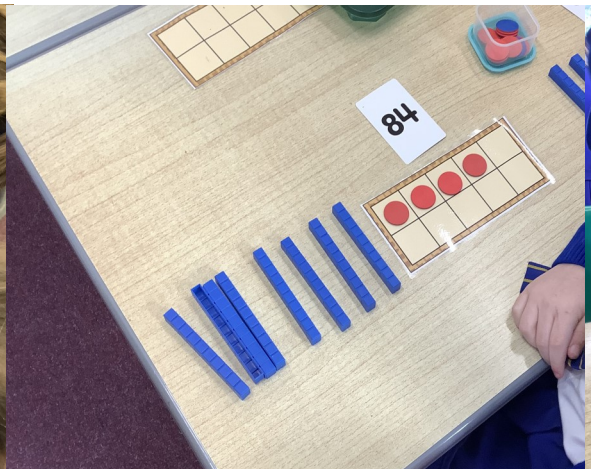
Trewirgie Infants' School

'Ni a weres. Ni a with. Ni a sewen'

Year 1 Parent Information Session:

Maths

06.04.2022



OUR SCHOOL MISSION:

To inspire children to engage in learning, and be valued members of a caring, supportive, and successful school.

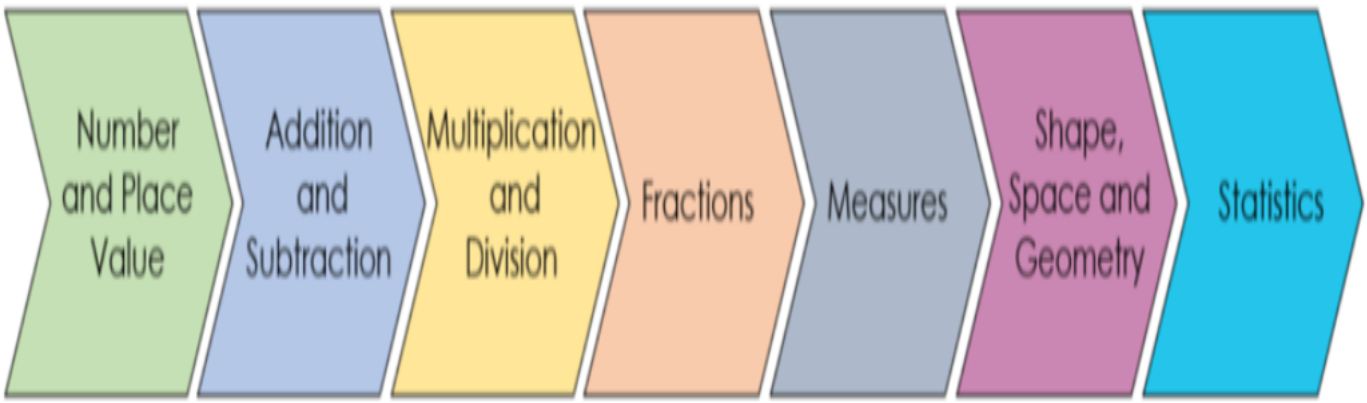
For all our children to develop life- long learning skills; to be independent and creative thinkers and to be socially confident.

To enable children to be successful through a curriculum that captures their interests, stimulates their ideas, encourages inquisitiveness and critical thinking and meets their needs.

OUR CURRICULUM:

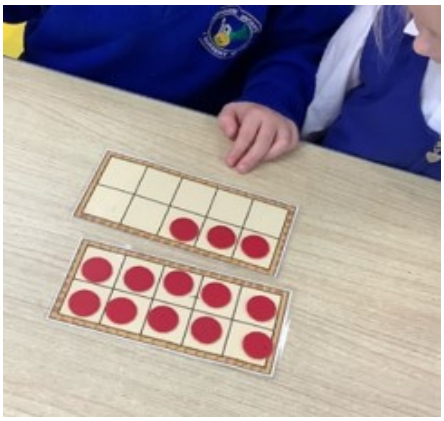
Our Maths curriculum at Trewirgie has been developed to ensure, from the outset, that all children are given the best foundations to become confident, articulate and fluent mathematicians.

