

Year 1 maths newsletter



Spring 1

This half-term will be split into two maths topics 'addition and subtraction (within 20)' unit before moving onto 'place value (within 50)'.

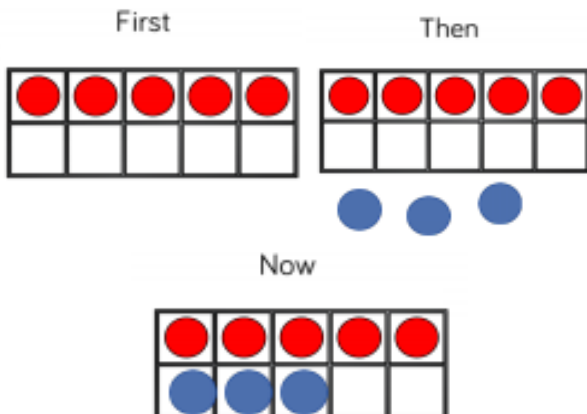
Any queries please email either:
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julie.bedford@appletonacademy.co.uk

Number: addition and subtraction within 20.

Children will secure their knowledge of addition and subtraction within 20

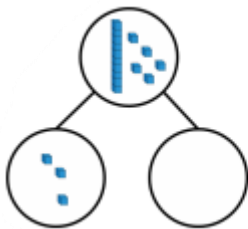
Add by counting on

Children will begin to understand that it is more efficient to start adding from the largest number rather than starting from zero.



Related facts.

Children begin to look at addition and subtraction fact families within 20.



$$15 - \underline{\quad} = 3$$

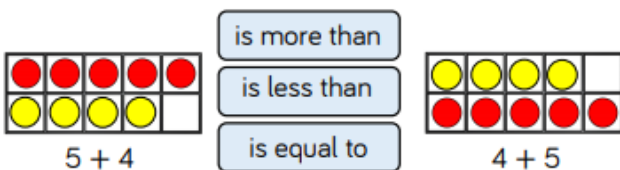
$$15 - 3 = \underline{\quad}$$

$$3 + \underline{\quad} = 15$$

$$\underline{\quad} + 3 = 15$$

Comparing statements.

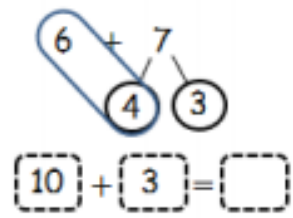
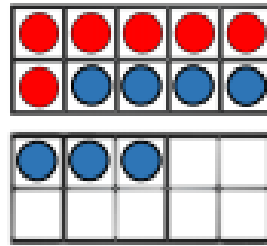
Children compare number sentences within 20 with inequality symbols (<, >) and vocabulary.



Add by making 10

Children add numbers within 20 using their knowledge of number bonds.

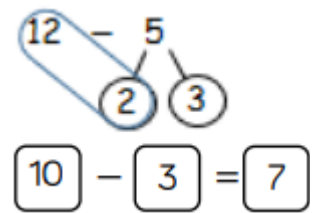
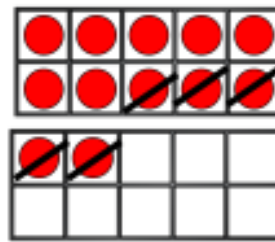
$$6 + 7 =$$



Subtraction crossing 10

Children are introduced to subtraction where they have to cross ten. They begin with partitioning a number to make ten. They will move towards using this as a mental strategy.

