



Year 1 Maths Home Learning | Summer Term



Week beginning 29th 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 10.

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 - Ordering numbers

<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-order-numbers-within-100>

Children order sets of objects and numbers from smallest to largest and largest to smallest. Children use the language 'most', 'bigger', 'biggest', 'larger', 'largest', 'smaller', 'smallest' and 'least'. Children revisit and practise position and ordinal numbers (first, second, third etc.)

Mathematical Talk

How are we ordering these objects/numbers? Which should we start with?

Which is the biggest/has the most?

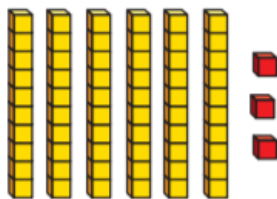
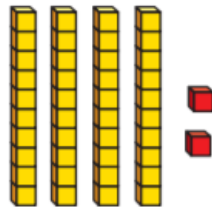
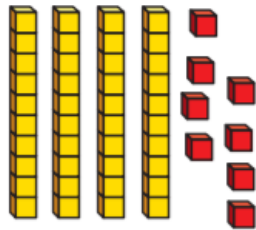
Which is the smallest/has the least?

Which number/group comes next? How do you know?

How many more/less objects are in group A than group B?

Mild

1 a) What numbers are shown?

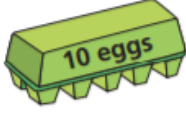
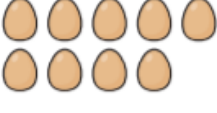
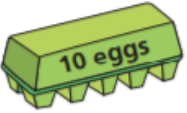


b) Write the numbers in order.
Start with the smallest.

smallest

greatest

- 2 Three hens lay these eggs.

Hen 1	Hen 2	Hen 3
		
		
		
		
		
		

Put the number of eggs in order.
Start with the greatest number.

greatest

smallest

Medium

1.

Put the numbers in order.
Start with the smallest number.

a) 53, 58, 47

	,		,	
----------------------	---	----------------------	---	----------------------

b) 19, 83, 7

	,		,	
----------------------	---	----------------------	---	----------------------

2. Tick all the numbers between 80 and 100

72

95

11

85

9

3. The numbers in each list are in size order.

Complete the missing numbers.

65	78		91	99
----	----	--	----	----

89	80	72		
----	----	----	--	--

		57		
--	--	----	--	--

Why did you choose the numbers you did?

Are they the only numbers that could have completed the number tracks?

Spicy

1. These numbers have been ordered from smallest to greatest.

23, 44, , 51, 67, 82, , 90

True or false...?

The missing numbers could be:

45 and 85

44 and 90

50 and 80

48 and 88

43 and 89

What can you tell me about the first missing number? What is it greater/smaller than?

What about the second number?

Look at the first pair. Could 45 and 85 be the missing numbers? How do you know?

Could 44 and 90 be the missing numbers? Why not?

Which are true?

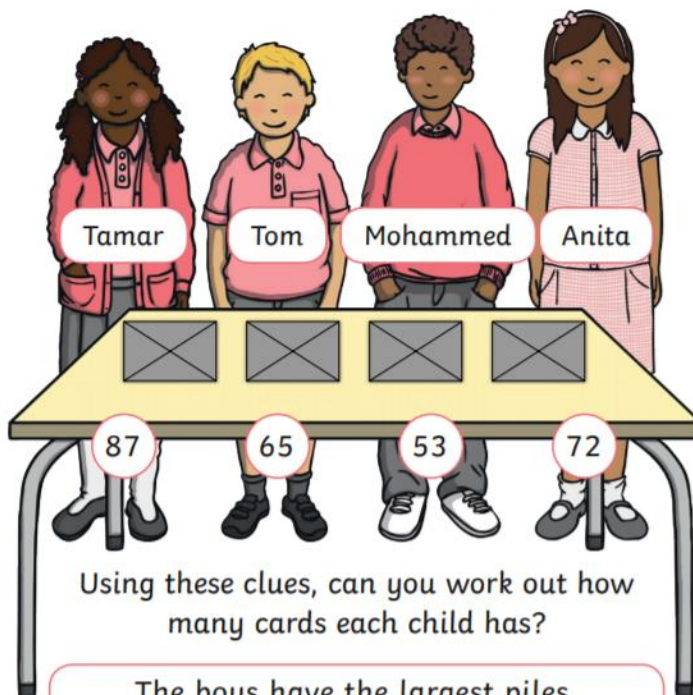
Which are false?

Can you explain why?

What are all the possible missing numbers?

Write a list of all the possible missing numbers.

2. These children have been collecting football cards.



Using these clues, can you work out how many cards each child has?

The boys have the largest piles.

Tom has more than Mohammed.

Tamar has more than Anita but less than Mohammed.

Children use their knowledge of place value, ordering, and the language of 'more' and 'less' to solve this problem.

How many cards are in each pile? Can you read the numbers aloud?

Can you order these numbers?

Which is the smallest/largest?

Which are the two largest belonging to the boys?

If Tom has more than Mohammed, how many must Tom have? How many must Mohammed have?

So which piles must belong to the girls?

