



## Year 1 Mathematics Activities

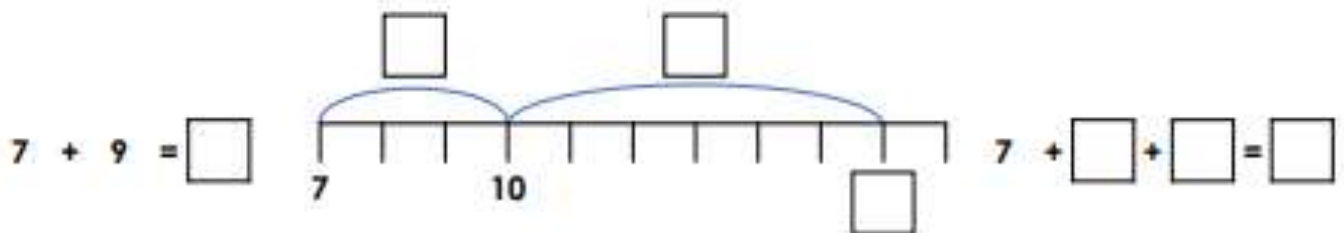
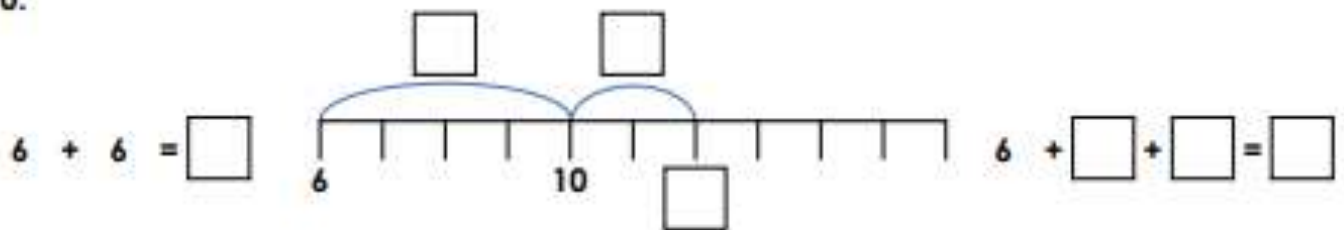
Date: 22.06.20 Focus: Addition and Subtraction

Activities 1 and 2 will be taught at school, whichever days your child attends. This means you can work on activities 3 and 4 from home on your 'off' days. If you are continuing to learn from home, then you can work through the activities in whichever order you wish.

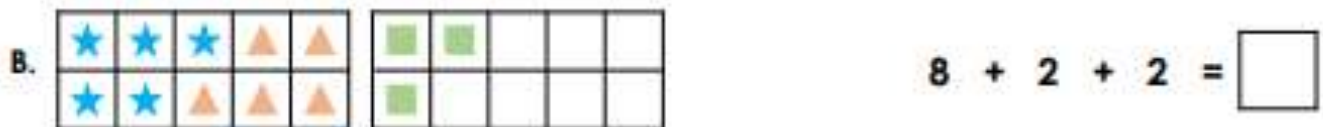
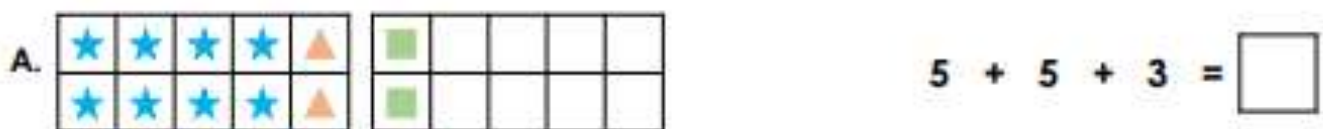
| Lesson | Activity   | Guidance for Parents   |
|--------|--|--|
| 1      | <p><b><u>Add by making 10</u></b></p> <p>To get your mind ready for maths see if you can recall number bonds to 10 and 20 without pausing to work them out. Number bonds to 10 are really going to help you today as we learn to add by making 10. Watch the following video; <a href="https://vimeo.com/415618052">https://vimeo.com/415618052</a>. How does making 10 help you work out the sums? Complete the sheet; add by making 10 (<i>page 2 of this document</i>).</p>   | <p>Practising number bonds regularly will help when it comes to developing addition and subtraction skills. It will also help your child develop their mental maths skills - they will be so chuffed when they can work sums out quickly in their heads!</p>   |
| 2      | <p><b><u>Subtraction within 20</u></b></p> <p>Today we are going to be looking at subtraction. You are going to need some tens frames for this activity – see if you can use a ruler to draw some and make yourself some counters. Watch the following video; <a href="https://vimeo.com/415826239">https://vimeo.com/415826239</a>. Use your tens frames and counters to work out the problems along with the video. Have a go at solving subtraction problems practically before moving on the activity titled 'Activity2 Subtraction-crossing-10' (<i>separate document</i>).</p>               | <p>We have recently looked at the relationship between addition and subtraction. Often when we practise number bonds we focus on addition but as we have recently discovered, addition facts can help us with subtraction problems - this is something you will explore in greater depth today.</p>  |
| 3      | <p><b><u>Word Problems</u></b></p> <p>Today, we are going to put into practise what we have learned in the two previous activities by having a go at some word problems. Remember to read the problems carefully to ensure you understand what is being asked of you. Use resources, such as the tens frames and counters, to support your learning where needed. Have a go at the problems on the sheet named 'Activity 3 Word Problems' (<i>separate document</i>). What is the word problem asking you to do? Is it addition or subtraction? How can you use your number bonds to help you?</p> | <p>Word problems are like stories that help to put maths problems into real life situations. Sometimes it can be hard for children to decipher what a word problem is asking them to do. Encourage your child to take it step by step and take note of the facts to help them work out what they need to do. This video explains word problems really well; <a href="https://vimeo.com/415826496">https://vimeo.com/415826496</a>.</p> |
| 4      | <p><b><u>Comparing number sentences</u></b></p> <p>Practise counting forwards and backwards and reciting your number bonds before starting this activity. Use the sheet titled 'Activity 4 Compare Number Sentences' (<i>separate document</i>) to practise the addition and subtraction skills we have covered this week and to compare number sentences.</p>   | <p>If your child has struggled with any aspect of this week's home learning, practise that particular activity again before moving on to this task. If you need any help or advice please email your class teacher and we will be happy to assist you.</p>   |

## Add by Making 10

1. Complete the number lines and calculations to show how you can add by making 10.



2. Match the ten frames to the correct calculations and complete the answers.

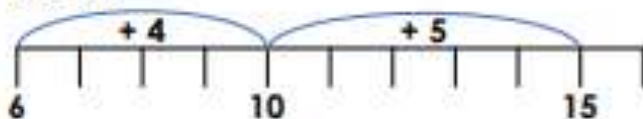


3. Jordan and Sally are solving the calculation  $6 + 9$ . They must add by making 10.



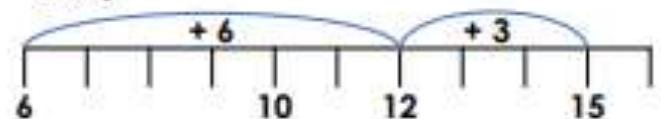
Jordan

I partitioned 9 in to 4 and 5.  
So I calculated  $6 + 4 + 5 = 15$ .



Sally

I partitioned 9 in to 6 and 3.  
So I calculated  $6 + 6 + 3 = 15$ .



Who is correct? Explain why.