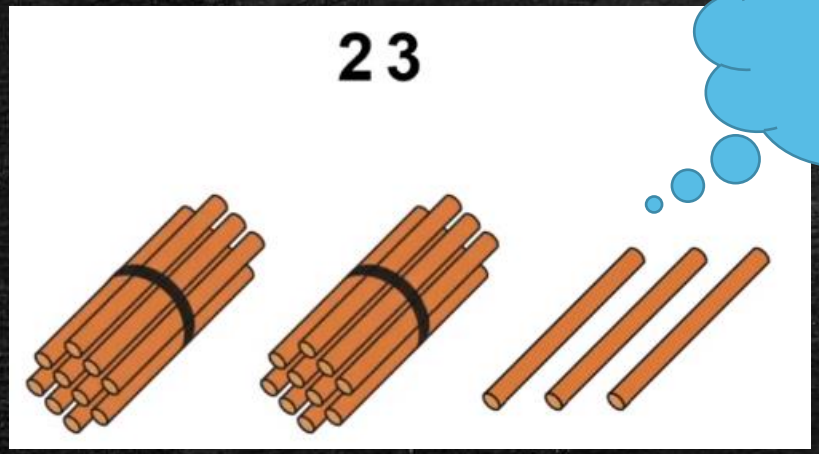
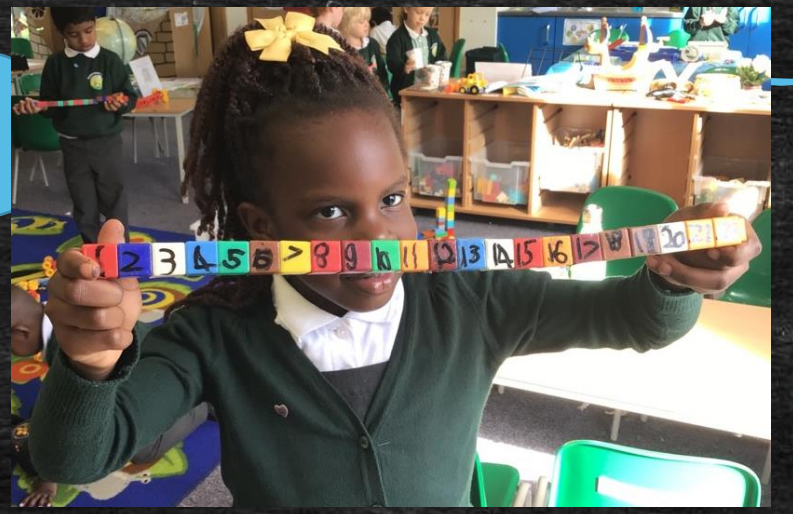
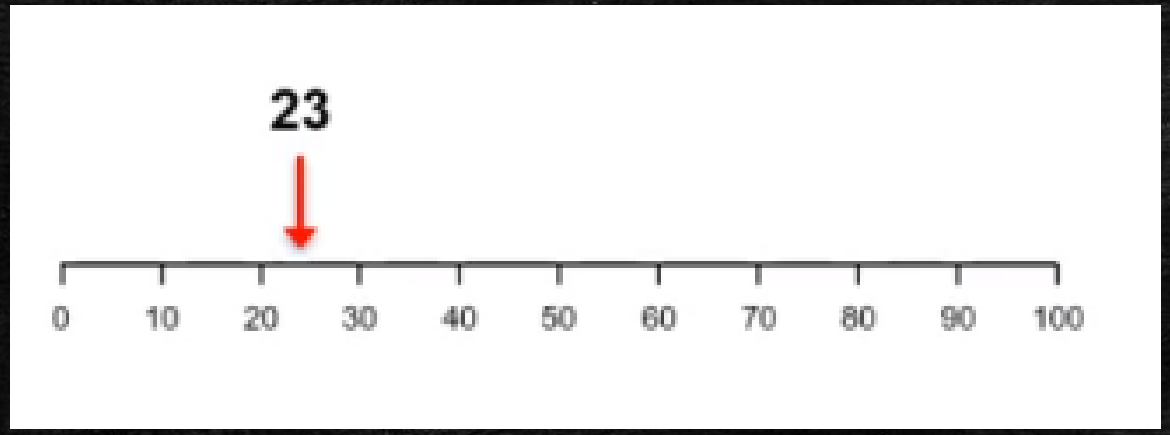