How do we know which of the girls has the smallest pile?

Tuesday- **Recognising coins**

<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-recognise-the-value-of-different-coins>

Children will recognise and know the value of different denominations of coins. Children will use their knowledge of place value to match coins with equivalent values. For example, ten 1 pence coins is equivalent to one 10 pence coin. This could be linked with the concept of exchanging.

Mild

I Match the coin to the amount.



20 pence



5 pence



10 pence



1 pound



1 pence



50 pence



2 pence



2 pounds

2 Here are some coins.



Complete the sentences.

There are 1p coins.

There are 2p coins.

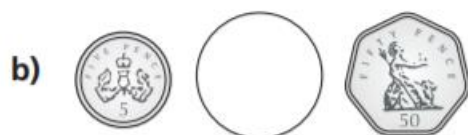
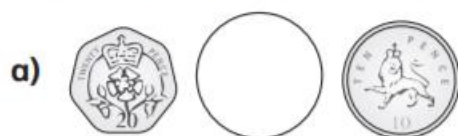
There is 5p coin.

There are 10p coins.

There are 20p coins.

Medium

1. Write < or > to compare the amounts.



2. Mo has one coin in his hand.



I have more than 2 pence,
but less than 1 pound.

Draw Mo's coin.



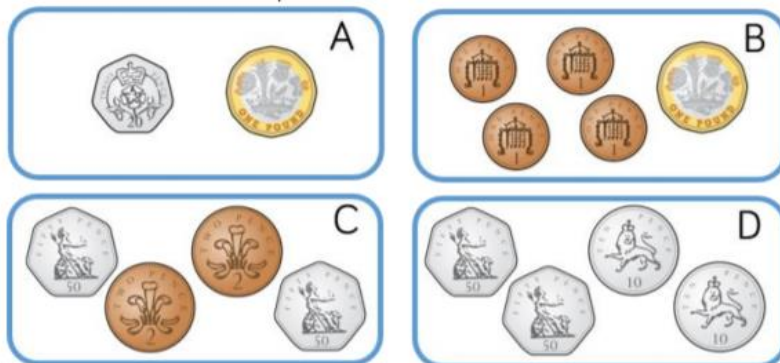
What is the value of Mo's coin?

 p

Is there more than one answer?

Spicy

1. Match the cards with equal values.



2. Which is the odd one out?



Why?

3. The tooth fairy left some money for two children.



Jack has 50 pence. Mo has one pound.

Jack thinks he has more money because his coin is physically bigger.

Explain why Jack is wrong.

Wednesday- **Recognising notes**

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

<https://www.bbc.co.uk/bitesize/tags/zipggp3/year-1-and-p2-lessons/1>

<https://classroom.thenational.academy/lessons/to-recognise-the-value-of-different-coins-and-notes>

Once children are able to identify and recognise coins they need to be able to recognise notes. Children use their understanding of place value to see that one note can represent many pounds, for example, a ten-pound note could be 10 pound coins or 3 two pound coins and 4 one pound coins. Children also need to be aware that one note may be worth many times the value of another note.

Mathematical Talk

Can you name each note?

What is the same about each note?

What is different about each note?

How many ___ pound notes are equivalent to a ___ pound note?

Mild

- 1 Match the note to its value.



5 pounds



20 pounds



10 pounds



50 pounds

- 2 Dan has two £10 notes and one £5 note.

Circle the notes that Dan has.



- 3 Here are some notes.



Complete the sentences.

There are £5 notes.

There are £10 notes.

There are £20 notes.

There are £50 notes.

Medium

1. Tick the note with the smaller value.

a)



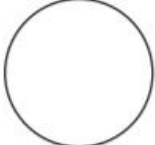
b)

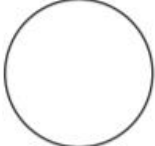


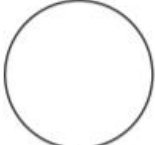
c)



2. Write $<$, $>$ or $=$ to compare the amounts.

a)   50 pounds

b) 20 pounds  

c)   10 pounds

3. Kim has some money.

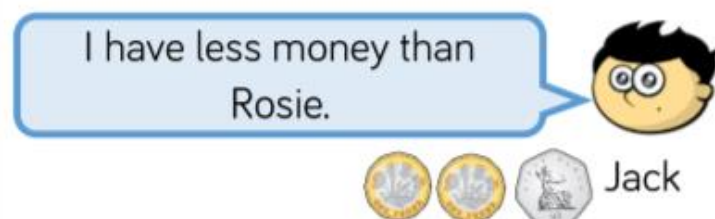
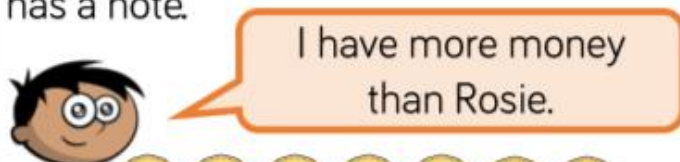


Do you agree with Kim? _____

Talk about your answer.

Spicy

1. Jack, Rosie and Amir each have some money in their pockets.
Jack and Amir both have coins and Rosie has a note.



What note could Rosie have?