We plan our curriculum based on the National Curriculum. This is broken down into the following areas in Key Stage 1, (Years 1 & 2.).



How do we teach Maths at Trewirgie?

We break down the year objectives into small, achievable steps so that children can be successful and develop a deep conceptual understanding of Maths.

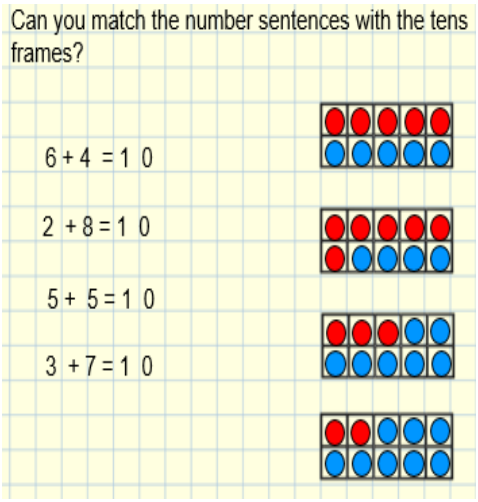


Concrete - **MAKE IT!**

Children create a physical representation of the concept using concrete resources. You can see 13 being made using a tens frame in the photo

Pictorial – **SHOW IT / DRAW IT!**

Children represent the mathematical concept in their books by drawing the number or sum. Matching these bonds to 10 in the example shown.



