Year 1 Maths Home Learning | Summer Term

Week beginning 22nd June

Maths

https://whiterosemaths.com/homelearning/year-1/
https://www.bbc.co.uk/bitesize/tags/zjpqqp3/year-1-and-p2-lessons/1

After watching the videos and the online practice 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 or 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.

Additional lessons –

https://classroom.thenational.academy/subjects-by-year/year-1/subjects/maths

We have also included an arithmetic quiz in the home learning folder – week 9.
The answers are also included so it maybe that your child has-a-go on one day and then repeats the quiz in an attempt to beat the first score on another day.

This website is one the children really enjoy using at school to support with arithmetic
https://www.topmarks.co.uk/maths-games/hit-the-button

It is really important that children develop their ability to instantly recall maths facts alongside their understanding of mathematical concepts.

Monday - *Counting to 100*

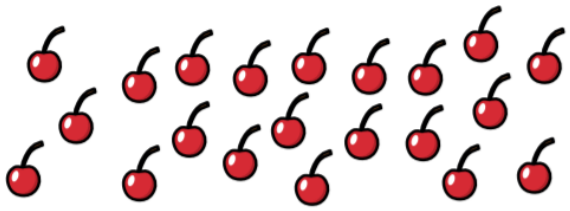
https://whiterosemaths.com/homelearning/year-1/
https://www.bbc.co.uk/bitesize/tags/zjpqqp3/year-1-and-p2-lessons/1
https://classroom.thenational.academy/lessons/to-explore-the-components-of-numbers-within-100

Children build on their previous learning of numbers to 50. They continue grouping in 10s to make counting quicker and more efficient. Children are introduced to the hundred square and use it to count forwards and backwards within 100. Using dot-to-dot activities, both forwards and backwards, with a range of numbers is a fun way to explore counting to 100.

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Mild

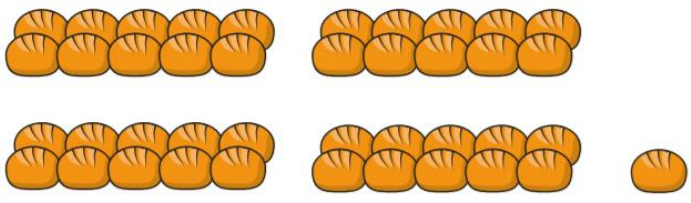
1 How many cherries are there?



There are ☐ cherries.

How did you count them?

2 How many bread rolls are there?



There are ☐ bread rolls.

How did you count them?

3 How many sweets are there?

There are ☐ sweets.

How did you count them?

Medium

1. Complete the number tracks.

a)

67	68			71			

b)

89			92				

c)

			97	96		94	

2. The hundred square has been cut into four parts. Can you say which numbers are hidden by the mud? Explain how you know.

1	2	3	4	5
11	12	[mud]	14	15
21	[mud]	[mud]	[mud]	25
31	32	[mud]	34	35
41	42	43	44	45

56	57	58	59	60
66	67	68	[mud]	70
76	77	[mud]	[mud]	[mud]
86	87	88	[mud]	90
96	97	98	99	100

6	[mud]	8	9	10
[mud]	[mud]	[mud]	19	20
26	[mud]	28	29	30
36	37	38	39	40
46	47	48	49	50

51	52	53	54	55
61	62	63	64	65
71	[mud]	73	74	75
[mud]	[mud]	[mud]	84	85
91	[mud]	93	94	95

Encourage children to look at the surrounding numbers to help them work out the missing numbers.

Which number can you see that will help you?

How will that help you work out the missing number?

Can you explain?

Can you find out without counting?

Is there another way we could work it out?

How can you use the hundred square to help you? Tell a friend.

Spicy

1. True or false?

When I count back from 100 to 80, I will say the number 90.

When I count back from 79 to 69, I will say the number 80.

Children could colour sections of the hundred square (using two different colours) to help test these statements.

How can you use your hundred square to help?

Can you find 100 on the hundred square? Can you find 80?

What numbers will you say as you count back from 100 to 80? Will you say 90?

