



## Year 1 Maths Home Learning | Summer Term



Week beginning 15<sup>th</sup> June

### 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 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 8. 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 - Equal groups - Arrays

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

Children begin to make arrays by making equal groups and building them up in columns or rows. They use a range of concrete and pictorial representations alongside sentence stems to support their understanding. Children also explore arrays built incorrectly and recognise the importance of columns and rows.

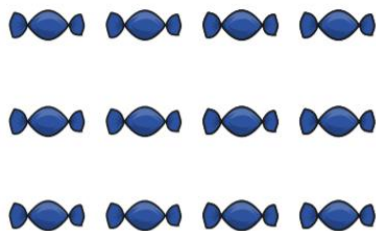
An **array** is formed by arranging a set of objects into **rows and columns**. Each **column** must contain the same number of objects as the other **columns**, and each **row** must have the same number as the other **rows**.

An array is a model with objects arranged in equal rows and equal columns.



### Mild

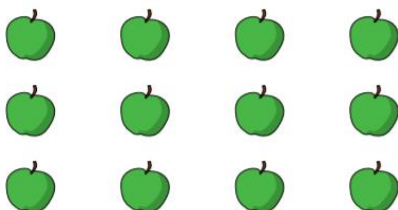
- 1 Circle each row of sweets.



How many rows are there?

There are  rows.

- 2 Circle each column of apples.



How many columns are there?

There are  columns.

3. ,

There are \_\_\_\_ apples in each row.

There are \_\_\_\_ rows.

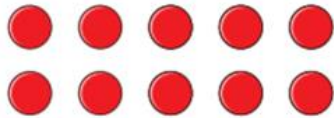
\_\_\_\_ + \_\_\_\_ + \_\_\_\_ = \_\_\_\_

There are \_\_\_\_ apples altogether.



### Medium

1. Look at this array.



Complete the sentences.

a) There are  counters in each row.

There are  rows.

There are  counters altogether.

b) There are  counters in each column.

There are  columns.

There are  counters altogether.

2.



There are \_\_\_\_ dots in each row.

There are \_\_\_\_ rows.

\_\_\_\_ + \_\_\_\_ = \_\_\_\_

There are \_\_\_\_ dots altogether.

What is a row? How many rows can you see?

How many dots are there in the first row? Are there the same number of dots in each row?

How many rows are there?

What would this look like as an addition calculation?

How many dots are there altogether?

Repeat these questions for columns.



There are \_\_\_\_ dots in each column.

There are \_\_\_\_ columns.

\_\_\_\_ + \_\_\_\_ + \_\_\_\_ + \_\_\_\_ = \_\_\_\_

There are \_\_\_\_ dots altogether.

## Spicy

1.

Which calculation matches the array?



$$2 + 2 + 2 + 2 + 2 = 10$$

$$5 + 5 = 10$$



What can you say about the rows and columns in this array?

Can you read the number sentences?

Do they match the array?

Are these both arrays? Can you explain your reasoning?

What is the same/different about these arrangements?

How many dots do you think there are altogether?

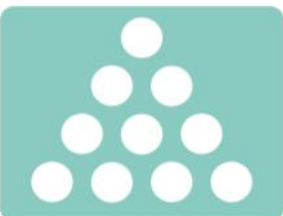
How can you work this out?

Can you use counters or cubes to show the array?

What would this look like as number sentences?

Can you describe an array for your friend to make?

Here are 2 more arrays with 10 dots. Are they right?



4 rows of dots.

10 dots in each row.

How many dots altogether?



2. You could use objects that you have available at home (pegs, stones, pens/pencils etc.)

Find 15 cubes. Can you make equal rows?



What does 'equal' mean?

Is it possible to make equal rows with 15 cubes?

Can you show me?

