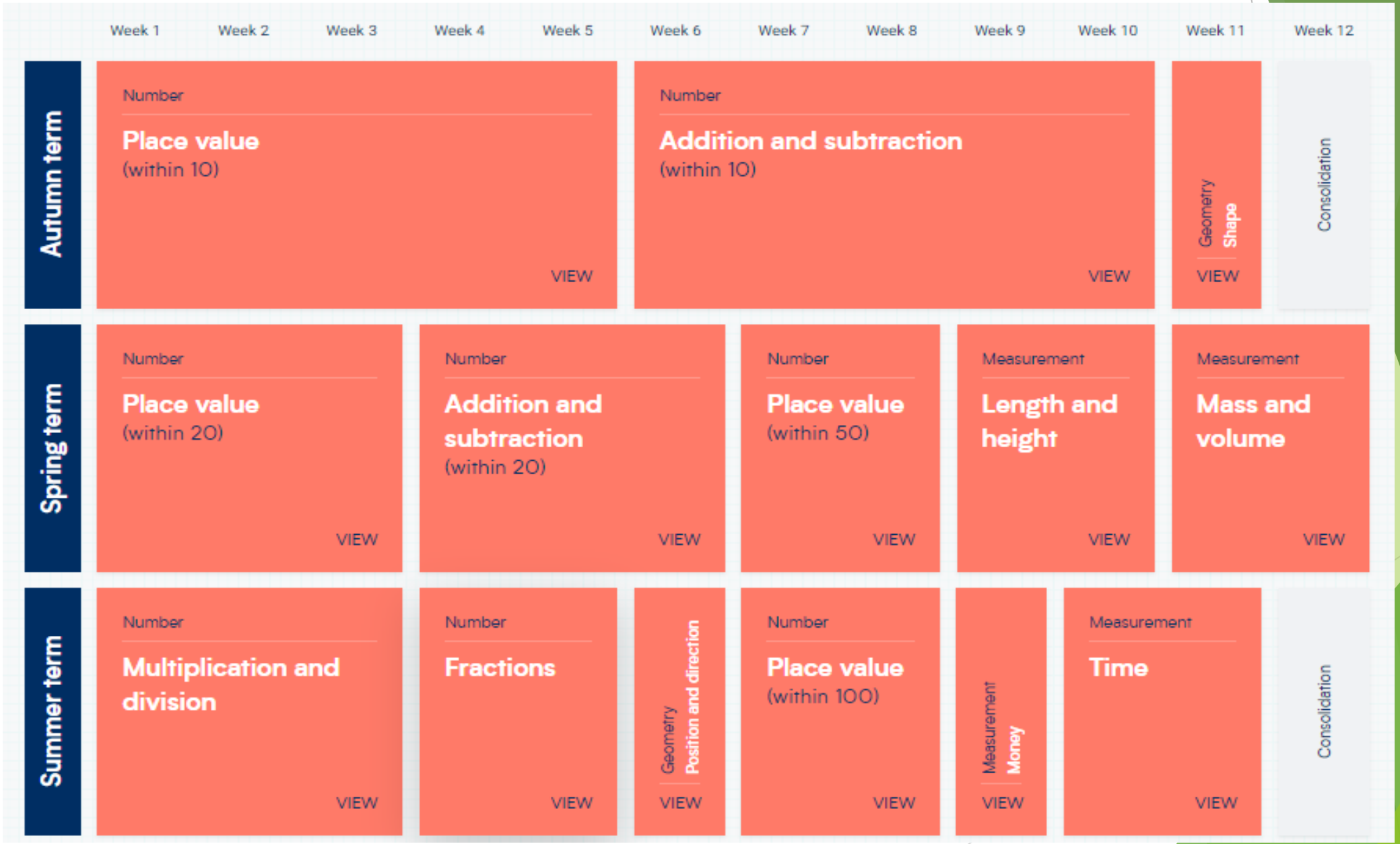
# Mathematics at Westacre Infant School Year 1 Parent Workshop

Wednesday 13th March 2024

# How do we teach Maths at Westacre?

- White Rose Maths – Mastery Approach – from Nursery to Year 2
  - Sequence of teaching taught through blocks
  - Small steps – within blocks
  - Representations – Concrete, Pictorial, Abstract
  - Fluency, Problem-solving and Reasoning

# Year 1 Overview



# How can you support learning at home?

The best way to support your child at home is to enjoy Maths activities together in meaningful contexts, such as:

- Maths in Stories – link it back to real life

https://www.mathsthroughstories.org/

- Games
- Walking to school
- In the Kitchen
- What's the time?
- Going Shopping

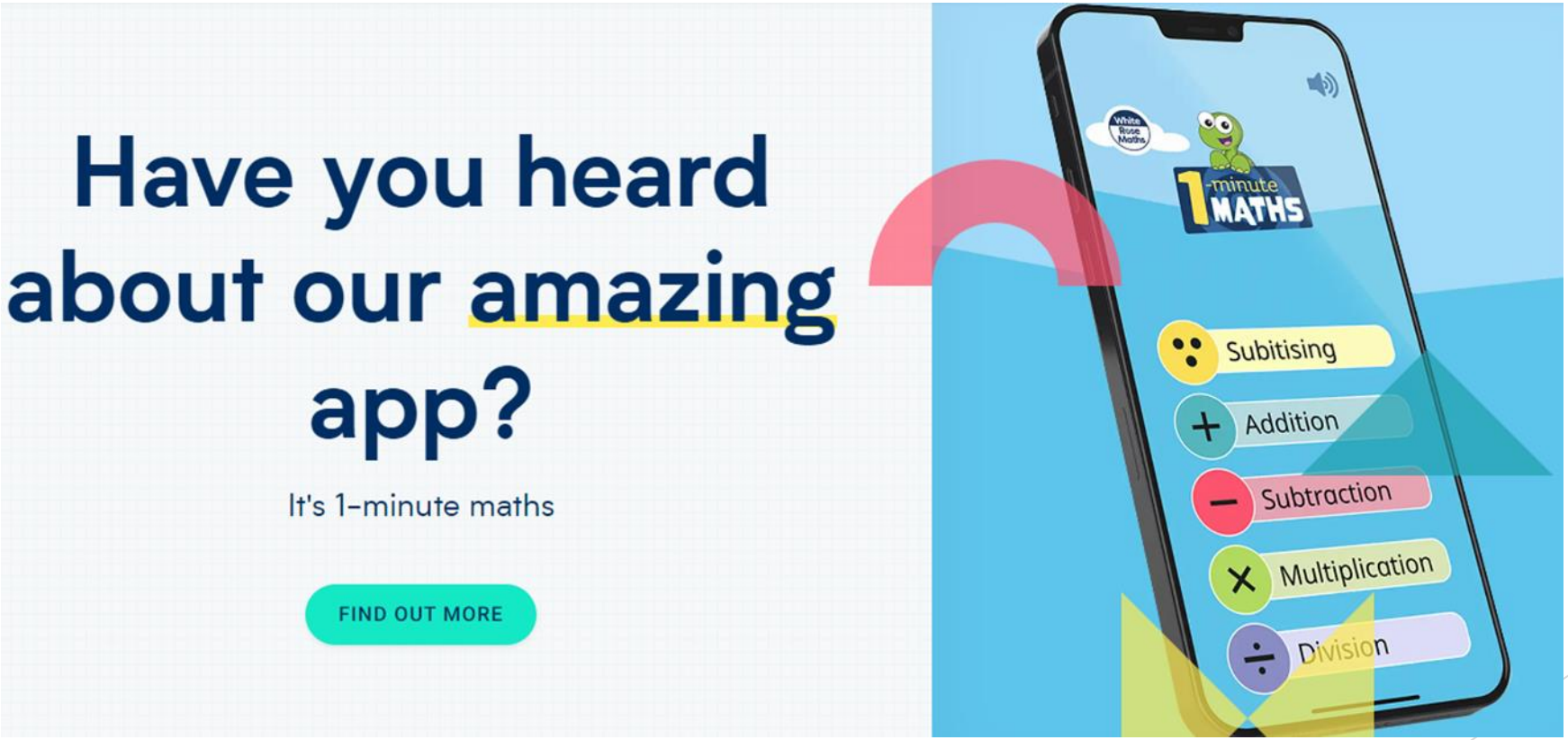
# How can you support learning at home?