2. Alex has ripped the bottom of his hundred square.

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	
31	32	33	34	35	36	37	38	39	
41	42	43	44	45	46	47	48		
51	52	53	54	55	56	57	58		
61	62	63	64	65	66				
71	72	73	74						
81	82	83							
91									

Is Alex right? How do you know?
Can you think of three other numbers that have been ripped off?

Some children may need a complete hundred square to help with this activity.

Which row would 79 appear in?

Which numbers can you see in that row?

Which is the biggest number in that row?

Is 79 on this section of the hundred square?

Has 79 been ripped off?

Which other numbers have been ripped off? How do you know?

Tuesday- *Partition tens and ones*

https://whiterosemaths.com/homelearning/year-1/
https://www.bbc.co.uk/bitesize/tags/zjpqqp3/year-1-and-p2-lessons/1
https://classroom.thenational.academy/lessons/to-explore-the-components-of-numbers-within-100-af4732

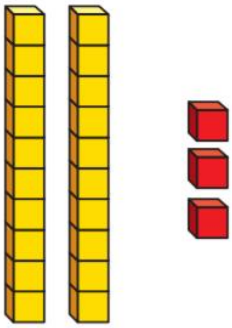
Children continue grouping in 10s to identify how many tens and ones are within a number. Children can use concrete resources to group objects into tens and ones. Place value charts can be introduced to read and record tens and ones within a number.

Place value chart:

Tens	Ones

Mild

1. The base 10 show the number 23

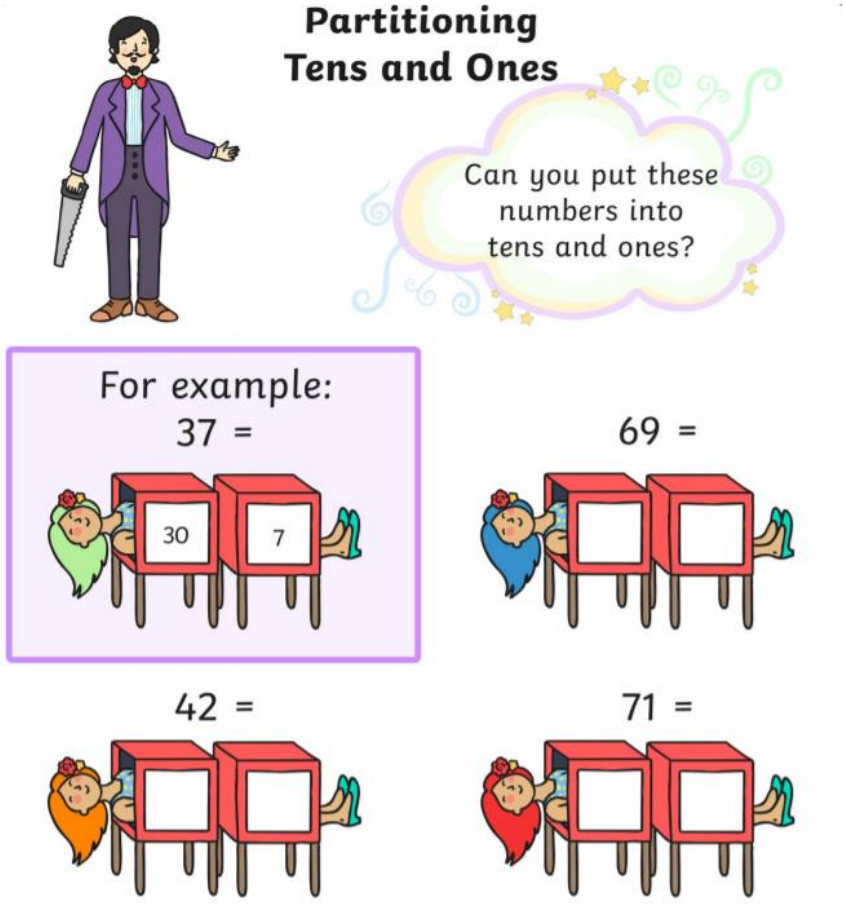


Complete the sentence.