## Tuesday- Equal groups - Doubles

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

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

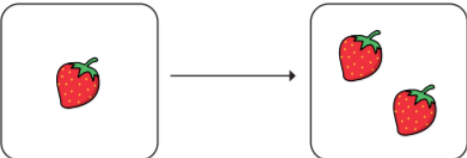
Children explore doubling with numbers up to 20. Reinforce understanding that 'double' is two equal groups of a number or an amount. Children show and explain what doubling means using concrete and pictorial representations. They record doubling using the sentence, 'Double \_\_\_\_ is \_\_\_\_' and use repeated addition to represent doubles in the abstract. They look at representations to decide whether that shows doubling or not.

Children should work towards an instant recall of doubles so that if they are asked e.g. 'what is double 6?' they can immediately reply '12'

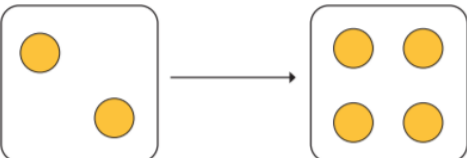
### Mild

**I** Complete the sentences.

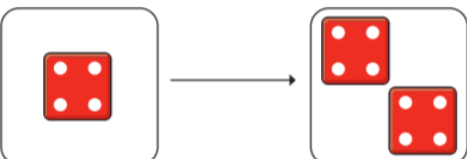
Use the pictures to help you.

a) 

Double 1 is

b) 

Double 2 is

c) 

Double  is

2. Click on the link to take you to a fun, interactive doubling game.

<https://www.ictgames.com/mobilePage/archeryDoubles/index.html>

Read the doubling facts then press the correct number on the target. If you're correct you will score an arrow on the right-hand side.

**Top tip:** Count the apples on the screen to help you get the correct answer!



### Medium

1. Match the doubles to the additions.

Double 3

Double 6

Double 10

Double 7

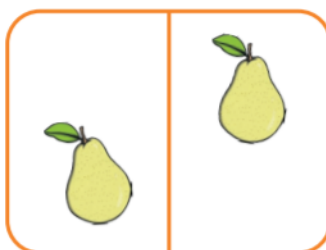
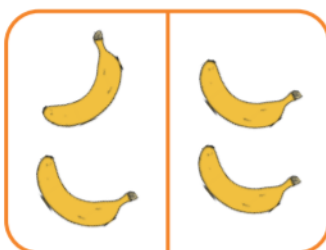
$6 + 6$

$7 + 7$

$3 + 3$

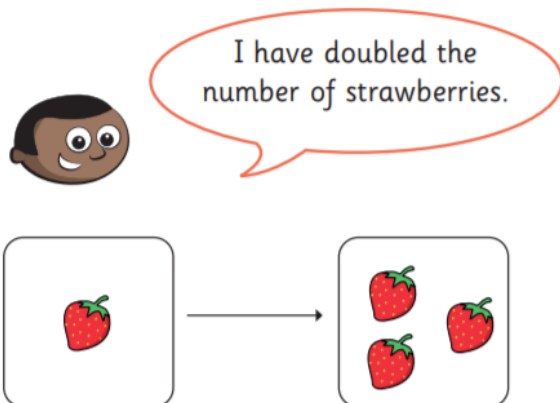
$10 + 10$

2. Which are doubles?



What does 'double' mean? What would it look like?  
Do the bananas/pears/tomatoes show doubles?  
How do you know?  
Do there need to be the same amount in each group?  
Does it matter if they are arranged in the same way?

3.



Do you agree with Mo? \_\_\_\_\_

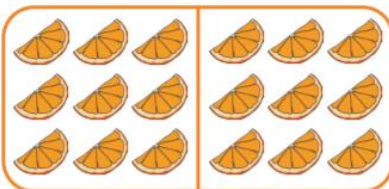
Talk about it with a partner.

