Year 1 Maths for Home Learning week beginning 6th July 2020

Daily Lessons
All year groups are to participate in the White Rose daily maths lesson by visiting
https://whiterosemaths.com/homelearning/ selecting the correct age group on the right hand side and
selecting Summer Term Week 10 (29th June).

Additional Activities in Support of the White Rose Lessons for this week (if required/desired)
Children can choose to play any of the 'Money' games on the Top Marks Maths website.
https://www.topmarks.co.uk/maths-games/5-7-years/money
If you have a moneybox at home there are lots of great activities you can do. Such as:
- Using wax crayons to make coin rubbings
- Using their knowledge of counting in 2s, 5s and 10s to count the 2p, 5p and 10p coins
- Trying to place the coins in order from least to most value (it can also be useful to place them in size order, so they can see that the size of the coin doesn't relate to the value of the coin)
- Asking them to make matching pairs, such as one 20p coin and two 10p coins, or one 10p coin and ten 1p coins so that they can see there are different ways of making the same amount, and that more coins doesn't necessarily mean more money.
- Set them an amount, e.g. 45p and they have to see how many ways they can make the amount.

Further learning:
https://nrich.maths.org/223
https://nrich.maths.org/142
https://nrich.maths.org/10859
https://nrich.maths.org/10861

Key Skills – these are to keep the children ticking over (if you have time)

Mon - Thurs	Time to play the different versions of Connect 4 again. If you need to remind yourself of the different ways of playing you can watch the video here. https://www.youtube.com/watch?v=oqx-2-ItQ50 The different versions of the game cards can be found at the top of this page: http://www.iseemaths.com/games-resources/. Have fun playing as many of the different games as you like. Maybe you would like to share your winning cards on Flipgrid or email them to Year1@appledore-primary.devon.sch.uk. You might want to make up your own game to share.
Fri	Finish up Friday! Some of you may have this one to complete: http://www.snappymaths.com/counting/ordering/inequalities/resources/inequalitiesmmmab.pdf This one should be fairly quick and easy as they just have to compare the numbers using <, > or =. If they are up for a challenge they can find the difference between some of the pairs of numbers (they will find this a lot harder so don't need to find the difference between all the pairs of numbers). So for instance the first pair of numbers 61 and 11 the difference is 50. They will need to use a variety of strategies, such as taking away 61 – 11, some might be easier to count from the smallest number to the biggest number, or they may prefer to use a 100 square to count how many numbers are in between. Some of you may be ready to start this one: http://www.snappymaths.com/counting/placevalue/resources/part2dmmmab.pdf This follows on from the White Rose learning last week. Children will need to partition the numbers into tens and ones and record it as a number sentence. So for instance 17 = 10 + 7. They should be able to do this by looking at the numbers but if they need a visual reminder we would normally use base 10.

They would make the number 17 with one 'stick' and 7 'cubes'. They could draw this instead of using base 10 so they would draw 1 line and 7 dots. Alternatively if you have enough Lego you could build 9 towers with 10 blocks in each tower and then have 9 individual blocks, enabling you to make all the numbers up to 99. Ideally the blocks would all need to be the same size. You could also use drinking straws or something similar and make 9 bundles of 10 straws and have 9 individual straws.

Some of you may be ready to start a new one:
http://www.snappymaths.com/other/measuring/money/resources/addcoinsto10pmmmab.pdf

Children could use their knowledge of counting in 1s, 2s and 5s to calculate the amount. If they find it too tricky because they have to switch between counting in different amounts then they can draw spots underneath each coin to represent what it is worth and then just count the spots. Remind them to write 'p' after each amount so they know the number represents a value.