# Year 1 Parents' Workshop: Maths

# Number: Place Value

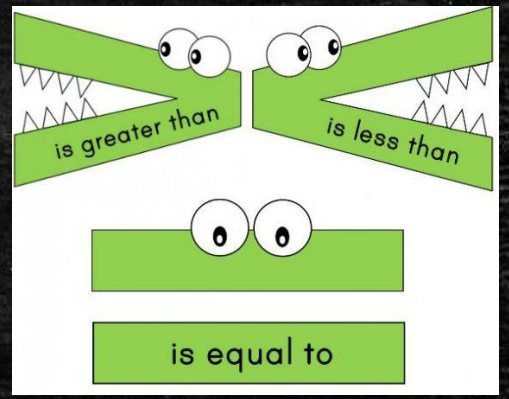
“Tens and ones”



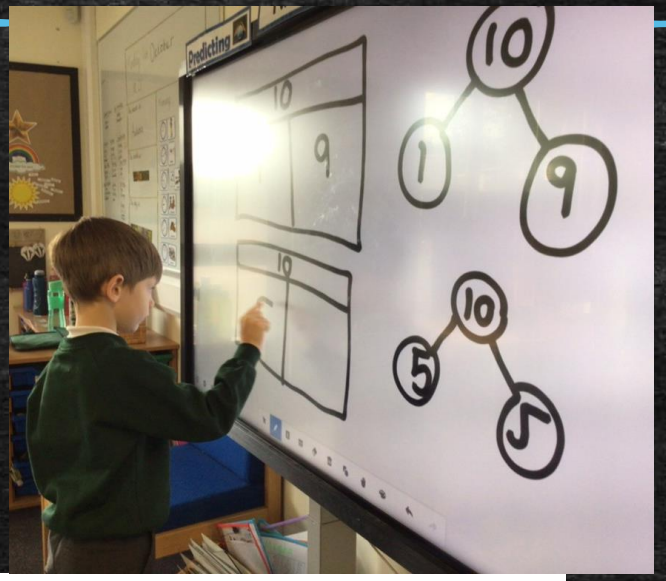



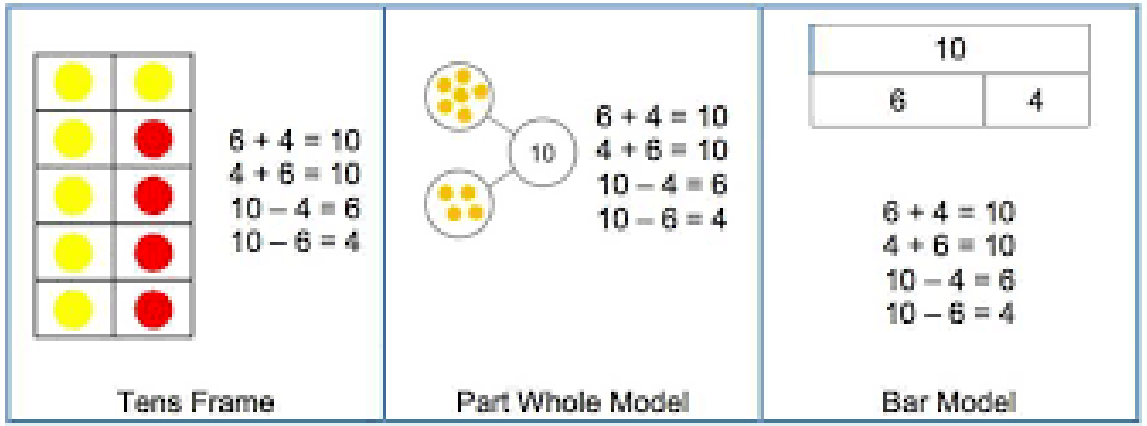




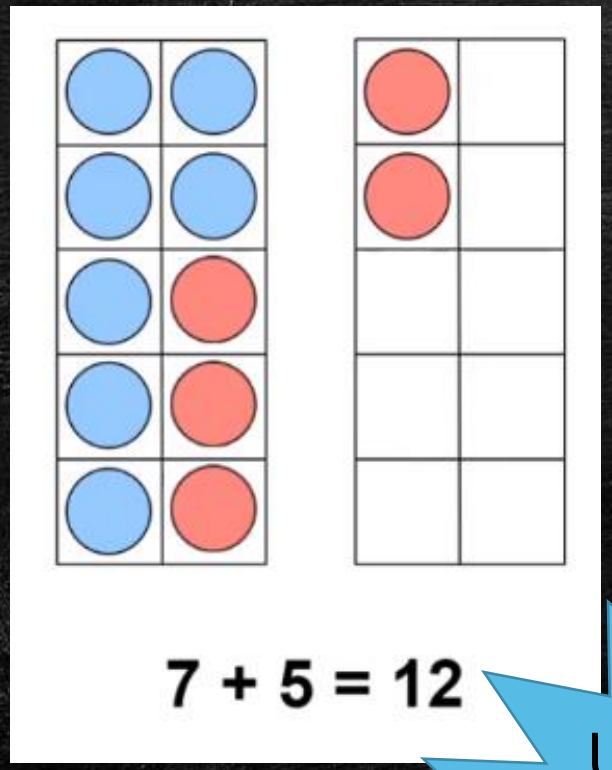
# Number: Number Facts and Number Bonds

| + | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 + 0 | 0 + 1 | 0 + 2 | 0 + 3 | 0 + 4 | 0 + 5 | 0 + 6 | 0 + 7 | 0 + 8 | 0 + 9 | 0 + 10 |
| 1 | 1 + 0 | 1 + 1 | 1 + 2 | 1 + 3 | 1 + 4 | 1 + 5 | 1 + 6 | 1 + 7 | 1 + 8 | 1 + 9 | |
| 2 | 2 + 0 | 2 + 1 | 2 + 2 | 2 + 3 | 2 + 4 | 2 + 5 | 2 + 6 | 2 + 7 | 2 + 8 | | |
| 3 | 3 + 0 | 3 + 1 | 3 + 2 | 3 + 3 | 3 + 4 | 3 + 5 | 3 + 6 | 3 + 7 | | | |
| 4 | 4 + 0 | 4 + 1 | 4 + 2 | 4 + 3 | 4 + 4 | 4 + 5 | 4 + 6 | | | | |
| 5 | 5 + 0 | 5 + 1 | 5 + 2 | 5 + 3 | 5 + 4 | 5 + 5 | | | | | |
| 6 | 6 + 0 | 6 + 1 | 6 + 2 | 6 + 3 | 6 + 4 | | | | | | |
| 7 | 7 + 0 | 7 + 1 | 7 + 2 | 7 + 3 | | | | | | | |
| 8 | 8 + 0 | 8 + 1 | 8 + 2 | | | | | | | | |
| 9 | 9 + 0 | 9 + 1 | | | | | | | | | |
| 10 | 10 + 0 | | | | | | | | | | |