### Spicy

1. Circle the matching calculation.

$8 + 8 =$

Double 9 is

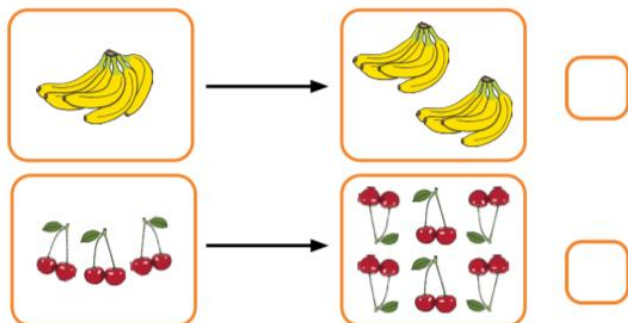


Can you use stem sentences to describe the doubles?

'Double \_ is \_.'

Which calculation matches the picture? How do you know?

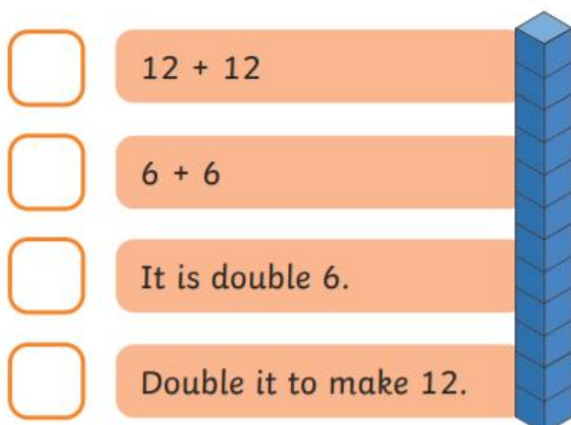
Are the doubles right? Tick or cross.



Can you count the bananas/cherries in the first picture? Does the next picture show double the amount?

How do you know?

2. Tick the sentences that match the picture.



How many cubes are there?

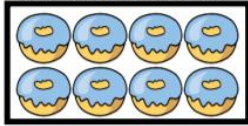
How many cubes would you double to make 12? Can you show me? Which statements does this match? ('6 + 6' and 'It is double 6.')

Does  $12 + 12$  match the picture? Why not?

What would you double to make 12? Does this match the picture? Why not?

3.

Louise doubles her donuts. The picture shows what she had after she doubled her donuts.



Whitney



Louise started with 4 and ended with 8 donuts.

Eva



Louise started with 8 and ended with 16 donuts.

Mo



Louise started with 2 and ended with 4 donuts.

Who do you agree with? Explain why.

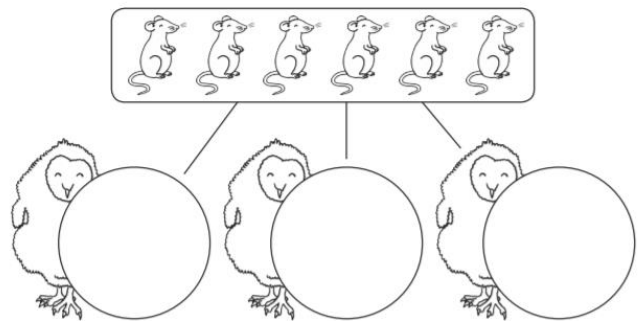
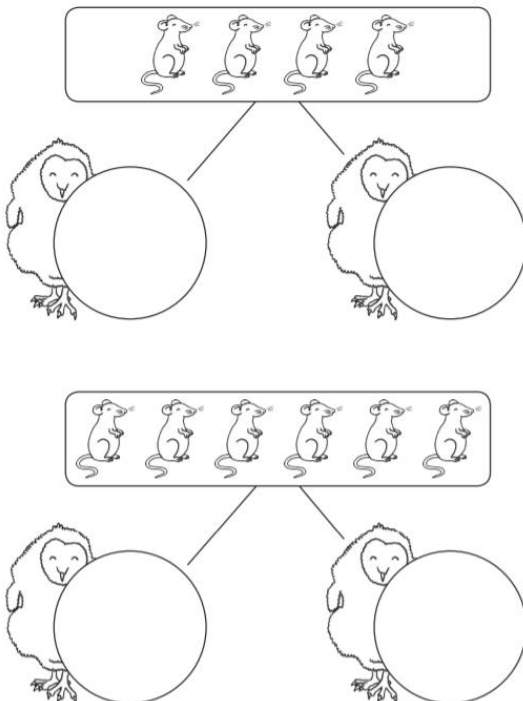
## Wednesday- Sharing

