



Year 1 Maths Home Learning | Summer Term



Week beginning 11th May

Maths

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

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 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.

Monday – Add by making 10

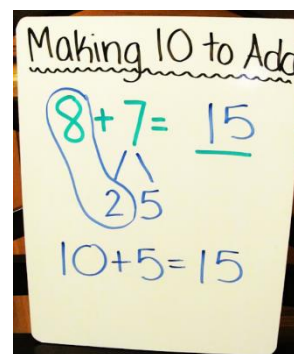
<https://www.bbc.co.uk/bitesize/tags/zjpqqp3/year-1-and-p2-lessons/1>
<https://whiterosemaths.com/homelearning/year-1/>

Medium and Spicy → Guide for parents:

(It is worth checking that your child can mentally add any single digit number to 10 e.g. Can say that $10 + 5$ is 15 effortlessly before attempting this activity. If they can't then make that the focus for the learning instead.)

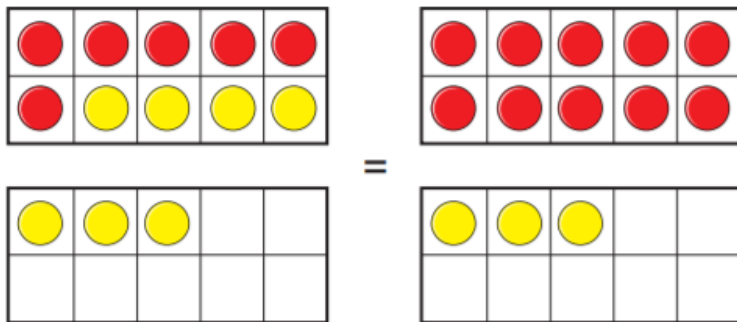
Show the children a question. Ask them look at the first number (in this example: 8) and ask them how many more they need to make 10. When they tell you, in this example, 2, tell them you're going to take 2 from the other number to make the first number 10 to make it easy to add. Next, ask them what the remaining number is once the two has been subtracted (in this example 5)

So that makes the new problem $10 + 5 = 15$.

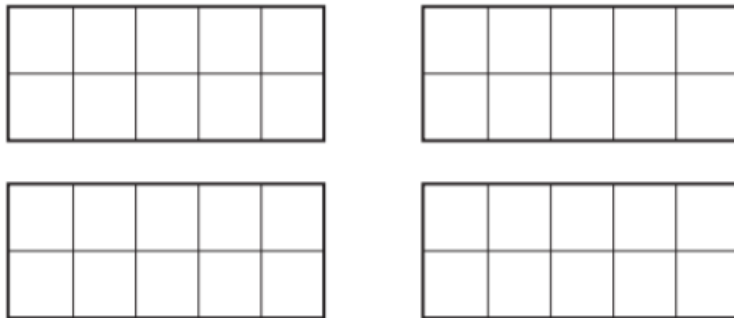


Mild

- 1** The ten frames show that $6 + 7$ is the same as $10 + 3$



Draw counters to show that $5 + 6$ is the same as $10 + 1$



- 2** Complete the additions.
Use ten frames to help you.

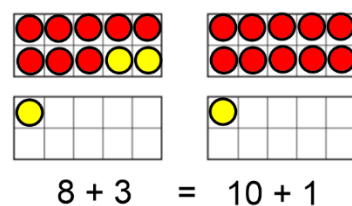
a) $8 + 3 = 10 +$

b) $9 + 7 = 10 +$

c) $7 + 5 = 10 +$

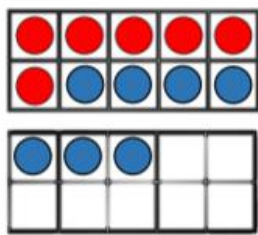
d) $6 + 8 = 10 +$

2a. Example:

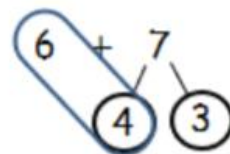


Medium

1. Rosie has used the 10 frames to calculate $6 + 7$

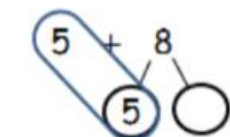


I partitioned the 7 into 4 and 3 so that I could make a full 10



$$\boxed{10} + \boxed{3} = \boxed{}$$

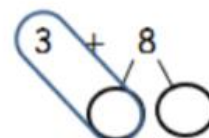
Use Rosie's method to complete:



$$\boxed{} + \boxed{3} = \boxed{}$$



$$\boxed{} + \boxed{} = \boxed{}$$



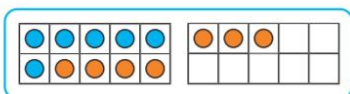
$$\boxed{} + \boxed{} = \boxed{}$$

2. Add by Making 10



Draw lines to match the pairs. One has been done for you. There is one without a partner!

$$8 + 6$$



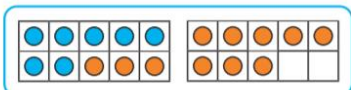
$$5 + 7$$

$$8 + 9$$

13

14

$$5 + 7$$



Can you draw a number line or part-whole model to match the one without a partner?

Adult Guidance with Question Prompts

Children recognise how number bonds to ten help them to add numbers with a total greater than ten and up to 20. They use a variety of pictorial representations to help them visualise how to bridge ten.

How can you use number bonds to ten to help add numbers?

On the number track, where do you start counting forward from? Why?

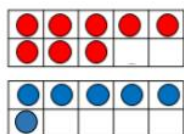
How could you use counters in the same way to add numbers where the answer is greater than ten?

Can you use a number line to match the one which doesn't have a partner?

Can you use a part-whole model to match the one which doesn't have a partner?

Would it change the answer if you changed the numbers around? (For example, $9 + 8$ instead of $8 + 9$.) Why?

3. Dexter uses ten frames to calculate eight plus six.



He says,



$$8 + 6 = 16$$

Do you agree?
Explain why.

Spicy

1.

$$8 + 4 = 12$$

$$10 + 2 = 12$$

$$6 + 5 = \square$$

$$\square + \square = \square$$

$$7 + 6 = \square$$

$$\square + \square = \square$$

$$9 + 7 = \square$$

$$\square + \square = \square$$

$$8 + 8 = \square$$

$$\square + \square = \square$$

$$9 + 5 = \square$$

$$\square + \square = \square$$

2.

Annie is calculating $8 + 6$

Which of these methods is most helpful?

Why?

$$8 + 6$$

$$8 + 6$$

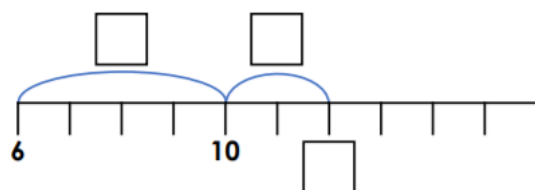
$$8 + 6$$

$$8 + 6$$

3.

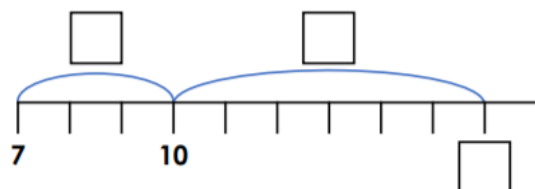
Complete the number lines and calculations to show how you can add by making 10.

$$6 + 6 = \square$$



$$6 + \square + \square = \square$$

$$7 + 9 = \square$$



$$7 + \square + \square = \square$$

Tuesday- **How to subtract numbers** (Subtract within 20)

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

For the first time, children will be introduced to subtraction where they have to cross ten. This small step focuses on the strategy of partitioning to make ten (following on from yesterday's learning). Children should represent this using concrete manipulatives or pictorially to begin with. Ten frames and number lines are particularly useful to model the structure of this strategy

Mild

1 Rosie has 15 cakes.



To help you, you could:

- cross out the cakes that her friend eats
- write down what the subtraction calculation would be
- use objects in the house (get a pile of 15 things and take 6 of them away)

Her friends eat 6 cakes.