- Westacre Warm-ups – on school website
  - What will be taught over the forthcoming 2 weeks
  - Prepare/Pre-teach what children will be taught in school – Vocabulary, games, activities, videos
  - Consolidate learning – opportunities for further practice – develop knowledge and skills
  - Education City links
  - White Rose Maths video links

- White Rose Maths Website – https:whiterosemaths.com Parents & Pupils
  - Advice & Guidance Section
  - Home learning section
  - Maths with Michael – Videos and Parent Guides - https://whiterosemaths.com/maths-with-michael

# Apps to use at home to develop fluency

## White Rose – 1 Minute Maths



# Websites

- Whiterosemaths.co.uk – Parents and Pupils
- Topmarks.co.uk
- Mathsthroughstories.org – Recommendations for mathematical stories
- Oxfordowl.co.uk – Oxford Owl for Home
- Nrich.maths.org – Parents – Primary – Maths at home

# Manipulatives

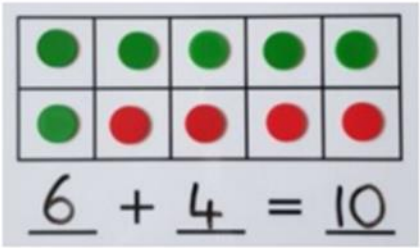
https://mathsbot.com/

**Manipulatives** are **physical objects** designed to represent explicitly and concretely mathematical ideas that are abstract. They have both visual and tactile appeal and **can be manipulated by learners through hands-on experiences**.

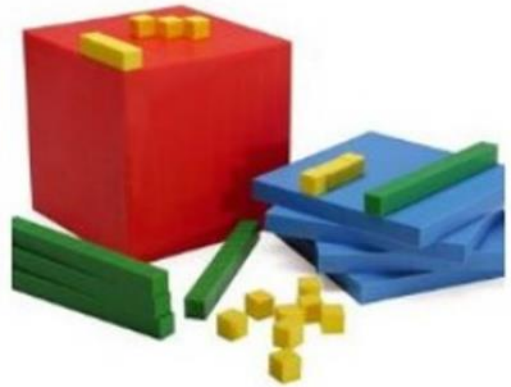
Numicon

Bead string

Multi-link cubes

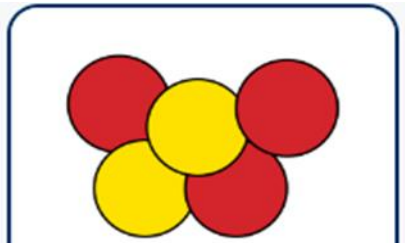



Tens frame

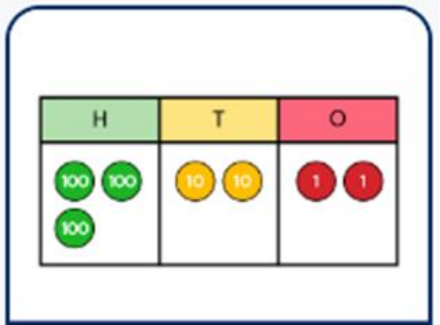


Dienes/Base 10

Place value counters



Double-sided counters




Place value chart

Counting stick

# Activity with your children

- Counting – in 1s, 2s, 5s and 10
- Fluency – Focus on number bonds to 10
  - Number facts – addition and subtraction – rapid recall
  - Number Bonds to 10 then to 20
  - 1 more, 1 less
  - Fact Families
  - Doubles

  etc…..
- Using manipulatives
  - Place Value – Dienes (Tens and ones)
    - Up to 10 – Autumn term,
    - Up to 20, then 50 – Spring Term,
    - Up to 50, then 100 – Summer Term
  - Addition and Subtraction – Number Line

# Counting

Count in 1s – forwards and backwards from any number.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 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 |

# Counting

## Count in 2s – forwards to 20

| 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 |

# Counting

Count in 10s – forwards from 10 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 |

# Fluency

- Number Bonds to 10 – On whiteboards - Show me

# Place Value

- Building numbers – tens and ones

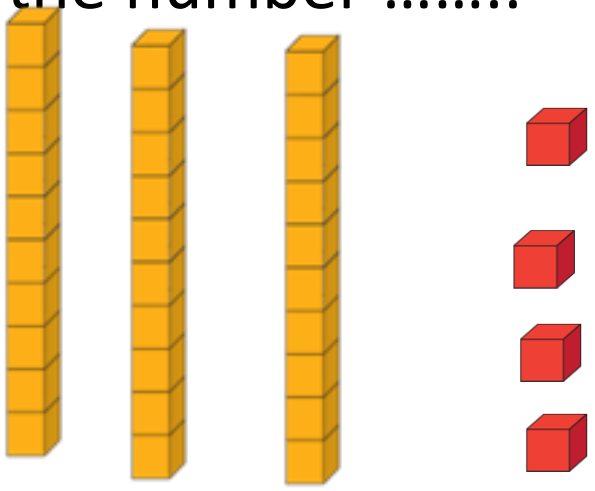
This is a 10.