23 has ☐ tens and ☐ ones.

How do you know?

2.



Medium

1. Complete the sentences.

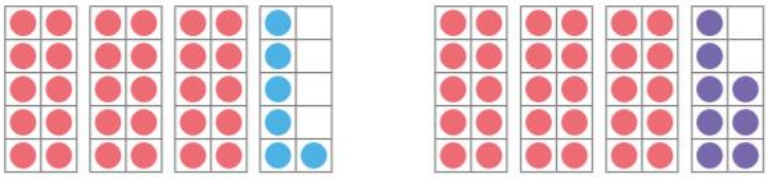
a) 49 has ☐ tens and ☐ ones.

b) 92 has ☐ tens and ☐ ones.

c) 60 has ☐ tens and ☐ ones.

2.

Write the numbers represented on to the place value chart.



Tens	Ones

Use base ten blocks to make the numbers below and then add them to the place value chart.

85 34 65 89 50

Observe whether children are able to say how many tens and ones are in a number and if they use concrete objects to represent two-digit numbers.

How many tens does the first number have? How many ones?

What is the number?

The second number has 3 tens so I think it shows the same number. Am I right?

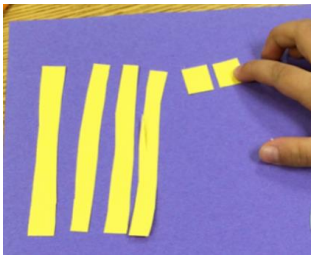
Can you write the numbers into the place value chart?

Which is the largest number and which is the smallest?

How can you use base ten blocks to make 85?

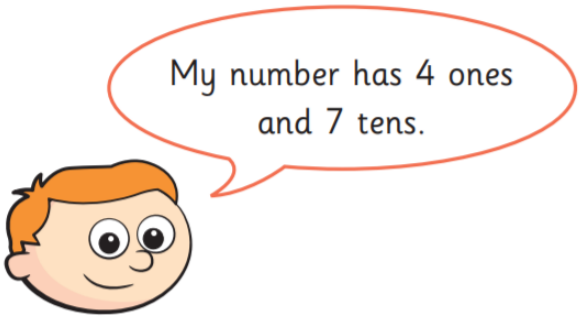
If you want something to help you but you don't have any base ten, try:

Model how to cut "tens and ones" out of any coloured construction paper, and ask your child to make their number using Base Ten paper blocks:



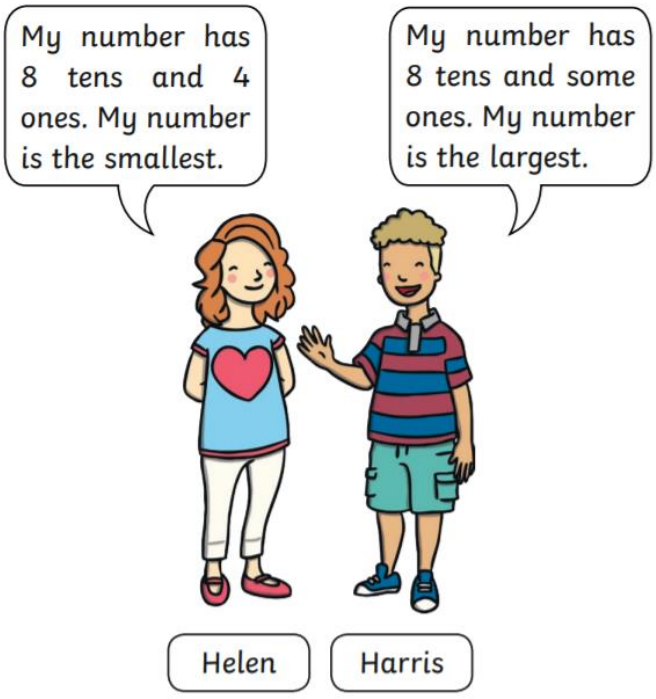
Spicy

1. Ron is thinking of a number.



What number is Ron thinking of?

2.



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

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

Children may benefit from access to a hundred square or number line to 100 for this activity.