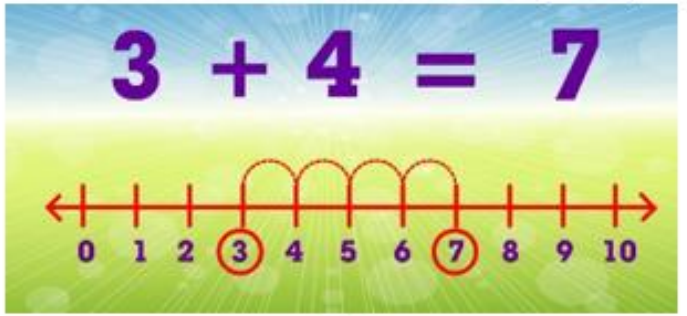



# Addition – objects, number lines and dienes




Using 10s frames

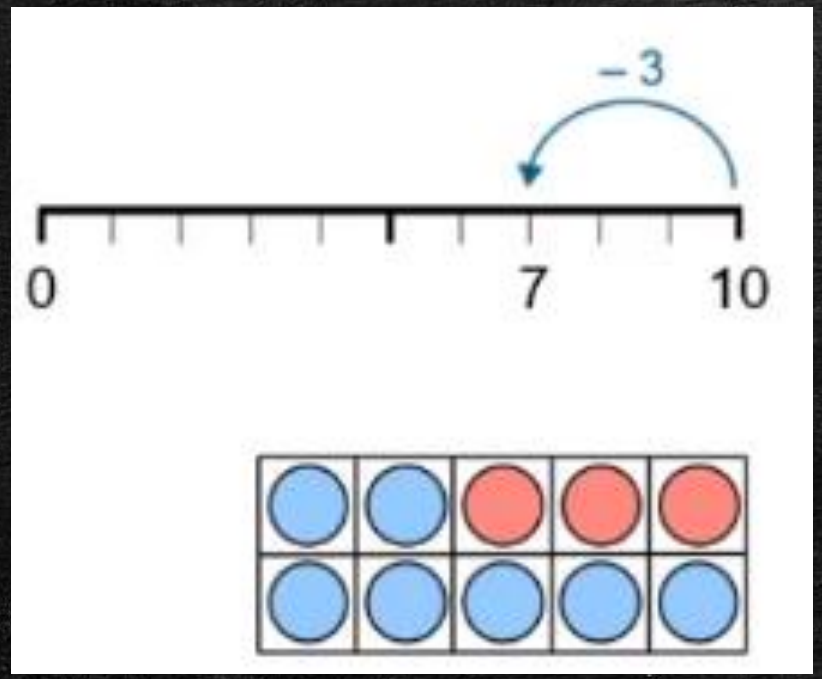
Use a number line or draw your own.
Start on the first number and jump up.




OR

When using larger numbers, use dienes (draw the tens and units).
Add the tens first and then the ones

# Subtraction: objects, number lines, dienes



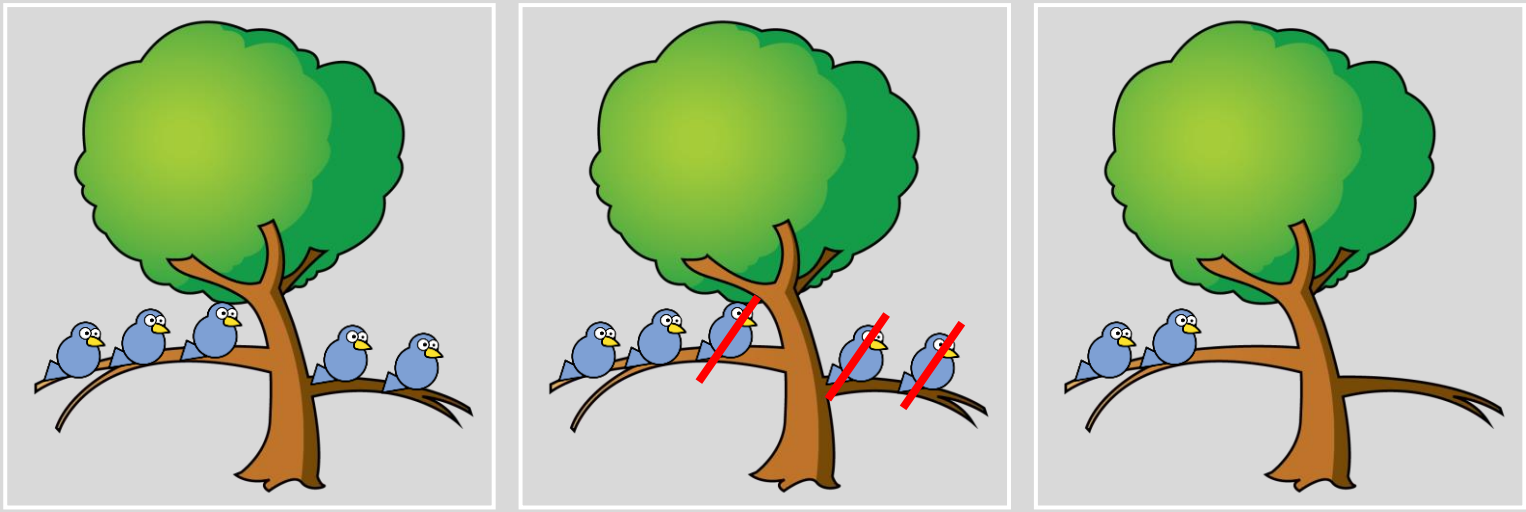

On a number line, write the biggest number first and hop back. Circle the answer.

