



YEAR 1/2 MATHS WORKSHOP

10.11.16

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A WARM UP GAMES

1. Towers

2. Addition and Subtraction Game



AIMS OF TONIGHT

- The curriculum
- Y1 vs Y2
- Number Bonds and Times Tables
- The Equals sign
- The 4 operations – strategies
- Some practical ideas – Everyday Maths
- Websites



WHAT ARE THE EXPECTATIONS?

See the Key Learning documents for your child's year group.

We only keep to the objectives for the year and we do not jump into the following year group objectives.

We do step back into previous year group objectives if necessary for individuals and groups.

Y3 pupils have only known the new curriculum. Y4 sat old version of SATs and were given a level at the end of KSI.

Maths Reasoning is on the School Development Plan this year.

Y1 VS Y2

Y1	Y2
Read and Write numbers to 100 in numerals and write numbers to 20 in numerals and words.	Read and write numbers to at least 100 in numerals and words.
Add and subtract 1 digit and 2 digit numbers to 20, including 0.	Add and Subtract: a 2 digit number and 1s; a 2 digit number and tens; two 2 digit numbers and 3 1 digit numbers. Concrete, pictorial, mentally.
Recall and use all doubles to 10 including corresponding halves.	Derive and use doubles and halves of simple 2 digit numbers.
Solve 1 step multiplication and division problems using concrete, pictorial and arrays, with support.	Know the multiplication and division facts for the 2s, 5s and 10 times tables.
Recognise, find and name halves and quarters	Recognise, find, name and write fractions: quarter, third, two-quarters, three-quarters.

NUMBER BONDS— HOW CAN YOU HELP?

Pick a focus number up to 10. How many different ways can you partition that number?

Give 2 numbers and find the missing one.

Roll two dice and add or subtract the numbers.

4 for the price of 1: $3+4=7$. What other facts do we know?

=THE EQUALS SIGN =

We ensure that our pupils are clear about the, "Equals Sign!"

On either side of the equals sign, the number or the calculation has the same value, but it may look different.

We challenge the norm which is: $4 + 5 = 9$. How many different ways can this be represented?

$$9 = 4 + 5; 9 = 5 + 4; 8 + 1 = 5 + 4; 2 + 4 + 3 = 9;$$

$$4 + \underline{\quad} = 12 - \underline{\quad}$$

ADDITION - COMMUTATIVE

Here are some of the methods
that we use to deepen
understanding of addition.

SUBTRACTION – NOT COMMUTATIVE

Here are some of the methods
that we use to deepen
understanding of subtraction.

MULTIPLICATION - COMMUTATIVE

Here are some of the methods
that we use to deepen
understanding of multiplication.

DIVISION – NOT COMMUTATIVE

Here are some of the methods
that we use to deepen
understanding of division.

A PROBLEM TO SOLVE

Eggs in Baskets



OTHER PRACTICAL IDEAS

Have you got a range of clocks around your home? Foam clock in the bath?

Baking

Shopping

Estimation – How many cornflakes are in the bowl? How many baked beans are there on the plate? How much money is in my pocket? How much juice is in the cup.

Bath time – Measuring jugs and empty bottles to help with capacity.

Shape hunt around the home – Can you find a hexagon? Doesn't have to be regular.

Fractions – Making pizzas. Fill this so that it's a half full. What's half of this amount? How much is half of your pocket money?

MY MATHS

We subscribe to My Maths and you can access this at home.

The Username is: stocps

The password is: demi

USEFUL WEBSITES

www.bbc.co.uk/schools/numbertime - Number Time activities which support the Numeracy Framework

for Reception and Year 1

<http://www.ictgames.com/resources.html> - a wide range of literacy and numeracy games to reinforce

concepts covered in Reception and KS1

http://www.bbc.co.uk/schools/digger/5_7entry/5_7.shtml - Digger and the Gang literacy and numeracy

activities aimed at 5 - 7 year olds

<http://www.crickweb.co.uk/ks1numeracy.html> - 15 interactive activities covering a range of

mathematical skills, aimed at children in Years 1 and 2

AND FINALLY

Thank you for attending the meeting.
Please complete the evaluation form.