What is Helen's number? How do you know?

What clues do you have about Harris' number?

Could it be 83? Why not?

Could it be 90? Why not?

What could his number be? Is there more than one possible answer?

Can you show me on a tens frame?

Wednesday- *Comparing objects to 100*

https://whiterosemaths.com/homelearning/year-1/
https://www.bbc.co.uk/bitesize/tags/zjpqqp3/year-1-and-p2-lessons/1

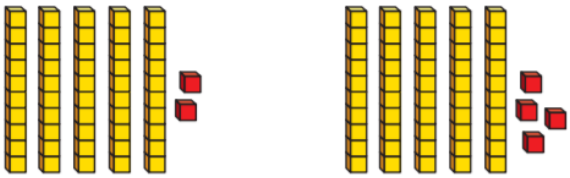
Children use their partitioning knowledge to begin comparing objects within 100. It is important for children to work with a range of equipment, both natural and man-made to make comparisons more visual. Children use the language 'more than', 'less than' and 'equal to' alongside the inequality symbols.

Mild

1 Which is the greater number in each pair?

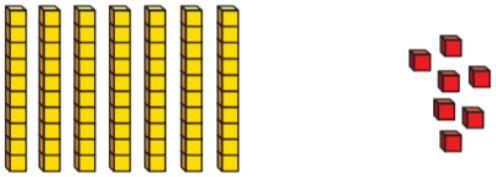
Tick your answers.

a)



b)

c)



How do you know?

2 Mo and Kim each have some marbles.

a) How many marbles does Mo have? ☐

b) How many marbles does Kim have? ☐

c) Who has more marbles? _____

How do you know?

Medium

1. Use base 10

a) Make a number greater than 50

What number did you make?

b) Make a number less than 90

What number did you make?

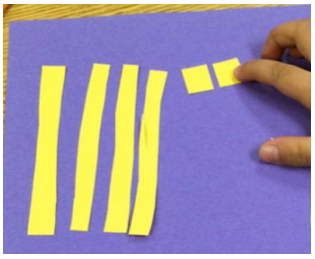
c) Make a number greater than 80 but less than 100

What number did you make?

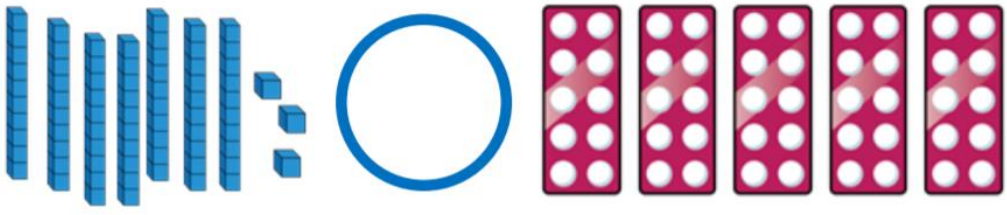
Talk about your answers.

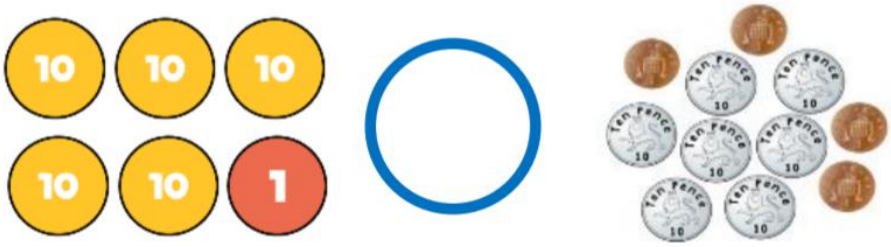
If you want something to help you but you don't have any base ten, try:

Model how to cut "tens and ones" out of any coloured construction paper, and ask your child to make their number using Base Ten paper blocks:



2. Compare the amounts shown with different objects using the symbols <, > or =.





Spicy

1. Use coins to make A and B equal:

A B

How could you make B more than A?

How could you change the base ten to make A less than B?

