

Maths at Bedwell

Year 1
January 2017

Each half-term, every class in the school focuses on **one key area of maths**, based on strengths and weaknesses identified by all of our teachers at the start of the year. Your child's targets are explained over the page, along with some **ideas for how you can support your child with them at home**. The targets are split into 3 sections - the 'Should' target is age-related, based on national standards for maths, and is the point most children should reach. For some children maths can be difficult and therefore they are targeted to get the 'Must'. For others who really excel at maths there is the 'Could' target, which challenges them to work at a higher level.

Each class also selects a key set of number facts - their '**Learn-Its**' - which they practice every day. These are explained below, and again it would be a **huge help** if you could spend a few minutes every day helping your child to learn these.

Learn-Its: Adding 2

This half-term, we are learning four 'adding 2' facts:

$$4 + 2 = 6, 5 + 2 = 7, 6 + 2 = 8, 7 + 2 = 9$$



Here a few things you could try together at home:

- Chant, sing, whisper... Say number facts out loud together whenever you have the chance - silly voices and silly ways to say them really stick in the memory.
- Write-out number facts with finger paints, chalk or water-on-tarmac, or make them from playdoh or fridge magnets.
- Look for 6, 7, 8, and 9 in the world around you (eg. on doors, number plates, price labels etc) and practice the corresponding 'add 2' fact when you spot each number.
- Make up number rhymes to go with each fact - the sillier the better (eg. '4 plus 2 equals 6, the first little pig built his house from sticks').
- We learn number facts in 'fact families', so when you've got good at the addition facts, practice the related subtractions ($9 - 2 = 7$, $8 - 6 = 2$ etc) too.

Must	Should	Could
I can make groups of the same amount and add them together	I can show counting in 2s, 5s and 10s using arrays and number patterns	I can count in 2s, 5s and 10s, starting from different numbers

How you can help:

- This target is all about counting in groups, and starting to recognise numbers that are multiples of 2, 5 and 10. Practice counting things that come in 2s - pairs of socks, knives and forks or KitKat fingers.
- Count fingers on everyone's hands to practice counting in 5s, or sets of fingers and toes to practice groups of 10.



→ Make peas or beans into groups of 2, 5 or 10 and count them. Check that we always get the same number, no matter how we choose to count.

→ Total up money in the piggy bank, totalling up how much all the 2ps, 5ps or 10ps are worth by counting in multiples. For bonus points, try counting back into the pot by counting back in 2s / 5s / 10s.

- Spot numbers made from 2s, 5s and 10s in the world around us. How many houses can we find that are a multiple of 10? Can your child spot that these all have '0' at the end, or that the multiples of 5 all end in '0' or '5'?
- Look for packs of 2, 5 or 10 while out shopping. If we buy two 4-packs of beans, how many tins do we have?
- Count in 2s, 5s or 10s when walking up and down the stairs, aiming to get quicker and more confident each day, and use this to start learning the corresponding times tables.