How many cakes does Rosie have left?



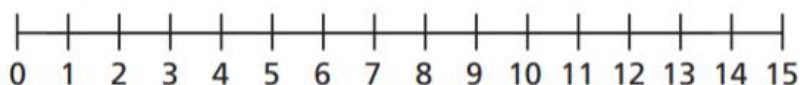
2 Jack has 13 stickers.

He gives 7 stickers to Dora.

How many stickers does Jack have left?

To help you, you could:

- start at 13 and with your finger jump back to find the answer
- draw your own number line
- use objects in the house



Medium

1. Ron and Eva have worked out $12 - 5$ on a number line.

Ron's method



Eva's method



- a) What is the same and what is different?
b) Use Eva's method to work out the subtractions.

$$12 - 6$$

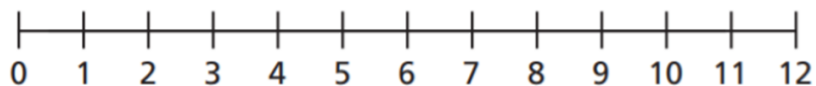
$$15 - 8$$

$$14 - 9$$

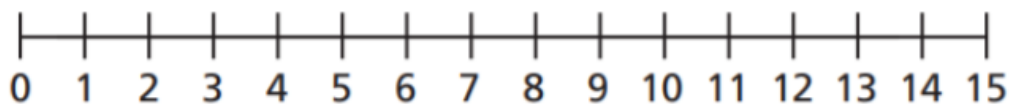
b) To help you, you could:

- partition the number that you are subtracting from the whole. From that number, how many would you need to take away first to get to 10? From that same number, how many is now left?

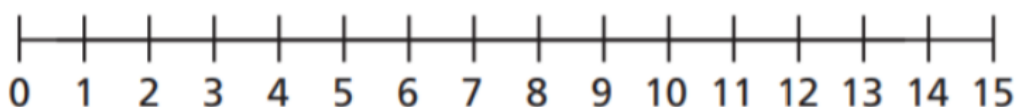
$$12 - 6 = \square$$



$$15 - 8 = \square$$



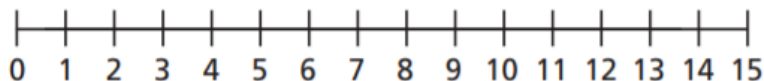
$$14 - 9 = \square$$



Spicy

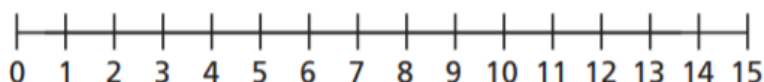
1. Fill in the missing numbers.

$$14 - \square = 8$$

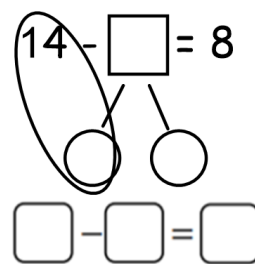


$$\square - 6 = 7$$

(Hint: Use the inverse (+) to help you work this calculation out)



[Complete this to help you:](#)



- 2.

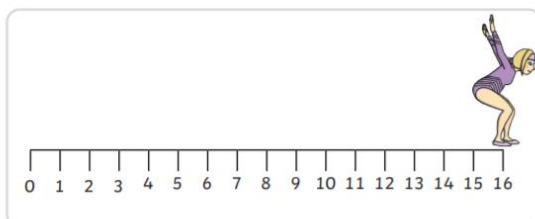
Subtraction – Crossing 10 (1)



Jill flips back from a bigger number to a smaller one.

She starts at 16 and jumps back 9.