11 - 5 = (6)


OR

Subtract bigger numbers using dienes. Draw the number using tens and units then cross off.

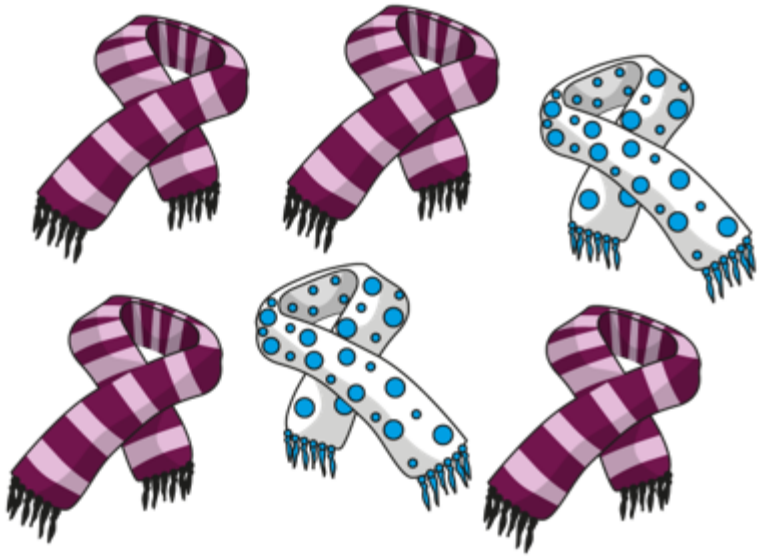
46 – 5 = 41

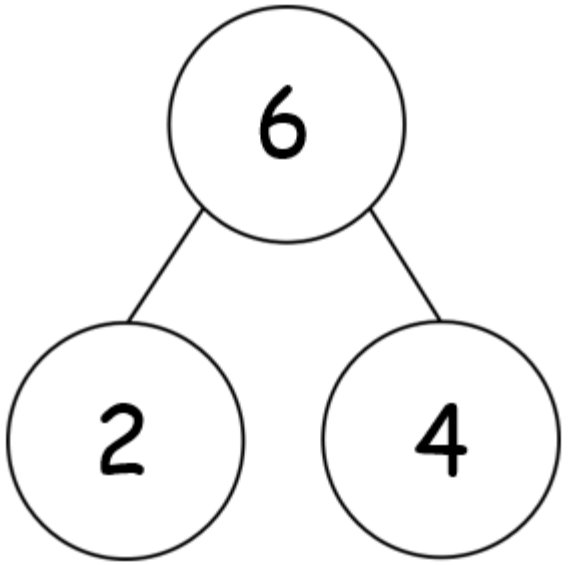


First there were 5 birds.

Then 3 birds flew away.

Now there are 2 birds on the tree.






2 is a part, 4 is a part and 6 is the whole.

$2 + 4 = 6$

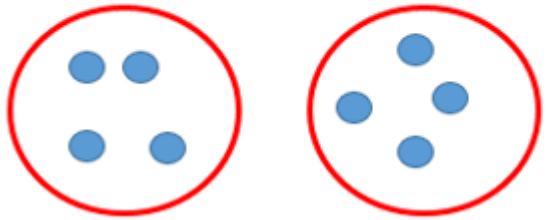
$4 + 2 = 6$

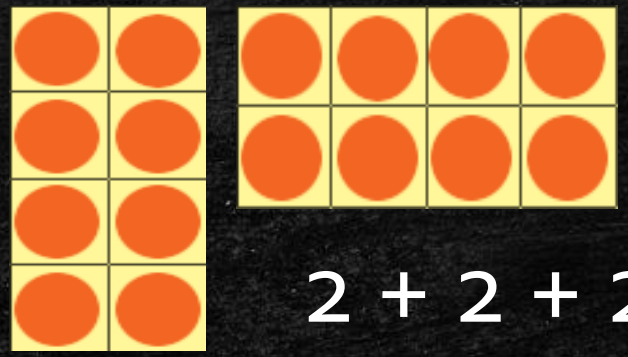
$6 - 2 = 4$

$6 - 4 = 2$

# Multiplication

Drawing equal groups and saying:
'There are 2 equal groups of 4'
'2 lots of 4 equals 8'





