



# Supporting Your Child with Maths

Year 1

## Booklet 4: July

These booklets have been designed to help you support your child as they build and develop their skills on a **strong foundation** of key mathematical concepts.

The maths curriculum covers a wide range of concepts but is built on **confidence and fluency of key facts**. When a child is fluent with these facts and skills their confidence grows and they are more able to **apply** them to a range of problems.

The booklets include specific guidance for your child's year group on skills and methods used as well as ideas for games to play and ways to practise key ideas.

Wherever we can, we want to make this practice **fun** and **practical**.

Lots of opportunities to **talk** about the maths and to show that we, as adults, **enjoy** it too.

*Did you know?*

- Parents' maths knowledge has **no** impact on how successful their children will be
- Parents' attitude towards maths has a **pro-found** impact on their children's success

*Did you know?*

Mathematical understanding has a bigger impact on success in adulthood than reading and writing

If you have any questions or would like to know more, please contact your child's teacher or Mrs Gibbons, the maths leader.



# Learn-Its

## Year 1 – Phase 4 (Apr-Jul)

### I know number bonds for each number to 10.

By the end of this phase, children should know the following facts. The aim is for them to recall these facts **instantly**.

<b>0 + 7 = 7</b>	<b>0 + 8 = 8</b>	<b>0 + 9 = 9</b>	<i>0 + 10 = 10</i>
<b>1 + 6 = 7</b>	<b>1 + 7 = 8</b>	<b>1 + 8 = 9</b>	<i>1 + 9 = 10</i>
<i>2 + 5 = 7</i>	<i>2 + 6 = 8</i>	<i>2 + 7 = 9</i>	<i>2 + 8 = 10</i>
<i>3 + 4 = 7</i>	<i>3 + 5 = 8</i>	<i>3 + 6 = 9</i>	<i>3 + 7 = 10</i>
<i>4 + 3 = 7</i>	<i>4 + 4 = 8</i>	<b>4 + 5 = 9</b>	<i>4 + 6 = 10</i>
<i>5 + 2 = 7</i>	<i>5 + 3 = 8</i>	<b>5 + 4 = 9</b>	<i>5 + 5 = 10</i>
<b>6 + 1 = 7</b>	<i>6 + 2 = 8</i>	<i>6 + 3 = 9</i>	<i>6 + 4 = 10</i>
<b>7 + 0 = 7</b>	<b>7 + 1 = 8</b>	<i>7 + 2 = 9</i>	<i>7 + 3 = 10</i>
	<b>8 + 0 = 8</b>	<i>8 + 1 = 9</i>	<i>8 + 2 = 10</i>
		<b>8 + 1 = 9</b>	<i>9 + 1 = 10</i>
			<i>10 + 0 = 10</i>
		<b>9 + 0 = 9</b>	

#### Key Vocabulary

What do I **add** to 5 to make 10?

What is 10 **take away** 6?

What is 3 **less than** 10?

**How many more** than 2 is 10?

$3 + \bigcirc = 5$       or       $4 - \bigcirc = 2$ .

Facts in italics have been introduced in previous phases but are reinforced in the patterns above. New facts are in bold.

They should be able to answer these questions in any order, including missing number questions e.g.  $1 + \bigcirc = 10$  or  $9 - \bigcirc = 8$ .

#### Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these Learn-Its while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day.

Adding and Subtracting 0 – This is a concept many children find difficult. Practise using practical equipment showing that nothing is added or taken away so the number remains the same.

Play games – You can play number bond pairs online at [www.conkermaths.com](http://www.conkermaths.com) and then see how many questions you can answer in just one minute.



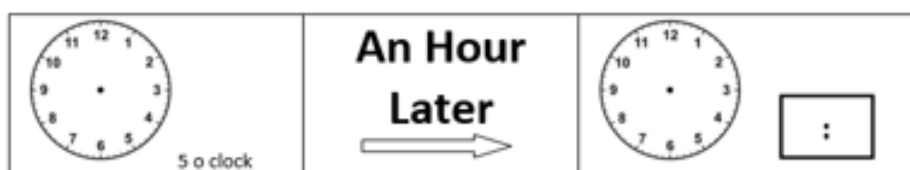
# Practise It!

Year 1 – Phase 4 (Apr-Jul)

## I can tell the time.

Children need to be able to tell the time using an analogue clock faces. This can be broken down into steps.

- I can tell the time to the hour.
- I can tell the time to the nearest half hour.



## Top Tips

- Talk about time - Discuss what time things happen. When does your child wake up? What time do they eat breakfast?
- Have an analogue clock on display at home.
- Ask your child the time regularly



# Try It

## Year 1 - Phase 4 (Apr-Jul)

Try these!



### The Clock Song

The hands on the clock go round and round,  
round and round, round and round.

The hands on the clock go round and round.

To tell us the time.



The short hand on the clock goes from number to number, number to number, number to number.

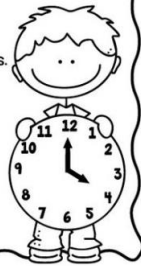


The short hand on the clock goes from number to number to tell us the hour.

The long hand on the clock, goes around by fives, around by fives, around by fives.

The long hand on the clock goes around by fives.

To tell us the minutes.



Try linking every day activities to the time.