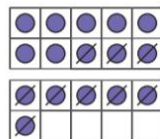
$$16 - 9 = ?$$



Here are 2 other ways to work out the answer:

$$16 - 9 = 7$$

$$10 - 3 = 7$$



Use the 3 ways to answer these:

$$15 - 8$$

$$13 - 7$$

$$16 - 7$$

Adult Guidance with Question Prompts

Children subtract numbers where they cross the tens boundary. They first jump back to ten and then jump back the remaining amount. Using number lines and ten-frames will assist children to model the calculations involved.

When subtracting, does the starting number get bigger or smaller? How do you know?

If Jill started on 16, how many would she jump back to get to ten?

How many more steps would she jump from ten?

If Jill started on (insert a different number between 11 and 20), how many would she jump back to get to ten?

I started at 12 and jumped back to ten. Then, I jumped back five more. How many did I jump back in total?

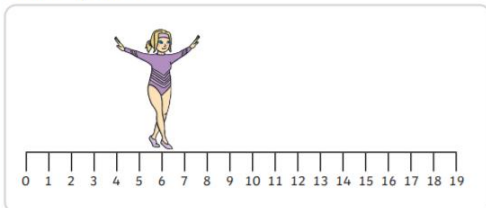
I started at (insert a number greater than 12) and jumped back to ten. Then, I jumped back (insert a number less than ten) more. How many did I jump back in total?

3.

Subtraction – Crossing 10 (1)



Jill has jumped along a number line and ended up at 6.



She jumped more than 4 but less than 9.

Where could she have started?

Can you write a calculation for each of the starting places?

Make up your own puzzle about Jill for a friend to solve.

Adult Guidance with Question Prompts

Children complete subtraction calculations where they cross the tens boundary. They solve a problem with several possible answers. They write subtraction calculations to match the possible answers.

Could Jill have started on four? Why or why not?

Could Jill have started on ten? Why or why not?

Show me a different way of working out the answer to the problem. Can you use ten-frames? Can you partition numbers?

Which way do you find the easiest and why?

What is the answer to your problem? Show the answer using a number line.

Wednesday- Addition and subtraction word problems

<https://www.bbc.co.uk/bitesize/tags/zjpqqp3/year-1-and-p2-lessons/1>

<https://whiterosemaths.com/homelearning/year-1/>

Remember, when working out word problems you can use lots of different methods to help you in finding the answer. You could draw: part-whole models, tens frames, number lines, counters, bar models, pictures etc.

Here are 7 counters.

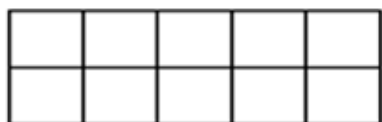
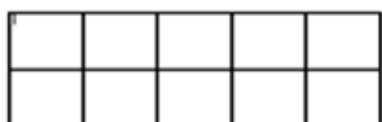


Hannah crossed out some counters and colored what was left.



$$7 - 3 = 4$$

Her picture shows that 7 minus 3 is 4.



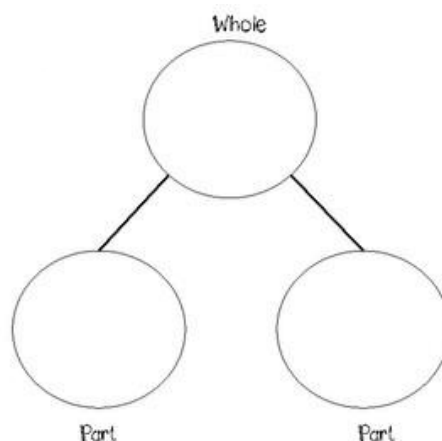
Part-Part-Whole Model



Missing Whole: Add
Whole = Part + Part



Missing Part: Subtract
Part = Whole – Part



Mild

Can you write the correct number calculation and answer to match each word problem?

1.

If you had 12 jelly beans and 4 lollipops, how many would you have in total?



$$\square + \square = \square$$

2.

If you had 20 milk cartons and drink 2 of them, how many would you have left?



$$\square - \square = \square$$

3.

If you had 10 glass bottles and 3 of them smashed, how many of them would you have left?



$$\square - \square = \square$$

4.