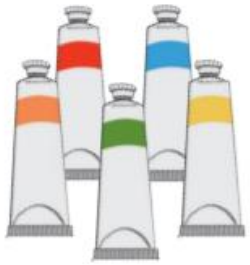
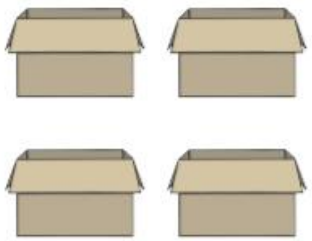
What number is shown in base ten?

What number is shown in coins? Which is less? Which is more?

What is the difference between A and B? How much more would make them equal?

2.

A box contains 5 bottles of paint. Who has the most bottles of paint? Explain how you know.

Jay's Paint	Jemima's Paint
	

How many bottles of paint are inside one box?

How could you quickly count the paint in all the boxes?

Do groups of five help you count? Why?

How many bottles of paint does each child have?

Which child has the most/least?

Which symbol would you choose to compare the two quantities of paint? Why?

How many bottles of paint do Jay and Jemima have each?

Use a <, > or = symbol to show how you can compare the amount of paint.

Draw what you would see if Jemima's boxes were opened.

Who has the fewest bottles? How many more bottles would they need to have the same as the other person?

Thursday- *Comparing numbers to 100*

https://whiterosemaths.com/homelearning/year-1/
https://www.bbc.co.uk/bitesize/tags/zjpqqp3/year-1-and-p2-lessons/1
https://classroom.thenational.academy/lessons/to-compare-numbers-within-100-on-a-number-line

Children compare numbers and amounts using comparison language, more than, less than, equal to as well as the symbols <, > and =. Children demonstrate their understanding of the value of the digits in a 2-digit number.

Mild

1 Which is the smallest number in each pair?

Tick your answer.

a)

Tens	Ones
4	6

Tens	Ones
5	1

b)

Tens	Ones
7	2

Tens	Ones
7	1

How did you know which number to tick?

2 Circle the greater number in each pair.

a) 37 81

b) 90 9

c) 16 72

Medium

1. Write <, > or = to compare the numbers.

a) 19 ◯ 41

b) 51 ◯ 24

c) 79 ◯ 80

d) 100 ◯ 93

2. Use the digit cards.

0	1	2	3	4	5	6

Make a number greater than 25 ☐

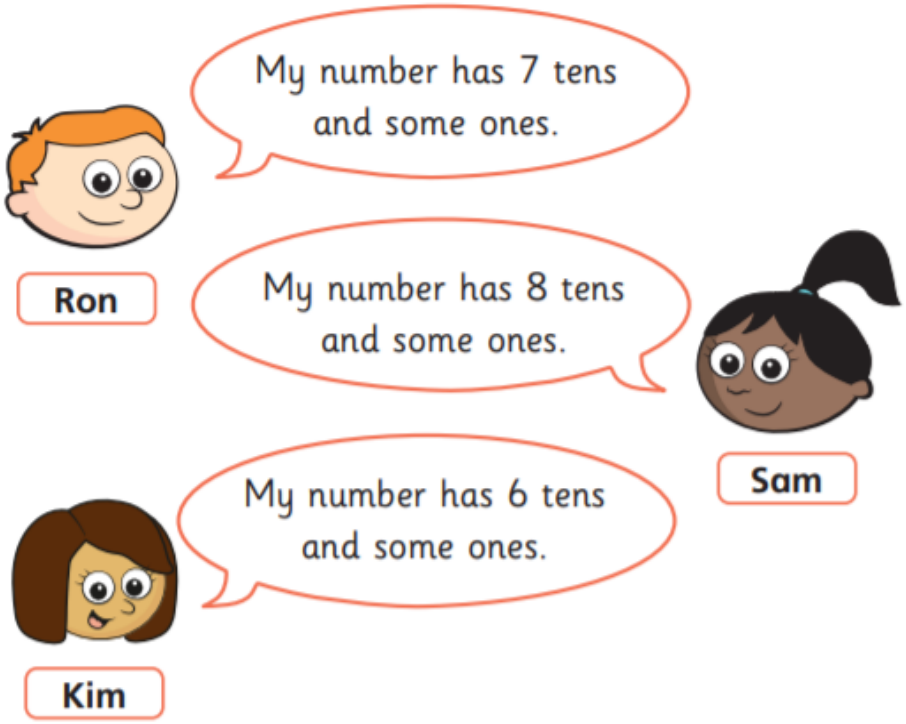
Make a number less than 72 ☐

Make a number greater than 59 ☐

Talk about your answers.

