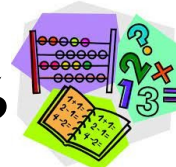




# Maths Masterclass



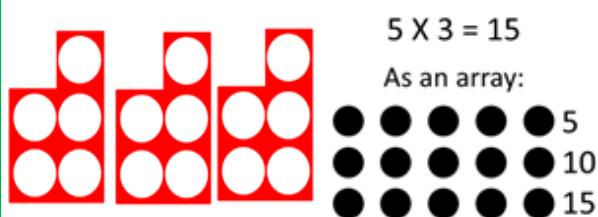
## Year 1: Autumn 2

Alongside the half-termly curriculum information, we will be including additional information about the learning that your child will be undertaking over the coming weeks. This includes some of the methods used in school and some ideas to help your child engage in maths activities at home.

### Multiplication and Division

At the beginning of this half term we will be practising counting in 2s, 5s and 10s to the tenth multiple.

We will be using concrete objects, pictorial representations and arrays to help us solve problems. Here are some examples of concrete and pictorial representations of  $3 \times 5$ :

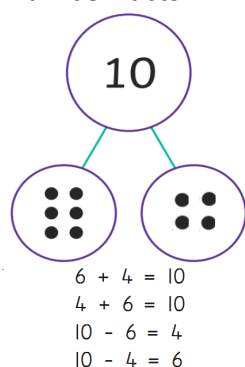


### Number Bonds and Fact Families

Once we are secure with our number bonds to ten we will begin to look at **number bonds within 20**. We will use a "part-part-whole" or "cherry model" to support us with our learning. From this, we will be able to generate addition and subtraction number facts.

*Encourage your child to get involved with addition and subtraction activities at home.*

*Try making some number bond snap cards.*



- ⇒ [www.ictgames.com/saveTheWhale/index.html](http://www.ictgames.com/saveTheWhale/index.html)
- ⇒ [www.topmarks.co.uk/maths-games/hit-the-button](http://www.topmarks.co.uk/maths-games/hit-the-button)
- ⇒ [www.topmarks.co.uk/addition/robot-addition](http://www.topmarks.co.uk/addition/robot-addition)
- ⇒ [www.topmarks.co.uk/subtraction/subtraction-to-10](http://www.topmarks.co.uk/subtraction/subtraction-to-10)

### Measure

This half term we will be working on recognising and using language relating to dates. This will include **days of the week, months and years**.

We will be using the Maths stories 'The Very Hungry Caterpillar' and 'The Bad Tempered Ladybird' to help us.

*We will also be learning about capacity and volume and comparing, describing and solving practical problems.*

*We will use vocabulary such as 'full', 'empty', 'nearly full', 'nearly empty' and 'half full'.*

### Geometry

We will be describing position, direction and movement including whole and half turns. We will use 2D shapes as part of our learning. These may be physical shapes or a pictorial drawing of shapes like so:

Shape	Turn	Shape after turn	
	Full turn		
	Half turn		
	Quarter turn		



# Maths at Home



## Measure—Capacity and Volume

This term we will be working on comparing and describing capacity and volume using the related vocabulary.

*Encourage your child to get involved with measuring activities at home.*

- ⇒ Measuring and comparing capacity and volume - <https://wordwall.net/resource/34012537/capacity-quiz>
- ⇒ Measuring and comparing capacity and volume - <https://wordwall.net/resource/45524/maths/capacity-game>
- ⇒ Measuring and comparing capacity and volume - <https://www.tinytap.com/activities/g3u8s/play/volume-capacity>

## Measure – Time

We will be working on developing an understanding of what time is and the related vocabulary. We will be discussing the days of the week and telling the time to the hour. We will be sharing the maths stories 'The Very Hungry Caterpillar' and 'The Bad Tempered Ladybird'.



*Encourage your child to get involved with activities at home.*

- ⇒ Play 'What's the time Mr Wolf'.
- ⇒ Encourage the use of the language now, next, before, after, morning, afternoon, evening and o'clock.

## Numbots

It is important for the children to do 10-15 minutes of times number practice as often as possible to support fluency! Children who do this regularly are more confident when tackling a range of mathematical challenges.



If you need help logging on please contact:  
[admin@hamble-pri.hants.sch.uk](mailto:admin@hamble-pri.hants.sch.uk)

## Fractions

Children will learn to recognise half as one of two equal parts of an object, a shape or a quantity. We will be sharing the maths story 'Give Me Half!'

*Encourage your child to get involved with activities at home.*

- ⇒ Share food into two groups and cutting items in half.
- ⇒ [www.bbc.co.uk/bitesize/topics/z3rbq82/articles/zy4tm39](http://www.bbc.co.uk/bitesize/topics/z3rbq82/articles/zy4tm39)
- ⇒ [www.bbc.co.uk/bitesize/topics/z3rbq82/articles/z6b2jsq](http://www.bbc.co.uk/bitesize/topics/z3rbq82/articles/z6b2jsq)