If you had 8 milk cartons and 9 juice cartons, how many would you have altogether?



$$\square + \square = \square$$

5.

Jack has 11 apples.

Mo has 5 apples.

Jack	11
Mo	5

How many more apples does Jack have than Mo?

Which number sentence answers the question?

$$11 + 5 = 16$$

$$11 - 5 = 6$$

6.

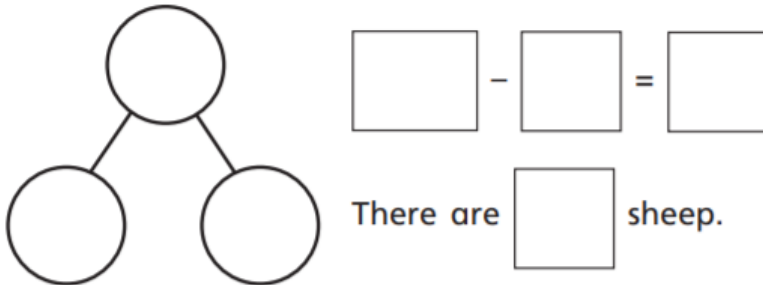
Jim had 8 sweets. Lee gave him 4 more. How many sweets has Jim got now?



$$\square + \square = \square$$

Medium

1. There are 17 animals on a farm.
There are 9 horses.
The rest of the animals are sheep.
a) How many sheep are there?



- 2a. Helen went on a boat trip and counted 15 fish, then 4 **more** fish arrived.
How many fish does that **make**?

$$\square + \square = \square$$

- b. Lily saw 14 butterflies on a leaf, then 6 **more** were added, how many butterflies are there in **total**?

$$\square + \square = \square$$

3.



- a) Choose two cards to complete the subtraction.

$$\begin{array}{|c|} \hline 1 \\ \hline \end{array} \begin{array}{|c|} \hline \\ \hline \end{array} - \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

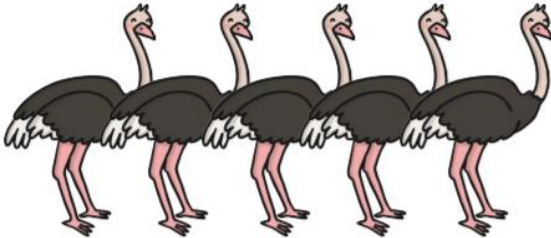
- b) How many different subtractions can you make?

Work out the answer to each one.

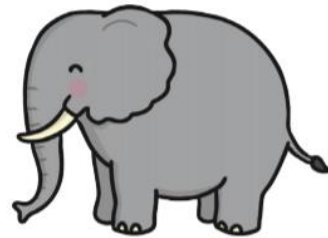
Spicy

Can you work out whether it is an + or a - problem? Can you write the correct number calculation and answer to match each word problem?

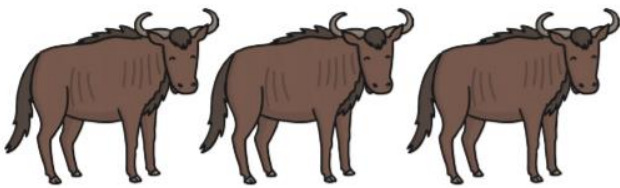
1. 7 ostriches run through the desert.
They join a group of 9 ostriches
How many are there now?



2. A herd of 11 elephants joins up
with another herd of 5.
How many elephants are there now?



3. There are 17 wildebeest on the
plain. 9 leave to find water.
How many are on the plain now?



4. 14 meerkats are foraging for food.
An eagle flies over and 7 run away.
How many are left?



5. 13 vultures are sitting in a tree. 5 more
fly down to join them.
How many vultures are in the tree?



6. 20 wildebeest are grazing. 12
get scared and run away.
How many wildebeest are left?



7. Amir has 16 apples. Ron has none.
Amir gives Ron 9 apples.
Who has the most apples now?
Explain how you know.

8. Look at the following objects.



Teddy works out these calculations.

$$15 - 4 = \underline{\quad}$$

$$15 - 11 = \underline{\quad}$$

$$11 - 4 = \underline{\quad}$$

What question could he have asked each time?