<https://www.bbc.co.uk/bitesize/tags/zjgqgp3/year-1-and-p2-lessons/1>  
<https://whiterosemaths.com/homelearning/year-1/>

Children explore sharing as a model of division. They use 1 : 1 correspondence to share concrete objects into equal groups. Children also need to be given the opportunity to see when a number of objects cannot be shared equally into equal groups.

### Mild

1. Can you share the mice equally between the owlets? Write or draw the number of mice in each circle.



## Medium

1. You could use objects that you have available at home to help you (pegs, pebbles, pens/pencils, cereal etc.)

Can you share the gold bars in the boxes equally?



There are \_\_\_\_ bars altogether.

There are \_\_\_\_ boxes.

Put \_\_\_\_ bars in each box.

Can you share the coins equally between the bags?



\_\_\_\_ shared between 2 is \_\_\_\_.

\_\_\_\_ shared between 6 is \_\_\_\_.



What do the words 'equal' and 'unequal' mean?

How many gold bars are there altogether?

How many boxes can you see?

If you share them equally, how many will go in each box?

How many coins are there altogether?

Can they make two equal groups?

What can you do to find out?

How many are in each bag?

Repeat for six.

2. Five children share some grapes.



a) Draw lines to share the grapes equally.

b) How many grapes does each child get?

Each child gets  grapes.

10 grapes shared equally between 5 is

## Spicy

1.

How can we share 20 pearls equally into 5 bags?

Penny



Share them into 5 groups.

Percy



Put 5 in each bag.

Who do you agree with?



You could use objects that you have available at home to help you:

(pegs, pebbles, pens/pencils, cereal etc.)

What is each child saying?

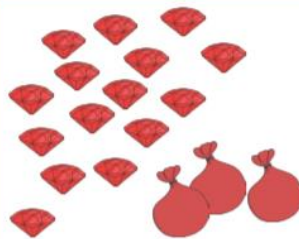
Can you show me, using counters, how we could share the pearls using Penny's idea?

Can you show me, using counters, how we could share the pearls using Percy's idea?

Who do you agree with?

Can you explain why?

Which bag will have more gems if they are shared equally?



Can you prove it?

How many gems are in each set? Are they the same?

How many bags are in each set? How are they different?

Will there be more gems in each blue bag or each red bag? (If they are shared equally)

Can you explain why?

Can you find a way to prove it?

2. The boxes are full of coins.

Tick the box that 2 friends can share equally.



Tick the box that 5 friends can share equally.



Tick the box that 2 or 5 friends can share equally.



Which number can be shared equally between two friends?

Are there any number pattern clues that can help us?

Can you prove it with counters?

How many would they get each?

Can you use a stem sentence to explain this?

'\_ can be shared by \_ friends. They each get \_.'

Repeat for the 'five friends' challenge.

Which box could be shared by either two or five children?

Can you spot any number pattern clues?

Can you prove it with counters?

How many would they get each?

Can you use a stem sentence to explain this?

'\_ can be shared by \_ friends. They each get \_.'

## Thursday- **Grouping**

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

Children start with a given total and make groups of an equal amount. They record their understanding in sentences, not through formal division at this stage. Children can develop their understanding of equal groups by also being exposed to numbers which do not group equally.

### Mild

1 Here are some socks.



a) Draw lines to match the pairs of socks.

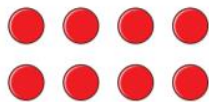
b) Complete the sentences.

There are  socks altogether.

There are  socks in each pair.

There are  pairs of socks.

2 Here are some counters.



a) Circle groups of 2

b) Complete the sentences.

There are  counters altogether.