2 + 2 + 2 + 2 = 8

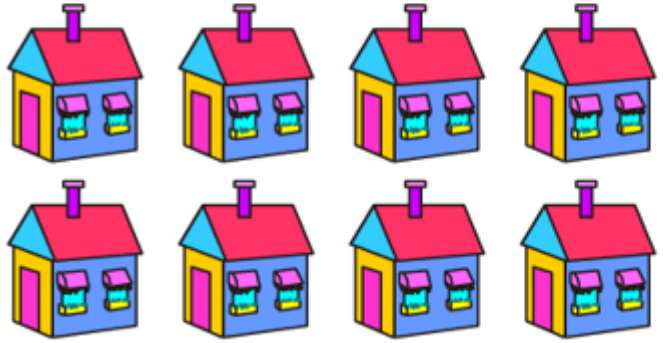
4 + 4 = 8

Repeated addition

2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 20

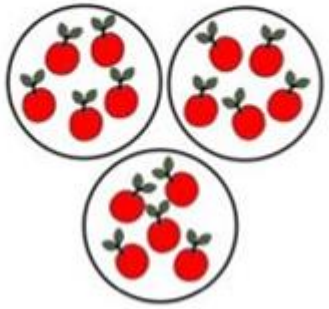
10 + 10 + 10 + 10 + 10 = 50

Making arrays – how can we represent 8 in equal groups?
'There are 2 equal groups of 4'
'There are 2 rows and 4 columns'