$$12 - 5 =$$




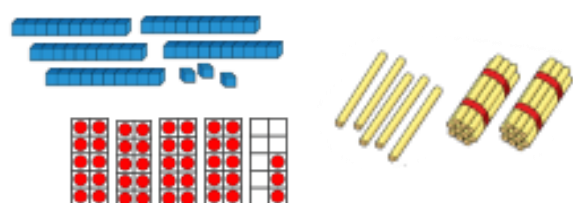
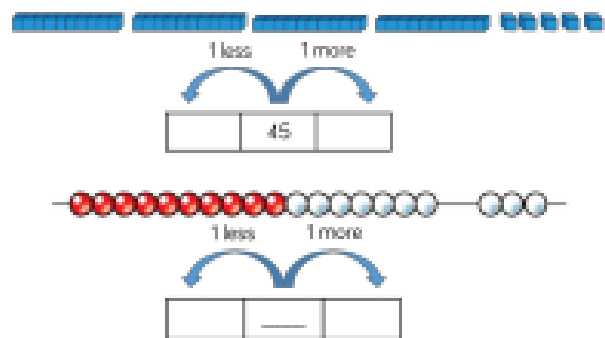
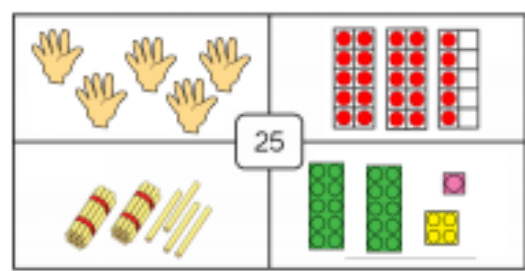
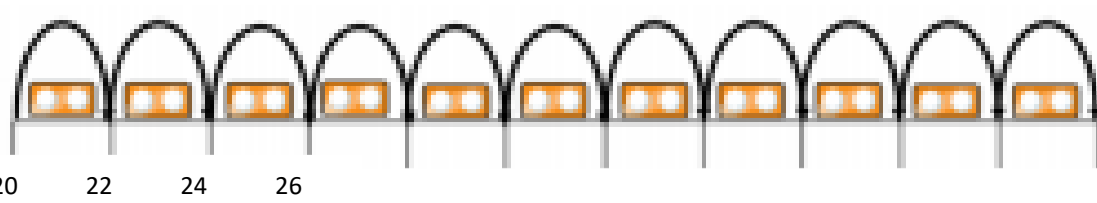
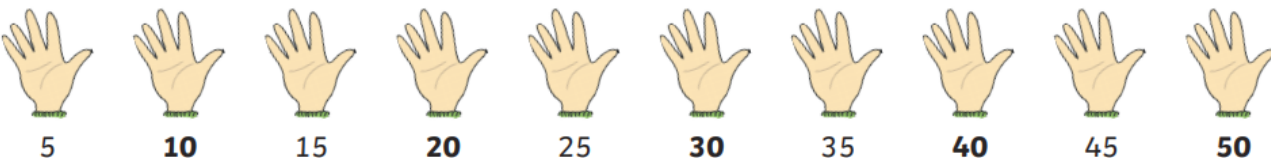
Find and make number bonds

Children will use their knowledge of number bonds to 10 to find number bonds to 20.

Using examples such as, **7 + 3, 17 + 3 or 7 + 13**

Number: place value within 50

Children will continue to develop their understanding of place value.

<p>Numbers to 50</p>	<p>Tens and ones</p>
<p>Children will begin to count forwards and backwards within 50. They will use a range of physical and pictorial resources to help them.</p> 	<p>Children will use resources to represent numbers within 50. They will build upon the knowledge of grouping 10 ones.</p> 
<p>One more one less</p>	<p>Represent numbers to 50</p>
<p>Children apply counting skills to find one more or one less.</p> 	<p>Children will continue to represent numbers within 50 in a variety of different ways to secure their place value knowledge.</p> 
<p>Count in 2s</p>	
<p>Children build on their previous knowledge of counting in multiples of 2 and go beyond 20 to up 50.</p> 	
<p>Count in 5s</p>	
<p>Children extend their understanding of counting in 5s and go beyond 20 to up 50.</p> 	

Vocabulary

The following vocabulary is used in the classroom to support learning. Please continue to support your child at home by using the same vocabulary.

Addition and subtraction

addition, add, more

subtraction, take-away, less

number sentence

partition

equals

fact families

compare

part whole,

Place value within 50

twenty

thirty

forty

fifty

tens frame

greater/more than

smaller/less than

tens, ones

Further support at home

To support your child at home, we encourage the use of the classroom vocabulary and the same methods/strategies of calculation.

When working with your child at home, you can ask them the following question starters to further demonstrate their understanding.

How many are there in total?

How many different ways can we represent...

What is the next number?

Are the numbers getting greater or smaller?

How have these objects/numbers been ordered?

When might we use ordinal numbers?

Can this be done in a different way?

Can the parts be swapped around?

What's the same and what is different about these number sentences?

If 8 is the whole, what could the parts be?

Can you see a pattern in the numbers?

If you have any questions on how to support your child at home or need any log in information, please contact your child's class teacher.