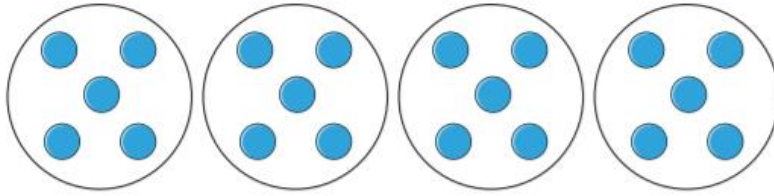
There are  equal groups of 2 counters.

## Medium

### 1. (Don't forget to count in 5s NOT 1s)

Complete the sentences.

a)

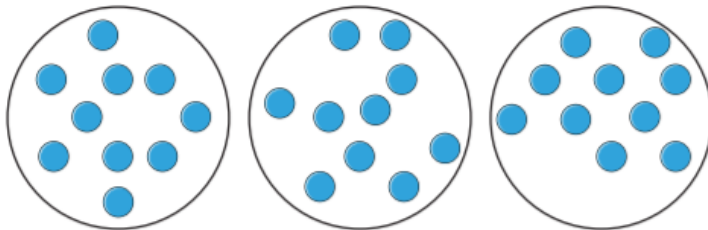


There are  counters altogether.

There are  equal groups of  counters.

(Don't forget to count in 10s NOT 1s)

b)



There are  counters altogether.

There are  equal groups of  counters.

### 2.

Can we make two equal groups?



What did you find out?

Can we make any equal groups?

How many children can you see?

Can they make two equal groups?

What can you do to find out?

What did you discover?

Is there another way to put them into equal groups?

## Spicy

**Remember:** you could use objects that you have available at home to help you (pegs, pebbles, pens/pencils, cereal etc.)

1. Complete the table. Use equipment to help you.

| Representation                                                                    | Description                                                       |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------|
|  | There are ____ altogether.<br>There are ____ equal groups of ____ |
|  | There are ____ altogether.<br>There are ____ equal groups of ____ |
|  | 15 has been sorted into 3 equal groups<br>of 5                    |
|  | ____ has been sorted into ____ equal<br>groups of ____            |

- 2a. We have 13 footballs.  
We need 6 groups of 2.  
Do we have enough?



- b.  There are 20 cones.  
Each team needs 2 cones.  
How many teams can play?

- c. There are 20 cones.  
Each team needs 5 cones.  
How many teams can play?



- d. How many beanbags are in the box?  
There are less than 20.  
They can make equal  
groups of 3 or 5.



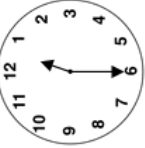
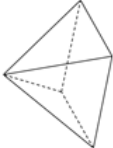
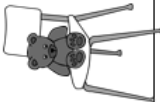
Do you think it's possible to share 13 things into six groups of two?  
Can you explain your reasoning?  
What can you do to prove it?  
What information do you have?  
How can you use this to find the number of groups?  
Can you use what you have learnt here to solve the next challenge?  
What clues can you spot?  
What can you do to find the answer?  
How can you check if it's correct?

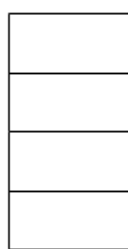
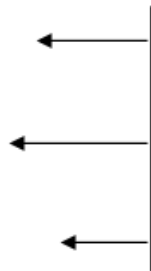
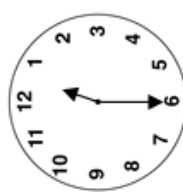
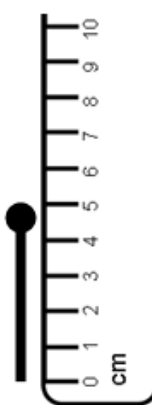
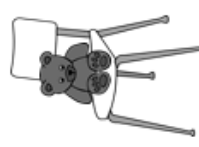
## Friday- Challenge of the week