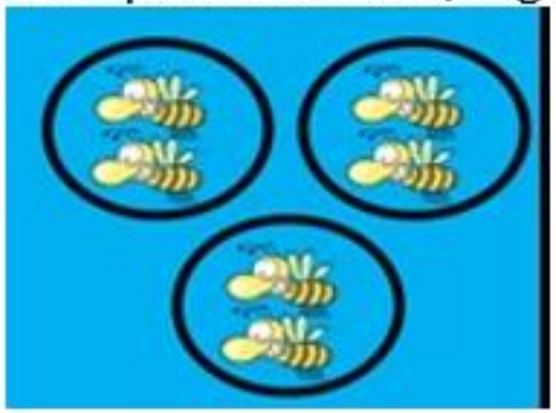


# Division

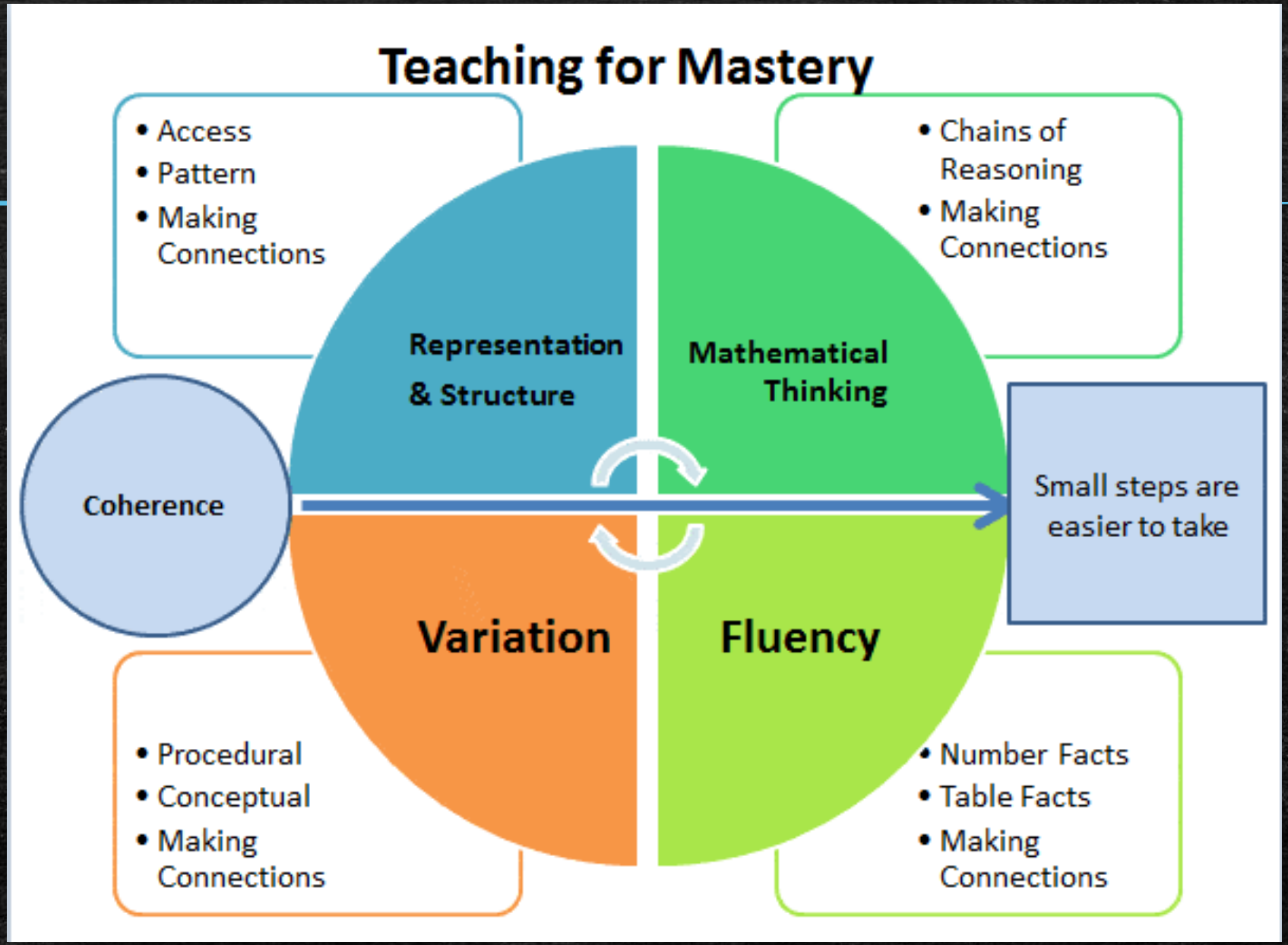
Draw a picture to share objects, e.g. What is 15 apples shared between 3?



Group the number, e.g. how many groups of 2 are in 6?

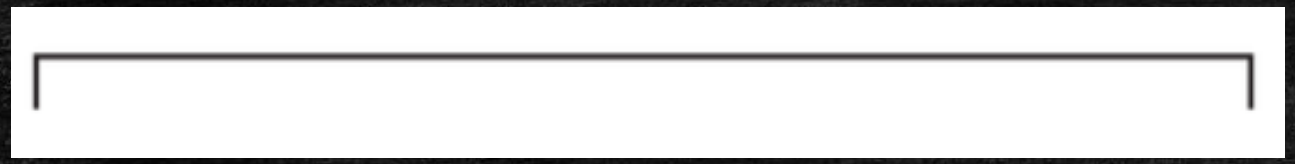


Draw a bar model (sharing)
What is 6 shared into 3 groups?

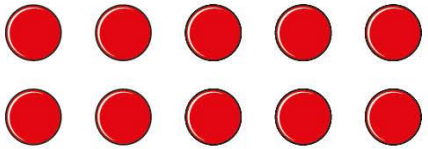

Teaching for Mastery
• Access
• Pattern
• Making Connections
• Chains of Reasoning
• Making Connections
Representation & Structure
Mathematical Thinking
Coherence
Small steps are easier to take
Variation
Fluency
• Procedural
• Conceptual
• Making Connections
• Number Facts
• Table Facts
• Making Connections

# Actvity 3

Start by asking for a 2 digit number. Place it at the start of the line. Now ask for a higher 2 digit number and place at the end of the line. Now keep asking for numbers in between.



3 Make this array.



Complete the sentences.

a) There are ☐ counters in each row.

There are ☐ rows.

There are ☐ counters altogether.

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Make your own array.

How many rows are there?

How many columns are there?

Actv

# Tug of war – Nrich website

One player is called "PLUS"
The other is called "MINUS" so decide who is who.
Plus moves from left to right and Minus moves from right to left. (The children may be encouraged to think about why that might be.)
Take it in turns to throw the two dice and add up the numbers on the two dice.
Move that number of places in your direction.
If the counter reaches 1, Minus has won and so, of course if the counter reaches 27, Plus has won.