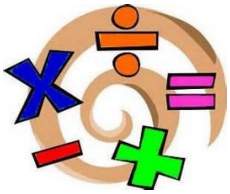
Learn Its



Year 1 Summer term 1

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. Some of the facts may seem quite basic, but this practice 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**. Please feel free to make up your own games / activities, or adapt / swap the ones suggested below. We also need lots of opportunities to **talk** about the maths and to show that we as adults **enjoy** it too.

To count on and back in 1's accurately from any number within 50.

- When you spot numbers *(e.g. in shop windows, house numbers, car registrations)* ask your child to count aloud in 1s up to 50 or backwards down to 0
- When watching or discussing a sports score, ask your child to count aloud in 1s up to 50 or backwards down to 0
- Play online games with a countdown in seconds to finish the game

To count in multiples of 10 to 100 accurately forwards and backwards.

- "Counting tennis". Playing as a pair take in turns to say the next number counting in tens from 0 to 100 and then back again
- Play snakes and ladders and practice saying aloud the numbers from 10 to 100 and back again

To recognise, order and write multiples of 10.

- Write the numbers 0 to 100 on separate pieces of paper /card. Take it in turns mixing them up and then the other person puts them in order. Remember you can go from smallest to largest or largest to smallest
- "Spot the multiple of 10". Write 3, 4 or 5 numbers *(or say them aloud)*. Which are multiples of ten and which are not? How can we tell *(0 in the ones column)*

To partition 2 digit numbers within 50 into 10's and 1's and know the value of each digit.

- Write a 2 digit number and ask your child how many tens and ones there are. Can they write them out? *(e.g. 27 would be 20 + 7)* Encourage them to understand that they can say "twenty" and "two tens"
- Give your child two number cards. Which two numbers can they make? Are they above or below 50? *(E.g. given the cards 3 and 8, they could make 38 and 83).* Encourage them to say the number and explain the value of each digit
- Give your child a two digit number. Ask them to make it using a pencil or pen to represent each ten and a small object *(e.g. a marble)* to represent each of the ones. *(This can also be done well with coins using 10p and 1p coins)*
- If you have lego this can also be done successfully with block pieces that have 10 spots and single pieces with just one
- Your child could also draw the number, in school we sometimes make them using Diennes. This will look similar to the pens and smaller objects practical. A vertical line or a thin vertical rectangle represents each ten, and a clear dot represents each one

To know doubles and halves of all numbers to 10.

- Practice practically with a set of objects. Give your child a set of objects *(e.g. toys, coins, lego, marbles…)* How many would there be if they had the same amount again? Could they split the first set given into two equal groups?
- With cards or verbally, give your child a number. Ask them what double that number would be? Can it be halved? How many questions can your child answer in 30 seconds or 1 minute?

To know all pairs of numbers with a total of 20.

- Write out all the pairs of numbers that make 20 with your child and put it up somewhere at home *(e.g. bedroom or fridge…)*
- "Pairs tennis" One person says a number and the other person has to say the number that goes with it to make 20 as quickly as possible. Take it in turns to say the first number. *(E.g. "4"…"16")*
- Also practice this as subtraction. So start with 20, give another number and the other person has to say which number would be left. *(E.g. 20 – 15 = 5)*

To count in odds and even numbers to 20.

- Lay out socks or shoes in pairs. How many are there? Firstly count up in ones, then count up in twos. Why might we prefer to count in twos? Explain that these are even numbers. *(2, 4, 6…)*
- Take away one sock or shoe from the first pair. Explain that you know have an odd sock or shoe at the start. What would the numbers be now *(1, 3, 5…)*. Discuss that we are still adding 2 each time, but we started with 1 not 2.

Bar Model

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