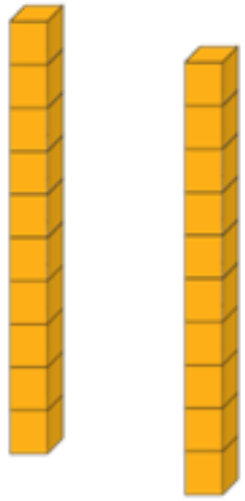
This is a 1.

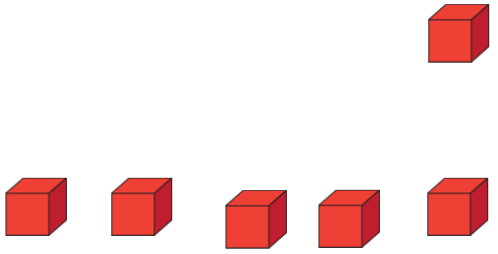
How many 1s make a 10?

# My Turn

I can make the number ……..

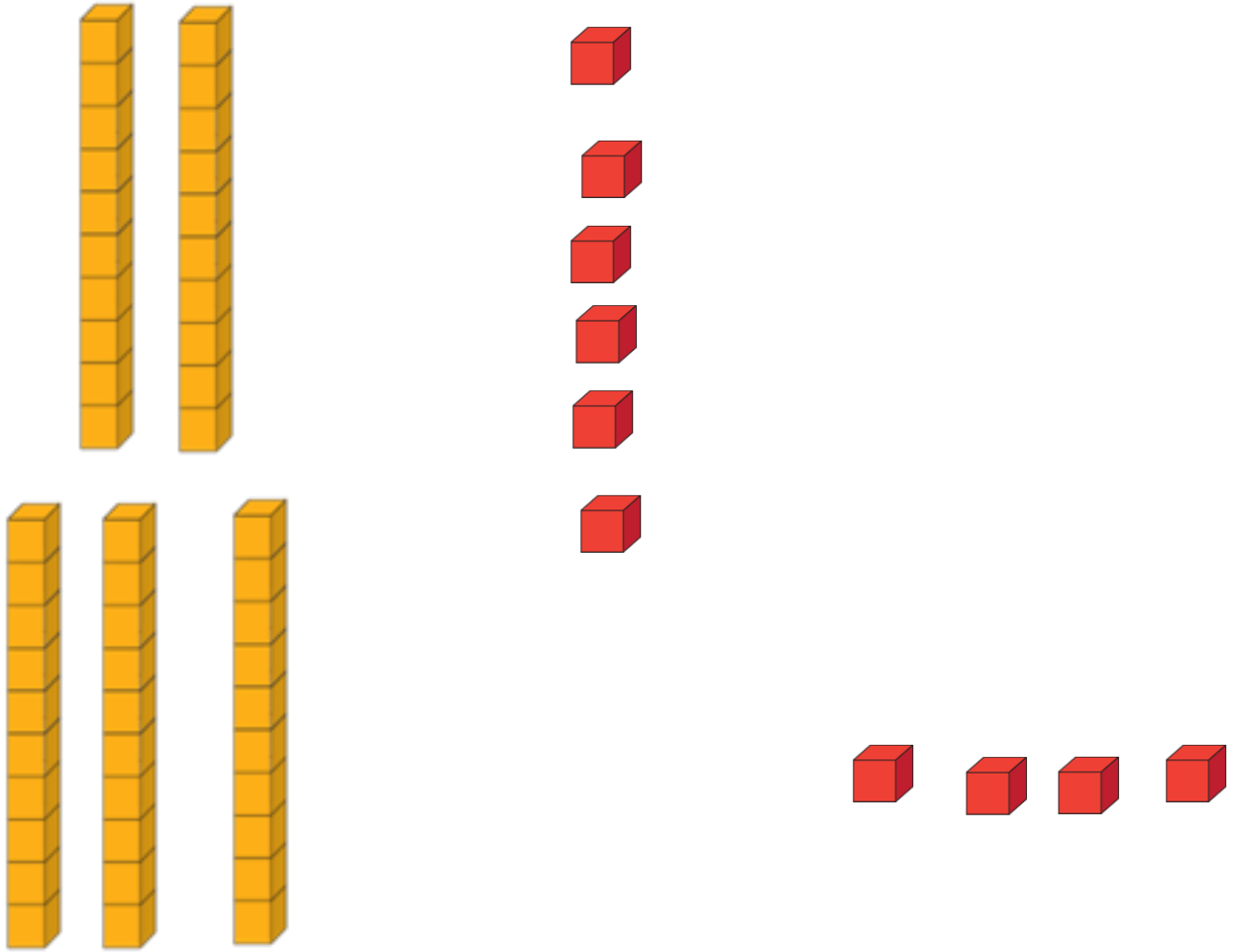






