**Helping Your Child with Maths**

[](http://www.google.co.uk/url?sa=i&rct=j&q=maths&source=images&cd=&cad=rja&docid=pzoE6z4KrNIwCM&tbnid=HPG2IqwZlraRfM:&ved=0CAUQjRw&url=http://www.filey-jun.n-yorks.sch.uk/links/270&ei=HYLeUqP1K6aA7QbJrIDoCA&psig=AFQjCNF6spo2GRTP8lhjEblhWSDcTZIt6w&ust=1390400294094360)

**Year 1**

The following document has been produced as a guidance to help your child with maths. The document includes maths facts that your child needs to know in the corresponding year. You can help your child do well and enjoy maths by helping them learn these facts.

For each year group there are two walls displayed. The first is made up of statements about the facts your child needs to learn. On the second wall each corresponding brick contains examples to help you understand what we expect children to be able to do.

If your child has learnt the facts for their year why not challenge them to learn the facts from the year above. Likewise, if your child is finding maths difficult why not learn the facts from the year below first.

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| Know all pairs of numbers with a total of 10 | | | Know all the addition facts for the totals 2, 3, 4 and 5 | | | | Read and write the numerals 0-20 | | | |  |
|  | Count on and back in ones along a number line from any small number | | | | Count on and back in twos | | | | Count on and back in fives | | |
| Count on and back in tens | | | | Remember the doubles of all numbers to at least 10 | | | | Begin to work out the first ten multiples of 2 | | | |
|  | | Begin to work out the first ten multiples of 5 | | | | Begin to work out the first ten multiples of ten | | | |  | | |

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| • find pairs of cards with a total of 10;  • say how many more sweets are needed to make 10 altogether. | | | e.g. for fours  0 + 4 = 4 4+ 0 = 4  1 + 3 = 4 3 + 1 = 4  2 + 2 = 4 | | | | Read and write the numerals  0-20 e.g. putting price labels on objects in a play shop | | | |  |
|  | Count on four from 3… four, five, six, seven.  Count back four from 12… eleven, ten, nine, eight.  Count back from 10 to 6. nine, eight, seven, six. | | | | Join in rhymes like:  One, two, buckle my shoe  Count rhythmically in twos to 20 or more.  Count back again.  Now start at 1. Count in steps of two to 20 or more.  Count back again. | | | | Chant in fives using hands as a visual resource to help them  20, 15, 10, 5 | | |
| Count on in tens from zero...  Count on in tens from 30...  Count on in tens from 3…  Count back in tens from 100... Count back in tens from 63 | | | | Respond rapidly to oral questions phrased in a variety of ways,  such as:  • Double 4. Half of 6. Two fives.  • I roll double 3. What’s my score?  • How many toes are there on two feet?  • How many socks in two pairs? | | | | Join in rhymes like:  Two, four, six, eight, Mary at the cottage gate...  Colour every other number on a number track to 20. | | | |
|  | | Chant in 5’s up to 50. | | | | Colour in numbers ending in zero. Say how many 10’s to make the number they have coloured in | | | |  | | |

**How long should I spend on each brick?**

*We expect most children to work on each wall for about one year as the emphasis is*

*on the facts being very secure in your child’s mind so they can recall them rapidly.*

**Which brick should I start with?**

*Your child’s teacher will let you know the bricks that will be particularly helpful to start with. However you know your child and may choose to start with an area of maths they enjoy. A positive attitude to maths is essential*

**What is ………………? There seem to be so many new words in maths now!**

*You are not alone in not knowing what some of the technical language means. So we have included a glossary. If you are still not sure ask your child’s teacher*

**Glossary**

**Number Line** - The numbers are labels for points on the number line. Like ruler

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1 2 3 4 5 6 7 8 9 10

**Number Names-** The way we say numbers

**Number Track** – The numbers are in order in boxes. The numbers on many board games are organised along number tracks

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Numerals** – The way we record numbers 1, 2, 3, 4, 5, 6, 7 etc.

**Match-** The children know that numbers can represent an amount

e.g. **2**  ☺ ☺

**Multiples-** 10, 20, 30, 40, 50, 60, and 70 are multiples of ten as they can be divided exactly by ten.