Thursday- *Compare $a + b > c$, $a + b > c + d$*

<https://www.bbc.co.uk/bitesize/tags/zjpqqp3/year-1-and-p2-lessons/1>

<https://whiterosemaths.com/homelearning/year-1/>

Children compare number sentences within 20 using inequality symbols. Children may still need to use concrete manipulatives or draw pictures to help them compare calculations. They should be encouraged to look at whether it is always necessary to have to work out the answers to calculations in order to compare them.

Mild

1. Write the missing phrase. (Or you can read the sentence using the correct phrase)

less than

greater than

equal to

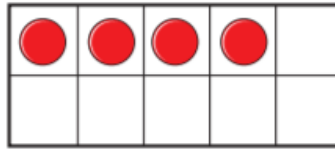
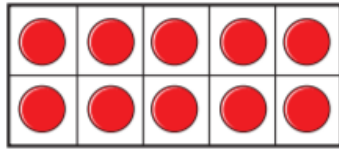
$9 + 3$ is _____ $6 + 7$

$11 + 2$ is _____ $9 + 3$

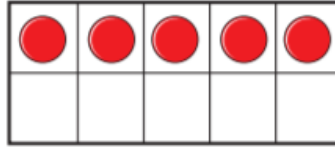
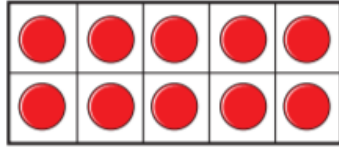
$6 + 7$ is _____ $11 + 2$

2. Cross out counters to show each subtraction.

$14 - 5$



$15 - 6$



Write the missing phrase. (Or you can read the sentence using the correct phrase)

less than

greater than

equal to

$14 - 5$ _____ $15 - 6$

Medium

1. Complete the number sentence.

$$\square + \square = \square - \square$$

How many ways can you complete the number sentence?

2.

Comparing Statements (2)

Choose $<$, $>$ or $=$ to complete each statement.

 $\square + \square$		 $\square + \square$
 $\square + \square$		 $\square + \square$
 $\square - \square$		 $\square - \square$
$5 + 2$		$8 + 1$
$6 - 3$		$10 - 8$

Adult Guidance with Question Prompts

Children compare two calculations using inequality symbols and the equals sign. They use pictorial representations and practical equipment.

Can you write the calculation to match the picture?

Can you solve the calculation to find out which is greater/less?

Which symbol should be used to compare these two pictures/calculations?

Can you draw your own picture or use equipment to help compare the calculations that don't have pictures?

3. Complete the comparison statement using the digit cards.

13

9

8

4

$$\square + \square = \square + \square$$

4. Which statement is incorrect?

A. $7 + 6$ is greater than $9 + 2$

B. $16 - 4 = 7 + 7$

C. $19 - 7$ is less than $8 + 6$

Spicy

1.

Comparing Statements (2)



Complete these statements using these numbers:



$\underline{\quad} + \underline{\quad} < \underline{\quad} + \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad} + \underline{\quad}$
 $\underline{\quad} + \underline{\quad} > \underline{\quad} - \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad} - \underline{\quad}$

How many more possible statements can you write using these numbers?



Adult Guidance with Question Prompts

Children use given numbers to complete inequality statements. They find other possible statements using the same numbers. They could use number shapes or some other representation of number to support their thinking.

What numbers are represented here?

Which symbols can you see in these statements?

Can you use equipment to find the numbers that make these statements true?

How did you work it out?

Why did you do it that way?

Can you prove you are correct?

Can you write any other statements?

How many more can you think of?

Have you found all the possibilities?

How do you know?

2.

Comparing Statements (2)



Raj and Adam are talking about the missing number in this statement.

$$2 + 7 > 10 - \underline{\quad}$$

I think there is more than one possible answer.