## Our Turn

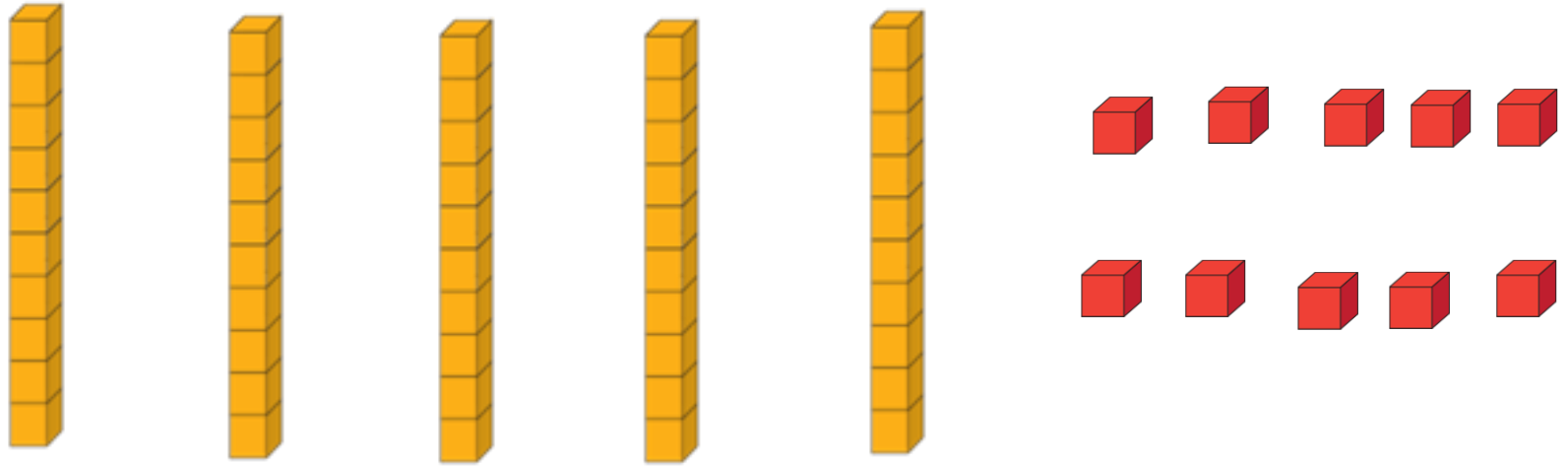
Let's make the number …….. together.



## Your Turn

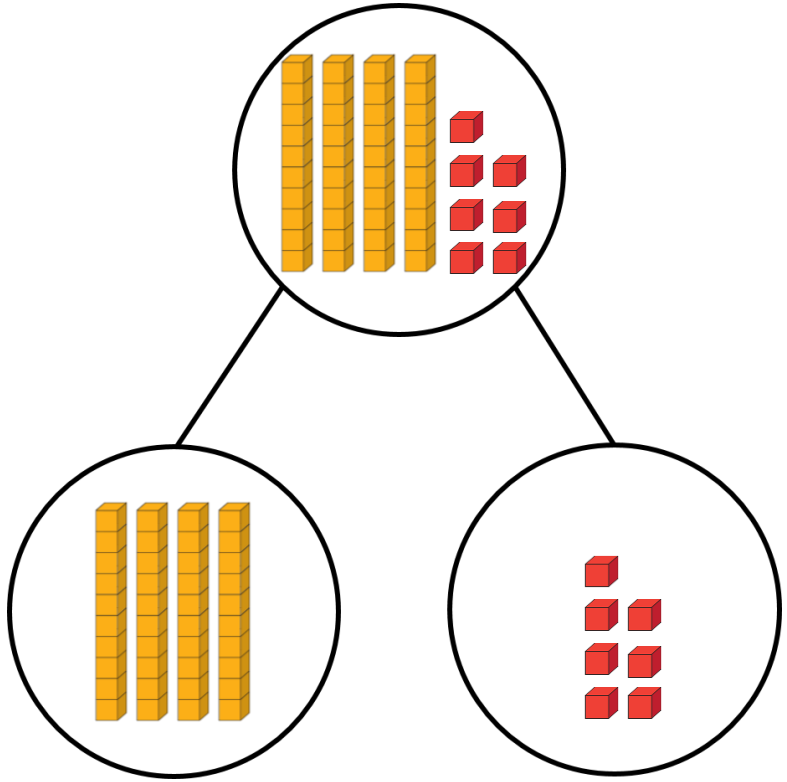
Make the number…..

