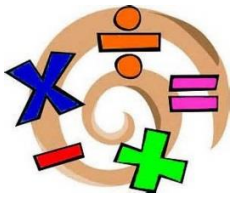
Learn Its



Year 1 Spring term 2

The aim of these **'Learn Its'** which are focused on in school and for **Home Learning** is to give the children **regular** but **short practice** at key maths facts. This will help them develop their **confidence** and **recall**, which will help them **apply** them in their maths learning.
Wherever we can we want to make this **practice fun** and **practical**. Lots of opportunities to **talk** about the maths and to show we as adults **enjoy** it too.

To count out 20 objects accurately, knowing that when rearranged the number stays the same.

- Count different objects at home (cutlery, shoes, books…) Put them in different arrangements and then recount
- Count objects when out *(e.g. items being added to the shopping trolley, number of cars parked in a car park)*

To count to 20 accurately, counting forwards and backwards in 1's.

- Practice counting out loud when playing games involving dice rolls *(e.g. snakes and ladders)*
- Sing songs such as "1 2 3 4 5 once I caught a fish alive…." and "1 2 buckle my shoe"
- Count steps to get from one room in the house to another. Or count the steps when going up and down the stairs (count backwards when coming downstairs)
- Count the number of cars driving past when on a car journey, or people walking past when sat down in a public place.
- Counting backwards can be useful when encouraging your child to help tidy things away

To recognise, order and write numerals to 20 with no reversals.

- Play spot the number when out and about *(e.g. house numbers, numbers on car registrations, prices of item in shops)* Your child could write down all the numbers they can spot: could they find all the numbers from 0-20 on a trip out
- Write the numbers 1-20 (or start with 1-20) on small pieces of card of paper. Ask your child to put them in order on the floor. Take it turns swapping two cards while the other person looks away. They see if they can spot the numbers out of order (encourage your child to count from 0 or from 20 to help them spot it)
- Ask your child to write the numbers 0-20 in order
- When playing a game (board game, card game, computer game) or watching a TV programme that has an element of scoring, ask your child to write down the numbers that come up
- An adult writes the numbers from 0-20 but deliberately writing a few backwards. Can your child spot the incorrect numbers (maybe highlighting them with a pink pencil or pen)

To have a secure understanding of teen numbers and the significance of the 10's digit, partitioning numbers within 20 into 10's and 1's.

- When discussing numbers between 11-20 ask your child what the value of each digit is, or what they are worth
- Your child could draw or paint dots to represent the number in a 2 box grid. Put ten in the first box and then the remaining in the second box
- How many have I got? Give your child a selection of objects (11-20). Ask them to count them out into a group, but once they have got 10 they need to start a new group
- Ask your child to represent a two digit number within 2 Ten Frames, filling up the first one and then putting the remaining within the second Ten Frame
- Ask the children to draw Diennes to represent a number. (We generally use a stick or thin rectangle to represent a ten and a large dot to represent each one

To practically bridge through 10 when adding 2 single digit numbers.

- With objects practice lots of counting from the largest number (using numbers between 5 and 9) *(e.g. 8 + 5 or 7 + 9).* The numbers could be selected randomly by cards.
- Find two different sets of objects in the house *(e.g. knives and forks, socks and shoes, cups and plates).* Add the two different groups together practically, counting aloud starting with the largest number

To find 1 more, 1 less mentally, within numbers to 20.

- Start by using a drawn numberline (or a ruler with the cm scale). Take it in turns saying a number for the other person to put their finger on and say 1 more and 1 less
- Count the number of a certain type of food on a plate. How many are left after each one is eaten. Could you do this with people in a café? (Working out how the total changes as people arrive and leave)

To estimate numbers to 20.

- How many books on this bookcase? How many toys in this box? How many socks in this pile? You could do this with many household items. (Can be useful when encouraging your child to help tidy things away)
- 'Tray game' (can be played on a tray a sheet on the floor). Taking it in turns put a certain number of objects on the tray. Your child has a set amount of time (5-15 seconds) to look and quickly estimate how many objects there are. They say the number aloud and then together count to check the actual number. Then swap roles. How quick can they get? How accurate can they get? Is it easier if items are put in pairs? Or groups of 5?

To being to count in multiples of 2, 5 and 10.

- Pair up items *(e.g. socks, shoes, knives and forks).* Count them in 1s. Then count them in 2s. Do we get the same total?
- Hands and feet are good for counting up in 5s (and 10s). How many fingers (including thumbs) are in this room / around this table at the moment? You can also use gloves for this.
- Write the numbers out on a numberline. Play 'Talking Tennis' taking it in turns to say the numbers back and forward.

Bar Model

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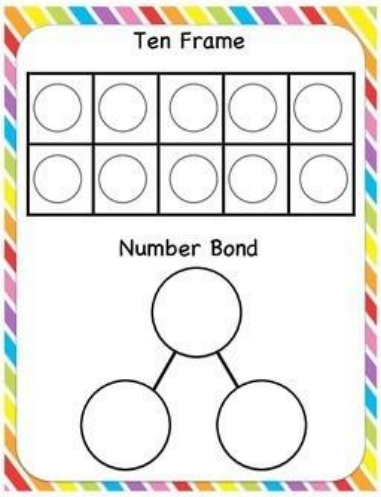

Numberline