**Year 1 Maths Overview June 15th and 22nd**

**LO:**

**To apply knowledge of numbers bonds**

**To add ones to two digit numbers**

**To subtract ones from two digit numbers**

**To solve problems involving addition and subtraction**

**Please go to** [**https://www.thenational.academy/online-classroom/year-1/maths#subjects**](https://www.thenational.academy/online-classroom/year-1/maths#subjects)

**You will find ten lessons which include a video lesson on the objective and independent follow-up activities. There are also quizzes to check knowledge on previous learning.**

**If you cannot access the follow up tasks, or would prefer a more practical approach, have a go at these extension activities below.**

**Extension activities**

* Play a game of running totals here - <https://nrich.maths.org/11114> You must use your knowledge of number bonds to be the winner.
* Play a memory and matching game to test your mental maths skills - <https://nrich.maths.org/1257>
* Use 2 dice and take it in turns to roll and add. Adapt one dice using stickers so that each side has a 2 digit number on it. Start with teen numbers, then extend to 20s and 30s when you are confident. Who has the biggest total? The person with the biggest total is the winner. This can be changed to practise subtraction. Remember, when you subtract, the smallest number must be subtracted from the largest number. We cannot do it the other way round yet.
* Can you solve this problem? <https://nrich.maths.org/7819>
* Play a robot addition game, select addition to 20 - <https://www.topmarks.co.uk/addition/robot-addition> There is a number line with the game. Encourage your child to use the number line to add, starting on the largest number, then making the smallest number of jumps to find the answer.
* Climb aboard the Mental Maths train! <https://www.topmarks.co.uk/maths-games/mental-maths-train> Select addition or subtraction. The problems range from easy, to pretty tricky. Challenge yourself!
* <https://www.topmarks.co.uk/learning-to-count/blast-off> Select counting on and back.
* Practise your fact families, using your knowledge of the relationship between addition and subtraction to help you - <https://www.topmarks.co.uk/number-facts/number-fact-families>
* Place hoops, or anything you can use to make a target, on the floor. Give each hoop a value, making sure that some hoops have a two digit number target. Take turns to throw a ball, beanbag or balled up socks to make totals. For addition, the person with the highest score wins. For subtraction, the person with the lowest score wins. Extend your addition by trying to hit three targets before adding.
* Make an addition machine / robot. Decide your rule for what happens to numbers when they go in (eg – add 5, subtract 3). Post your number in (start with a 2 digit number if possible). Your child must work out which number will come out by following the rule, write this number down. You post the answer out and check to see if your child’s answer matches. You can be as inventive as you like about designing your machine / robot.
* Three birds laid some eggs. Each bird laid an odd number of eggs. Altogether they laid 19 eggs.

How many eggs did each bird lay? Find different ways to do it.

* Mum and Paul are talking about birthdays.

They take Paul’s age and double it. Then they add 5. The answer is 35. Mum says this is her age. How old is Paul?

* The toy shop stocks tricycles and go-carts. The tricycles have 3 wheels. The go-carts have 5 wheels.

Suna counted the wheels. He counted 37 altogether.

How many tricycles are there? How many go-carts?

Find two ways to do it.

* Subtracting to 100: Adrianna has 100 pieces of gum to share with her friends. When she went to the park, she shared 10 pieces of strawberry gum. When she left the park, Adrianna shared another 10 pieces of bubble gum. How many pieces of gum does Adrianna have now?

**Year 1 Maths overview week beginning 29th June**

**LO: To recognise and know the value of range of British coins**

**To compare amounts of money**

Go to <https://classroom.thenational.academy/subjects-by-year/year-1/subjects/maths> and find the lessons on money. There are 5 short lessons with independent activities attached to them.

Please find alternative and more practical ideas for learning about money below.

Due to the current situation, we must all exercise extreme care when handling money that could have changed hands any number of times. Please make sure your child washes their hands immediately after touching money and does not put the money, or their hands anywhere near face during the activities.

**Extension activities**

1. It's a good idea to start discussions off with a general overview so that children get to understand the context. Some example questions that could be used are:
* Why do we need money?
* How would we manage without money?
* Is everything that we consider precious worth a lot of money?
* Is there anything that money can't buy?
* Do the children have pocket money?
* Do they spend it all or save some?
* Does anyone have to work for their money?
* Is a bartering system a good idea?
* Where does your pocket money come from? (See how far it can be traced back: parent, employer, bank, etc).
* Talk about imperial and metric coins.
1. Find out about how we moved from barter to money - <https://www.youtube.com/watch?v=wHY5cdExNa8>
2. Set up a shop area at home adding prices to items in it (toys, food etc). Select and pay for 1 or 2 items at once. Start off with prices below 10p, and increase prices as your children becomes more confident. If they become really confident, you could introduce the concept of change.
3. Have a snack shop at home! Give you child a certain amount of money to spend each day, and they must choose which snacks they can afford to buy. (This is a good way to stop the ‘always hungry’ issue as well!)
4. Have a day when the children get paid in buttons for working, helping, tidying up, etc. By the end of the day they will have an unmanageable amount of buttons. How can we ease the problem of bulk? Should the bigger/metal/pretty ones be worth more?
5. On a hundred square, allow one small square to represent 1p and therefore one strip to represent 10p. Ask the children to colour given amounts or interpret the amounts shown on the square.
6. Gather a set of 1ps, 2ps, 5ps and 10ps. Find a small container. Choose which coin you will use each time, you will only use one sort of coin at once. Ask your child to close their eyes and count the coins as you drop them into the container. They will need to counts in 1s, 2s, 5s, or 10s depending on which coin you are using. Ask them how much they think is in the container, then count them out together to check.
7. We play this money game at school, and the children really enjoy it - <https://www.topmarks.co.uk/money/toy-shop-money>