32, 47, 21, 26, 39



# Place Value

Complete the sentences to describe the part-whole model.



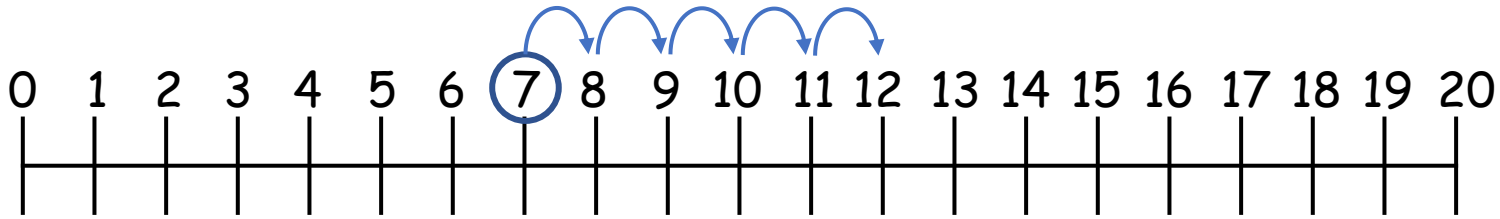
40 is a part and 7 is a part.

47 is the whole.

# Addition and Subtraction

- Number lines – Addition by counting on
- Subtraction by counting back

Mo starts counting at 7
and counts on 5

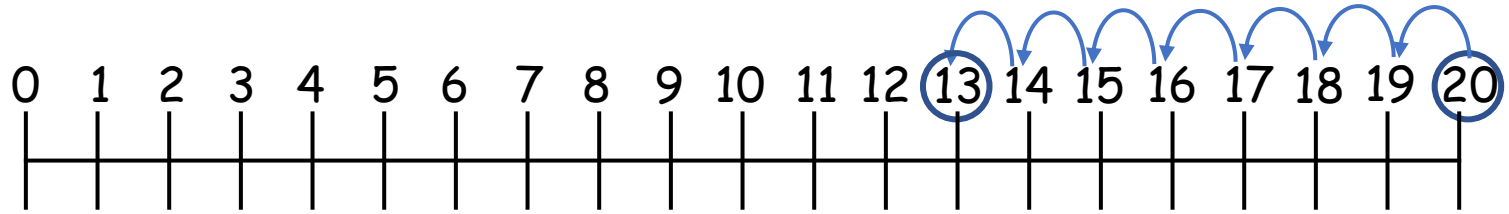



To work out 7 + 5, I will count on
from 7

7 + 5 = 12

# Use the number line to work out the subtraction.

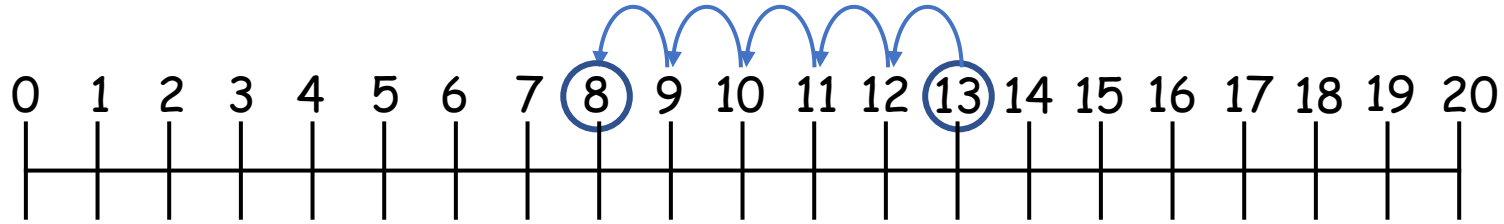
20 – 7




Have a think

Work out the missing number.

$13 - \underline{5} = 8$




Have a go

# Problem Solving, Reasoning and Challenges

- Missing number problems
- Word problems
- True or False
- Tiny (and other characters) – Is he right? Explain
- Fluency – Solve in different ways