Raj

I think the missing number is 2.



Adam

Who is correct? Why do you think that?

Write what you think the missing number could be.

Adult Guidance with Question Prompts

Children reason about what the missing number could be and whether there is more than one possible solution. They could use pictorial representations and practical equipment to support their reasoning.

What do we know?

What do we need to find out?

What does this symbol mean?

What do you notice about the operations?

What is the answer to $2 + 7$?

Could eleven be the missing number? Why not?

Could zero be the missing number? Why not?

Could Adam be correct?

Could two be the missing number? Why?

Is two the only possibility?

What other possibilities could there be?

3. What calculation could be hidden behind the paint splat?

$$13 - 2 <$$



Find 3 possibilities.

$$13 - 2 < \boxed{} \boxed{} \boxed{}$$

$$13 - 2 < \boxed{} \boxed{} \boxed{}$$

$$13 - 2 < \boxed{} \boxed{} \boxed{}$$

Friday- Challenge of the week

<https://www.bbc.co.uk/bitesize/tags/zjpqgp3/year-1-and-p2-lessons/1>
<https://whiterosemaths.com/homelearning/year-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

Measure and Geometry

1. You have breakfast in the
a. morning
b. afternoon
c. evening.



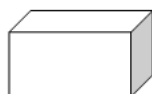
2. What month comes **after** March?
a. February
b. May
c. April

3. What time does this clock show?



4. What is this shape?

- a. cuboid
b. pyramid
c. sphere



5. The teddy bear is:

- a. on the chair.
b. under the chair.
c. next to the chair.



Number and Place Value

6. What is the missing number?

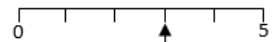
43 42 41 40

7. What is the missing number?

2 4 8 10

8. What number is one **less** than 24?

9. What number is labelled?



10. Write this number in words:

10

11. What symbol is missing?

7 3 = 4

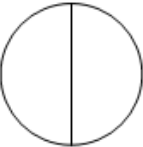
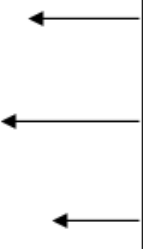
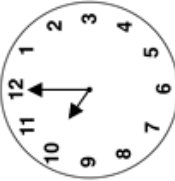
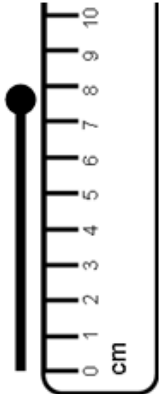
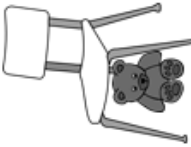
12. What is the missing number?

10 - 7 =

13. 12 - 6 =

14. Tom has 3 apples. Kim has 6 apples. How many apples altogether?

Medium/Spicy

A: Number and Place Value		B: Fractions and Measure		C: Measure and Geometry	
1:1	1. What is the missing number? 43 42 41 40	1:11	11. Shade half ($\frac{1}{2}$) of the shape. 	1:16	16. You have breakfast in the a. morning b. afternoon c. evening. 
1:2	2. What is the missing number? 2 4 8 10	1:12	12. What fraction of sweets is circled? 	1:17	17. What month comes after March? a. February b. May c. April
1:3	3. What number is one less than 24?	1:13	13. Circle the tallest arrow. 	1:18	18. What time does this clock show? 
1:4	4. What number is labelled? 	1:14	14. How long is the matchstick? 	1:19	19. What is this shape?  a. cuboid b. pyramid c. sphere
1:5	5. Write this number in words: 10	1:15	15. How much altogether? 	1:20	20. The teddy bear is:  a. on the chair. b. under the chair. c. next to the chair.
1:6	6. What symbol is missing? 7 3 = 4				
1:7	7. What is the missing number? $10 - 7 =$				
1:8	8. $12 - 6 =$				
1:9	9. Tom has 3 apples. Kim has 6 apples. How many apples altogether?				
1:10	10. 12 pens are shared by 3 children. How many pens do they get each?				