A Parent's Guide to Maths at Ipplepen Primary School

Year 1

The way Maths is taught in primary schools may seem to have changed considerably since you yourself were in the classroom. With the introduction of a new National Curriculum in 2014, some more complicated concepts have been introduced and a much deeper understanding of what is taught is now necessary.

From starting in Foundation, all the way through to Year Six, your child will follow a progressive scheme of learning that will build on their previous knowledge and adapt known methods and images to ensure their working becomes more efficient as they work with larger numbers.

This guide is designed to support you to understand the methods that are being taught in the classroom on a year group basis and the understanding that your child will be gaining. We provide the children with images to match the concrete tools they may be using to complete maths problems with the aim to be able to remove the concrete depictions and replace them with pictorial representations by the end of KS2.

It is however very important to recognise that although a new method may be introduced to your child as they progress through the school, if they find it more difficult to grasp, they will always be supported to continue using *their* most efficient method whilst being provided with plenty of opportunities to practise the new (more effective) technique. It is very important that your child understands the workings of each method, not simply a mechanical means to answer a question.

Terminology

It is important to note the vocabulary we use in school and that you try to embed this in any maths talk at home.

Your child will now be working mainly with numbers up to 20 (up to 2-digits) and will need to know their numbers up to 100.

Tens	Ones
T	O

Addition (+)	Subtraction (-)	Multiplication (x)	Division (÷)	Equals (=)
add more plus altogether	subtract minus less take away	lots of groups of repeated addition	share group share equally	same as makes balances

Previous Learning

During the Foundation Stage Year, your child will have been supported to develop their understanding of numbers and what they mean. They will recognise numerals from 0-9 and will know the concept of the number 10. Your child will be able to represent these numbers with objects and confidently count objects, sounds and movements. They may have learned to count beyond 10 too.

Children are introduced to addition and subtraction through concrete representations as well as sharing and grouping. They may also confidently double some small numbers and identify which digits are odd and even.

New Learning

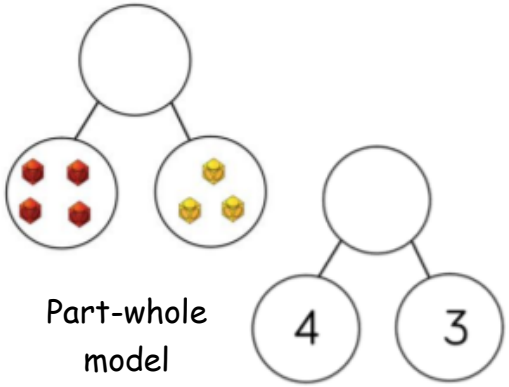
Your child's formal mathematical education begins in Year One.

In Year One your child will be expected to learn to count to and across 100, forwards and backwards as well as in multiples of twos, fives and tens. They will also need to be able to read and write these in numerals.

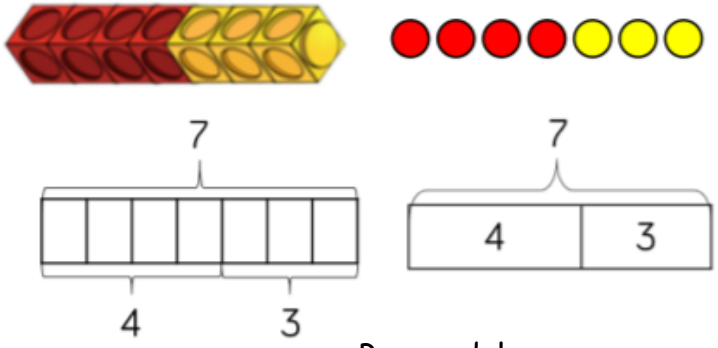
Your child will learn to answer problems involving one more and one less, using their knowledge of the number system.

