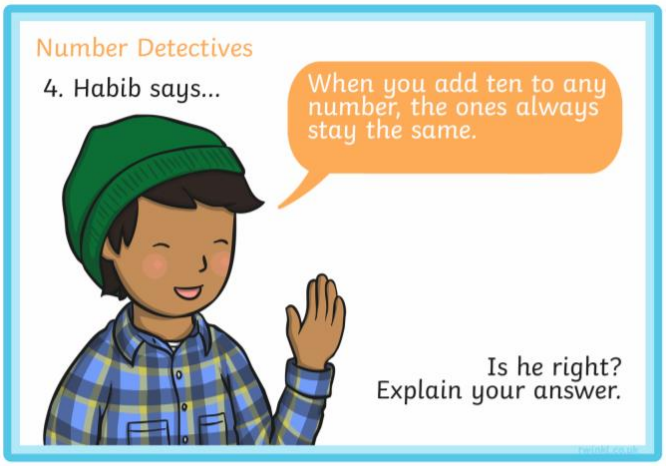
Friday- *Number detectives challenge cards*

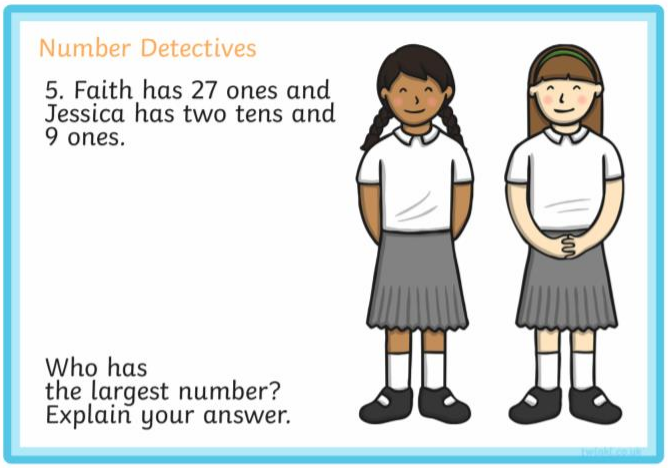
Friday is challenge day on BBC Bitesize Daily. Alongside this, today we would like you to have a go at completing a few number detective challenge cards, using your knowledge and practice from your maths home learning this week ☺

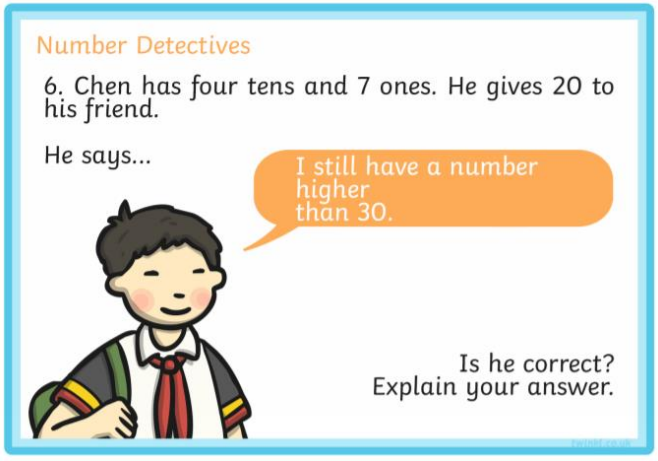
1.











2. Make sure you also practice counting in 2s, 5s and 10s to help you get quicker!

What number can you count up to? How quick can you count up to 100? Can you start counting in 2s, 5s and 10s from any given number? Can you see any patterns? Can you count backwards? You could do this jumping in the garden, throwing a ball or on a walk.