Abstract – **READ IT / WRITE IT!**

17 – 4 =

14 – 3 =

17 – 6 =

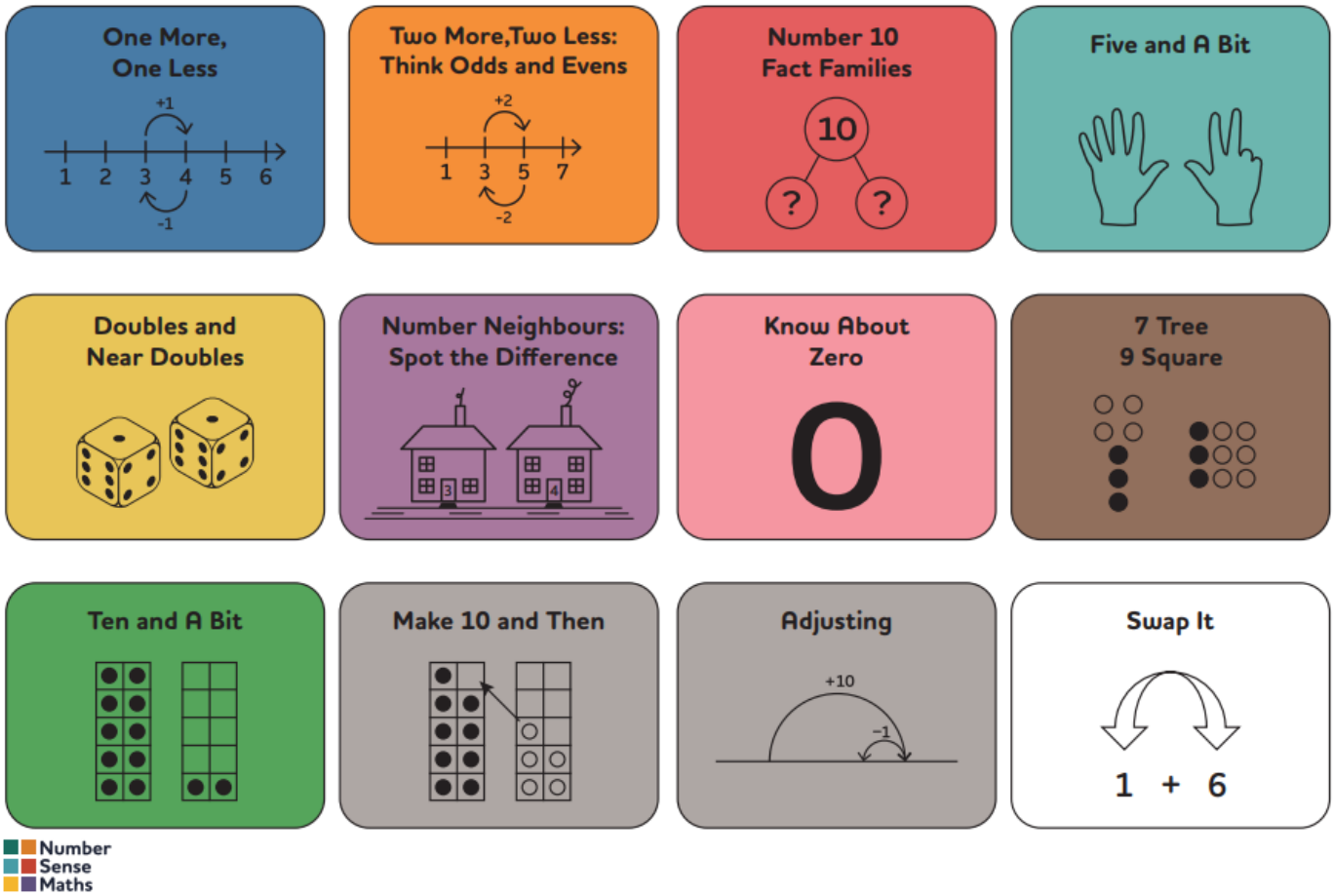
20 – 5 =

Children represent the concept using mathematical numerals, words and symbols to create number sentences like those to the left. They can reason with numbers and are able to solve real-life words problems with confidence. E.g. Subtracting single digits from a 2 digit number.

What is Numbersense?

This is our school scheme to develop rapid recall and number fact knowledge. Resources are added to Google classroom for parents to access each week to support our Year group focus each week.

These are the 12 strategies we use to teach your child. Asking a child the strategy they used is often as revealing as the answer!



At Year 2 we expect children to begin to know all their 2, 5 and 10 times tables by the end of the year. A favourite in Year 2 is always Jack Hartmann to get us moving!

https://www.youtube.com/c/JackHartmann/videos

How can I help at home?

Any support with Maths at home can make a real difference. Recognising how Maths surrounds us in our everyday lives really helps children make those connections as to how we need Maths everyday

Money is a great practical way of children being able to see Maths in real-life or when playing at home. In Year 2 we expect all children to recognise all coins and notes. To add or subtract small amounts be able to make different amounts using both pounds and pence.

Time is another area of Maths that we use every single day. From timing the 2 minutes brushing our teeth, getting ourselves dressed or planning our whole day. Developing a sense of time is a really important concept we can only learn by expereince. The expectation is for Year 2 is to read the time within 5 minute intervals on a clock.

Cooking is a fabulous way to develop children's practical use of measuring. Any activity that requires estimating and measuring length, mass and volume! These are key skills we only gain with experience.

There are a whole range of videos, games and apps out there that can help support learning Times Tables! Check out our Maths page on the school website for more links and ideas.

Formal written methods for calculation

National curriculum expectations

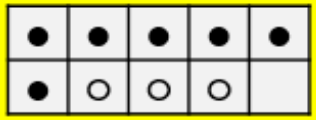
Addition

Year 1

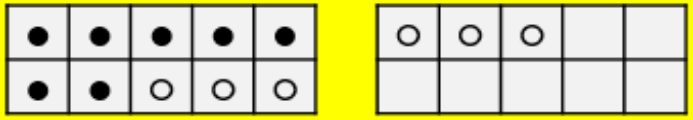
Add two one-digit numbers and a two-digit and one-digit number with a total less than 20.