<https://www.bbc.co.uk/bitesize/tags/zjpqqp3/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

| Number and Place Value                                                                                             |  | Fractions and Measure                                  |  | Measure and Geometry                                                                       |                                                                                    |
|--------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------|--|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| 1. What is the missing number?<br>0 <input type="text"/> 2 3 4                                                     |  | 9. Circle <b>half</b> ( $\frac{1}{2}$ ) of the sweets. |  | 12. I go to bed in the:<br>a. morning<br>b. afternoon<br>c. evening.                       |   |
| 2. What is the missing number?<br>2 <input type="text"/> 6 8 10                                                    |  | 10. Circle the <b>shortest</b> arrow.                  |  | 13. What time does this clock show?                                                        |   |
| 3. What number is one <b>more</b> than 24?                                                                         |  | 11. How long is the matchstick?                        |  | 14. What is this shape?<br>a. cuboid<br>b. pyramid<br>c. sphere                            |   |
| 4. What number is labelled?<br> |  |                                                        |  | 15. The teddy bear is:<br>a. on the chair.<br>b. under the chair.<br>c. next to the chair. |  |
| 5. What symbol is missing?<br>8 <input type="text"/> 5 = 13                                                        |  |                                                        |  |                                                                                            |                                                                                    |
| 6. What is the missing number?<br>10 - 9 = <input type="text"/>                                                    |  |                                                        |  |                                                                                            |                                                                                    |
| 7. 19 + 4 =                                                                                                        |  |                                                        |  |                                                                                            |                                                                                    |
| 8. 10 pens are shared by 2 children.<br>How many pens do they get each?                                            |  |                                                        |  |                                                                                            |                                                                                    |

| Number and Place Value                                                                                             |      | Fractions and Measure                                                                                                                          |      | Measure and Geometry                                                                                                                                                              |      |
|--------------------------------------------------------------------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. What is the missing number?<br>0 <input type="text"/> 2 3 4                                                     | 1:1  | 11. Circle <b>half</b> ( $\frac{1}{2}$ ) of the sweets.<br> | 1:11 | 16. I go to bed in the:<br>a. morning<br>b. afternoon<br>c. evening.<br>                         | 1:16 |
| 2. What is the missing number?<br>2 <input type="text"/> 6 8 10                                                    | 1:2  |                                                                                                                                                |      |                                                                                                                                                                                   |      |
| 3. What number is one <b>more</b> than 24?                                                                         | 1:3  | 12. Colour in $\frac{1}{4}$ of this shape.<br>              | 1:12 | 17. What month comes <b>before</b> April?<br>a. February<br>b. May<br>c. March                                                                                                    | 1:17 |
| 4. What number is labelled?<br> | 1:4  |                                                                                                                                                |      |                                                                                                                                                                                   |      |
| 5. Write this number in words:<br>4                                                                                | 1:5  | 13. Circle the <b>shortest</b> arrow.<br>                   | 1:13 | 18. What time does this clock show?<br>                                                          | 1:18 |
| 6. What symbol is missing?<br>8 <input type="text"/> 5 = 13                                                        | 1:6  |                                                                                                                                                |      |                                                                                                                                                                                   |      |
| 7. What is the missing number?<br>$10 - 9 = \square$                                                               | 1:7  | 14. How long is the matchstick?<br>                        | 1:14 | 19. What is this shape?<br>a. cuboid<br>b. pyramid<br>c. sphere<br>                             | 1:19 |
| 8. $19 + 4 =$                                                                                                      | 1:8  |                                                                                                                                                |      |                                                                                                                                                                                   |      |
| 9. Tom has 5 apples. Kim has 8 apples.<br>How many apples altogether?                                              | 1:9  | 15. How much altogether?<br>                               | 1:15 | 20. The teddy bear is:<br>a. on the chair.<br>b. under the chair.<br>c. next to the chair.<br> | 1:20 |
| 10. 10 pens are shared by 2 children.<br>How many pens do they get each?                                           | 1:10 |                                                                                                                                                |      |                                                                                                                                                                                   |      |