

Year 1 maths newsletter



Summer

1

This half-term will be split into two maths topics 'multiplication and division' and 'fractions'

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

Number: multiplication and division

Make equal groups

Children first use pictures and physical resources to identify what is and what isn't an example of equal groups.



Add equal groups

They then use equal groups to find a total. They focus on counting equal groups of 2, 5 and 10.



$$2 + 2 + 2 + 2 + 2 =$$

Make arrays

Arrays support children in identifying equal groups. These are shown in columns and rows.



5 columns.

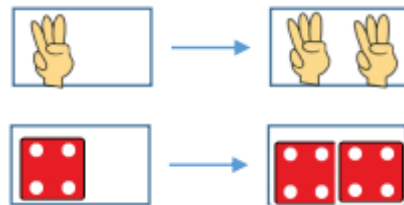
3 rows. 5 fish

$$5 + 5 + 5 = 15$$

$$3 + 3 + 3 + 3 + 3 = 15$$

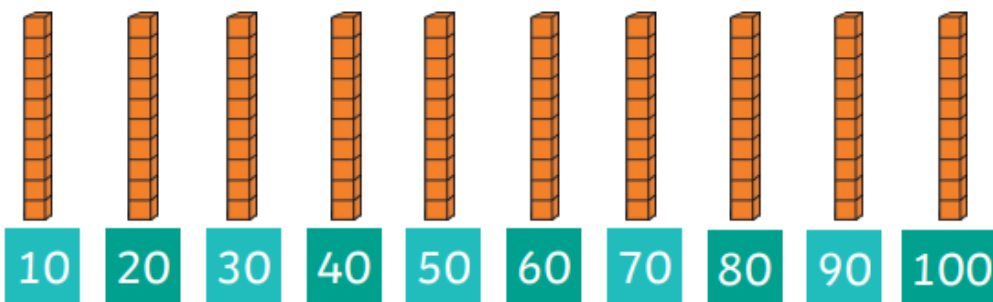
Make doubles

Doubles are consolidated with children recognising that they are two equal groups of the same number.



Count in 10s

Building on from counting in 2s and 5s, Year 1 are taught to count and recognise 10s to 100.

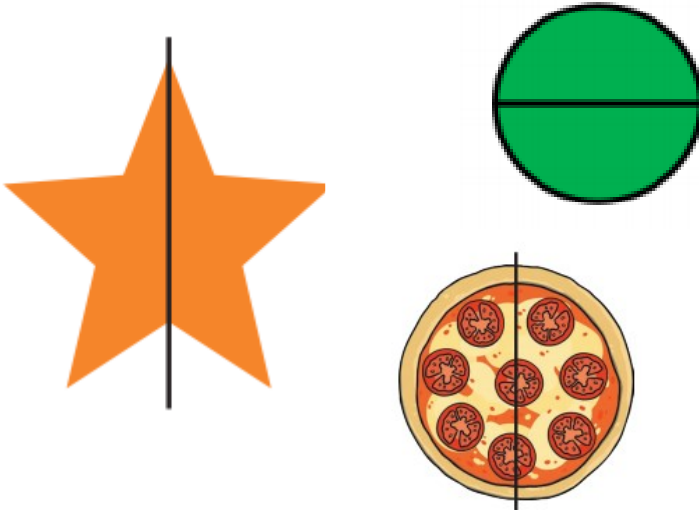


Fractions

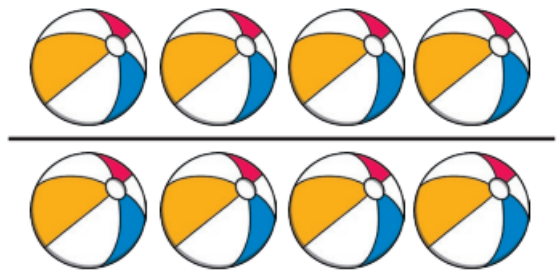
Find a half

Children explore finding a half for the first time using shapes and sets of objects. In Year 1, children will not use the fraction notation of $\frac{1}{2}$. They will recognise that halves mean two equal parts.

$$\frac{1}{2}$$

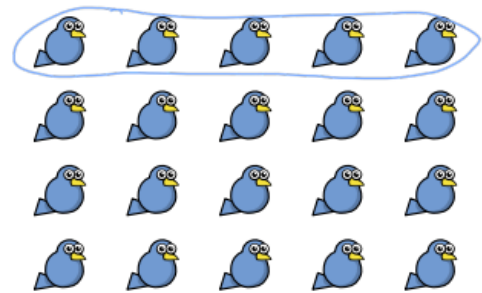
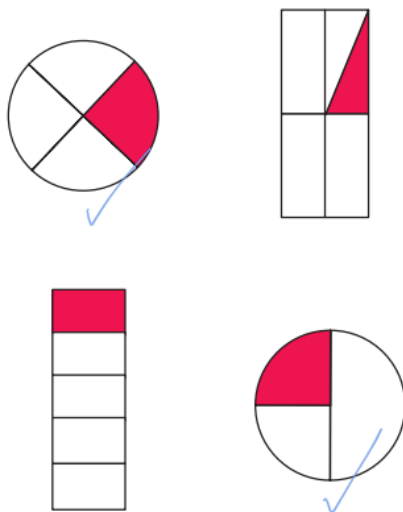


There are 8 balls.
Half of 8 is 4.



Find a quarter

Children will use their knowledge of equal parts to identify whether shapes or objects have been split into 4 equal parts or not. After this, children will find quarters of objects.



A quarter of 20 is

5

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

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.

Multiplication and division	Fractions
equal	whole
unequal	parts
groups	half
arrays	quarter
share	equal
double	unequal
repeated addition	share
lots of	group

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.