Solid circles for the first addend, hollow circles for the second.

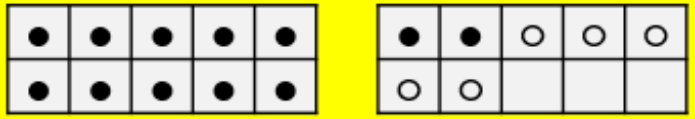
Example: 6 + 3 = 9



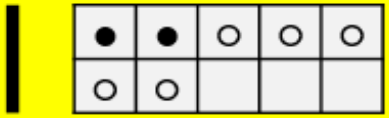
Example: 7 + 6 = 13



Example (two frames): 12 + 5 = 17



Example (tens and ones): 12 + 5 = 17

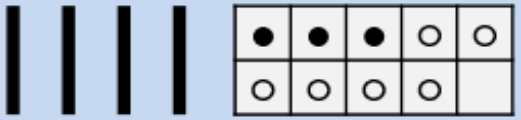


Year 2

Add up to 2 two-digit numbers.

Two-digit + one-digit (not going over 10)

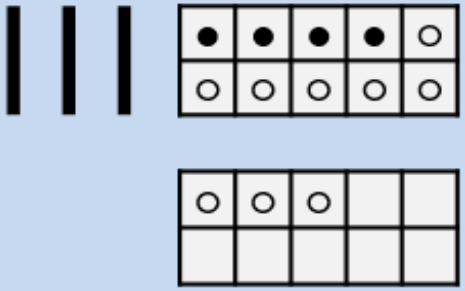
Example 43 + 6 = 49



Two-digit + one-digit (going over 10)

Example 34 + 9 = 43

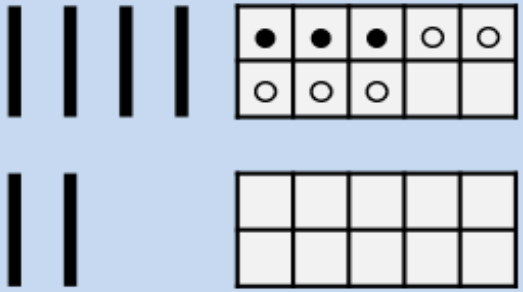
The first tens frame is complete, so we have **four** tens and **three** ones.



Two-digit + two-digit (not going over 10)

Example 43 + 25 = 68

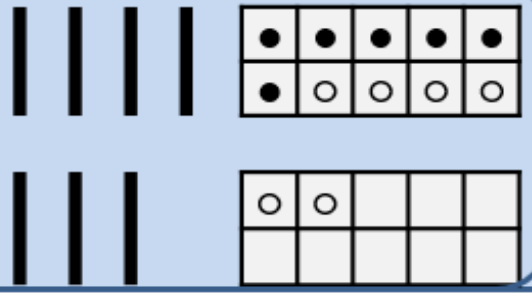
The tens for the second addend go beneath the tens for the first. The ones for both addends are filled in the same tens frame.



Two-digit + two-digit (going over 10)

Example 46 + 36 = 82

The first tens frame is complete, we have **eight** tens and **two** ones



Formal written methods for calculation

Subtraction

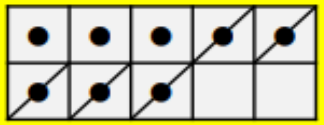
National curriculum expectations

Year 1

Subtract one-digit and two-digit numbers to 20, including zero.

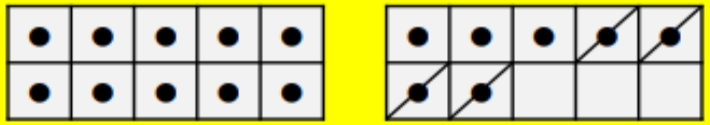
Draw the starting number in **solid** circles and then cross out the amount you are taking away.