2.

How much money could these children have?



I have four notes altogether.
Some of them are different.



I have four notes.
They are all the same.

How many different answers can you think of?

If possible, children to have access to notes for this activity.

Which notes could the girl have?

Which different combinations of notes could the boy have?

How can we count how much money there is altogether?

3.

Lina has a £20 note. Sam has 4 £5 notes.
Who has the most money? How do you know?

Thursday- Counting in coins

<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-use-addition-and-subtraction-in-the-context-of-money>

Children combine their knowledge of money with counting in 2s, 5s and 10s to count money efficiently. They may draw coins or representations to match a given amount and use previous understanding to compare amounts of money.

Mathematical Talk

Can two people have the same amount of money, with a different number of coins?

Is the largest amount of coins always the largest amount of money? Can you prove it?

Is there one way, or more than one way?

Mild

I How much money is there?

a)

			
p	p	p	p

b)

			
p	p	p	p

c)

			
p	p	p	p

d)

			
p	p	p	p

Medium

1. How much money is there?

a)  p

b)  p

c)  p

2. Write $<$, $>$ or $=$ to compare the amounts.

a)  

b)  

c)  

d)  

Spicy

1. Sam has some 2p coins.



I have 11 pence.

Do you agree with Sam? _____

Talk about your answer.

2. Ron has nine 2p coins.

Jo has three silver coins.



I must have more money
because I have more coins.

Ron

Do you agree with Ron? _____

Talk about your answer.

3. Alex has 2 silver coins.

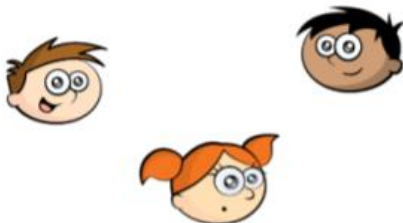
Teddy has 5 bronze coins.

Amir has 1 silver coin.

They all have the same amount of money.

Which coins do they each have?

Collect or draw the coins to prove it.



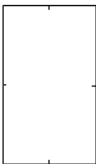
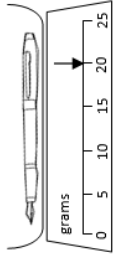
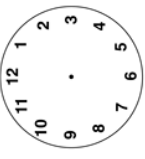
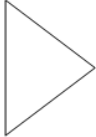
Are there any other amounts that this
works for?

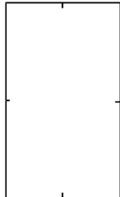
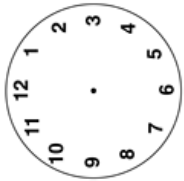
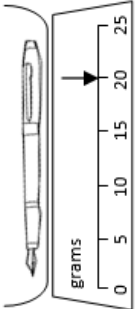
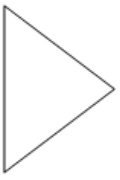
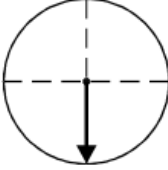
Friday- Challenge of the week

<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. What is the missing number? 66 67 68 69		9. Draw one line to split the shape into 2 halves. 		12. I put on pyjamas _____ I get into bed. a. before b. after 	
2. What is the missing number? 5 10 15 20		10. Which is heaviest ?  A  B		13. Is Monday is the 1 st day of the week, what day is the 3 rd day of the week? a. Tuesday b. Wednesday c. Friday	
3. What number is one less than 50?		11. How heavy is the pen? 		14. Draw the hands to show: Half past eight 	
4. Pat has 8 sweets. Sam has 5. Who has the least ?				15. What is this shape? a. square b. triangle c. circle 	
5. Write this number in words: 16					
6. What symbol is missing? 3 9 = 12					
7. What is the missing number? 12 + 8 =					
8. 9 + 17 =					

Number and Place Value		Fractions and Measure		Measure and Geometry	
1:1	1. What is the missing number? 66 67 68 69	1:11	11. Draw one line to split the shape into 2 halves. 	1:16	16. I put on pyjamas ____ I get into bed. a. before b. after 
1:2	2. What is the missing number? 5 10 15 20	1:12	12. Circle a quarter ($\frac{1}{4}$) of the balls. 	1:17	17. Is Monday the 1 st day of the week, what day is the 3 rd day of the week? a. Tuesday b. Wednesday c. Friday
1:3	3. What number is one less than 50?	1:13	13. Which is heaviest ? 	1:18	18. Draw the hands to show: Half past eight 
1:4	4. Pat has 8 sweets. Sam has 5. Who has the least ?	1:14	14. How heavy is the pen? 	1:19	19. What is this shape? a. square b. triangle c. circle 
1:5	5. Write this number in words: 16	1:15	15. How much altogether? 	1:20	20. The arrow points: a. left b. down c. right 
1:6	6. What symbol is missing? $3 \square 9 = 12$				
1:7	7. What is the missing number? $12 + 8 = \square$				
1:8	8. $9 + 17 =$				
1:9	9. What is the missing number? $17 = \square + 6$				
1:10	10. 4 children each have 4 pens. How many pens do they have altogether?				