Spicy

1. Ron, Sam and Kim have each made a number.



a) Who has made the smallest number?

_____

b) Who has made the greatest number?

_____

2. How many different ways can you complete the place value charts to make the statement correct?

Tens	Ones
5	

<

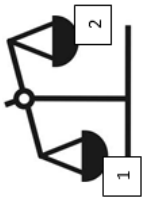
Tens	Ones
	3

Friday- *Challenge of the week*

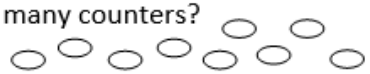
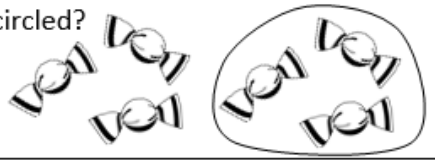
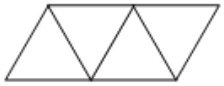
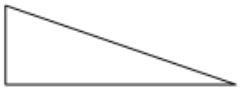
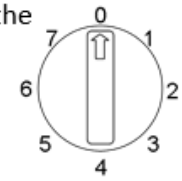
https://whiterosemaths.com/homelearning/year-1/
https://www.bbc.co.uk/bitesize/tags/zjpqqp3/year-1-and-p2-lessons/1

Friday is challenge day on BBC Bitesize Daily. Alongside this, today we would like you to have a go at completing the following key skills questions. How much can you remember from your previous learning at both school and your home learning?

Mild

Number and Place Value		Fractions and Measure		Measure and Geometry	
1. How many counters?		9. What **fraction** of the sweets is circled? 		12. If today is Friday, tomorrow is: a. Monday b. Saturday c. Thursday	
2. What is the missing number? 10 20 30 40					
3. What number is one **less** than 49?		10. Which pan has the **heavier** weight in it? 		13. Draw the hands to show Five o'clock.	
4. Write a number that is **more than** 8.					
5. Write this number in numerals: seventeen		11. How much altogether? 		14. What is this shape?  a. square b. triangle c. circle	
6. What symbol is missing? 11 ☐ 8 + 3					
7. What is the missing number? 4 + ☐ = 20					
8. 17 - 9 =					

Medium/Spicy

Number and Place Value		Fractions and Measure		Measure and Geometry	
1. How many counters? 	*1:1*	11. What **fraction** of the sweets is circled? 	*1:11*	16. If today is Friday, tomorrow is: a. Monday b. Saturday c. Thursday	*1:16*
2. What is the missing number? 10 20 30 40 ☐	*1:2*				
3. What number is one **less** than 49?	*1:3*	12. Colour in $\frac{1}{4}$ of this shape. 	*1:12*	17. About how many weeks are in a month? a. 4 b. 7 c. 12	*1:17*
4. Write a number that is **more than** 8.	*1:4*				
5. Write this number in numerals: seventeen	*1:5*	13. Which pan has the **heavier** weight in it? 	*1:13*	18. Draw the hands to show Five o'clock. 	*1:18*
6. What symbol is missing? 11 ☐ 8 + 3	*1:6*				
7. What is the missing number? 4 + ☐ = 20	*1:7*	14. How much water is in the bowl? 	*1:14*	19. What is this shape? a. square b. triangle c. circle 	*1:19*
8. 17 - 9 =	*1:8*				
9. Mike has 15 sweets. He eats 9 of them. How many does he have left?	*1:9*	15. How much altogether? 	*1:15*	20. What number will the dial be pointing to after a quarter turn clockwise? 	*1:20*
10. 3 cakes come in a box. If you buy 3 boxes, how many cakes do you have?	*1:10*				