Example: 8 – 5 = 3



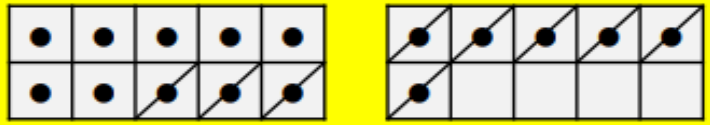
Two-digit subtract one-digit (not crossing ten)

Example: 17 – 4 = 13



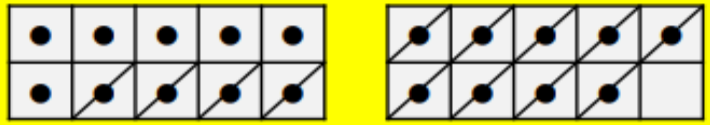
Two-digit subtract one-digit (crossing ten)

Example: 16 – 9 = 7



Two-digit subtract two-digit

Example: 19 – 13 = 6

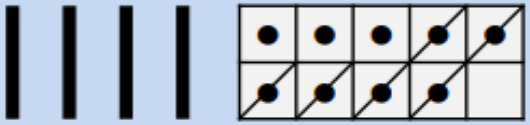


Year 2

Subtract ones from a two-digit number.
Subtract tens from a two-digit number.
Subtract one two-digit number from another.

Two-digit - single digit (not breaking 10)

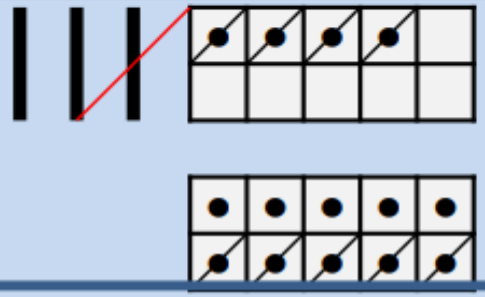
Example 49 - 6 = 43



Two-digit - single digit (breaking 10)

Example 34 - 9 = 25

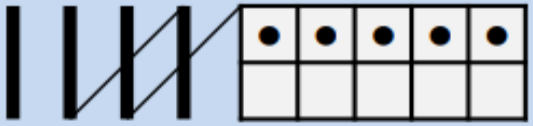
We exchange a ten for ten ones, then cross out ones starting from the original ones.



Two-digit - tens

Example 45 - 20 = 25

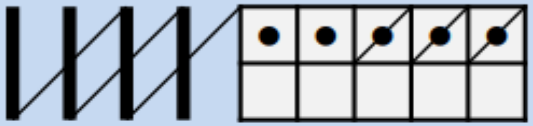
Cross out the tens.



Two-digit - two-digit (not breaking 10)

Example 45 - 33 = 12

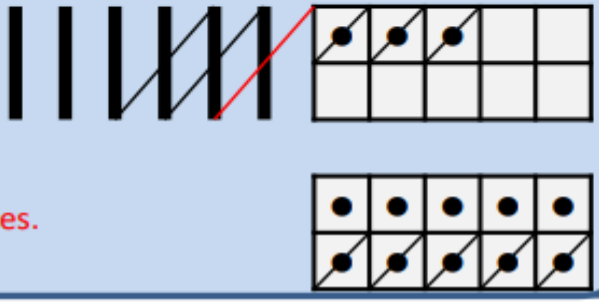
Cross out the ones, followed by the tens.



Two-digit - two-digit (breaking 10)

Example 63 - 28 = 35

We exchange a ten for ten ones, then cross out ones starting from the original ones.
We then cross out the tens.



Tens Frame:

Always start adding counters from the top left. Adding counters across to the right in a row.. You can use counters, buttons or pen lids or anything at home to help representing place value of numbers to addition and subtraction.

If you are representing numbers bigger than 10 we add 'Tens' to th e left side. You can see page 3 for an example of how this will look practically or the Calculation Policy on the previous pages on how we represent this in our books.