Addition

Skill: Add 1-digit numbers within 10



Part-whole model

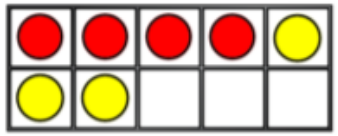


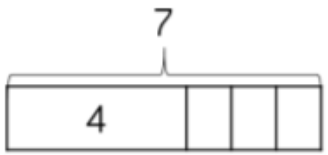
Bar models

$$4 + 3 = 7$$

Numicon

Ten frames

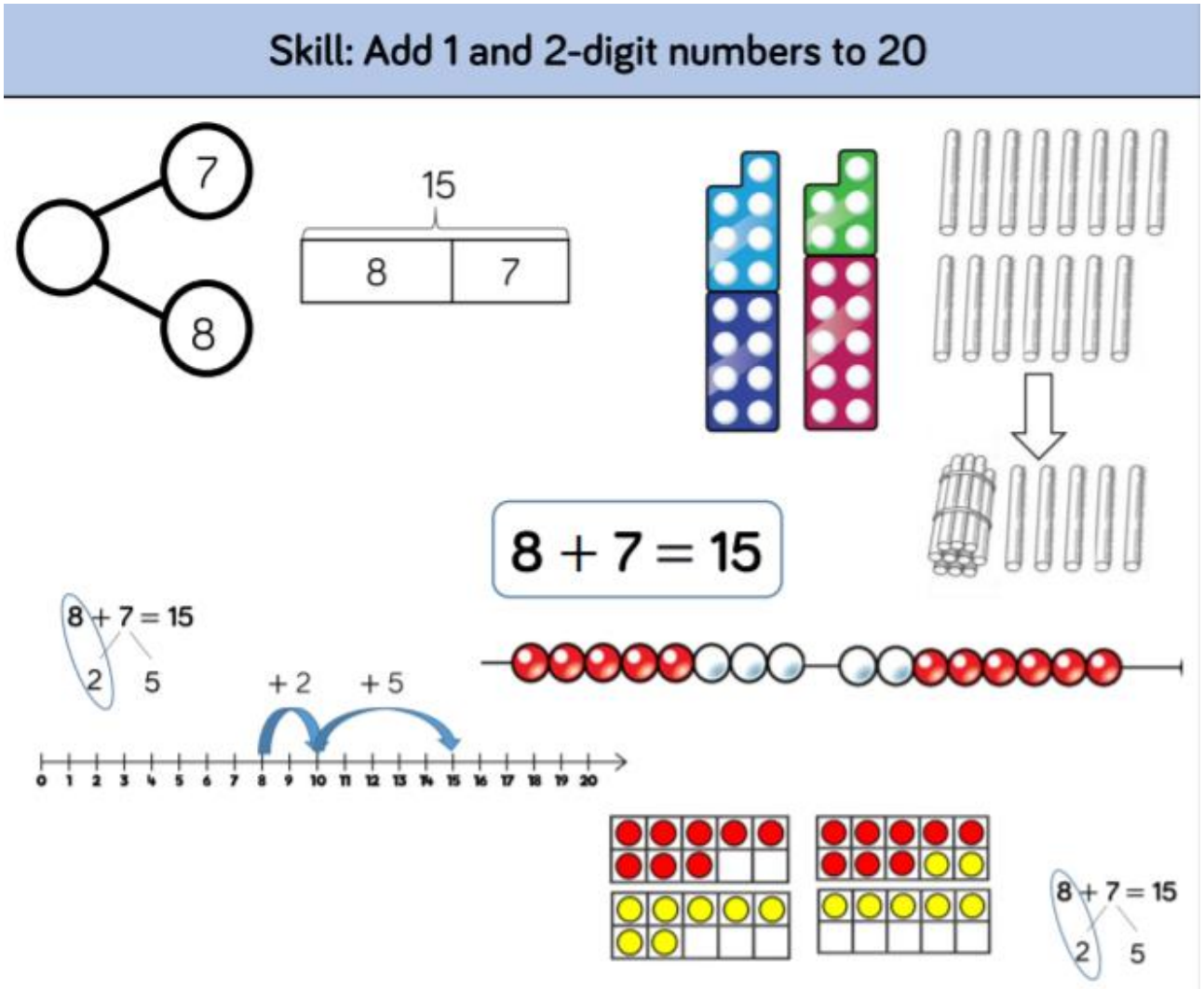




New Learning

Your child will be introduced to using part-whole models, ten frames and number shapes (Numicon) to support partitioning of numbers. They will also use bar models to represent calculations.

Your child will explore the combining of two sets (aggregation) and increasing a quantity by another (augmentation).



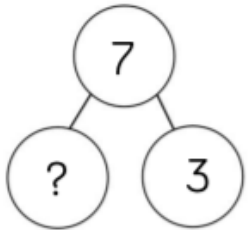
New Learning

Some children will be very confident working with numbers within ten so will move onto addition of slightly larger numbers.

As your child 'bridges 10' they will gain a secure understanding of ten ones being equal to one ten. They will use a range of concrete representations/manipulatives to explore this.

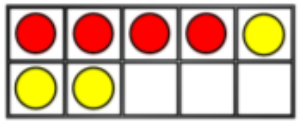
Subtraction

Skill: Subtract 1-digit numbers within 10

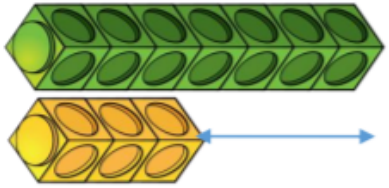


Part-whole model

Numicon

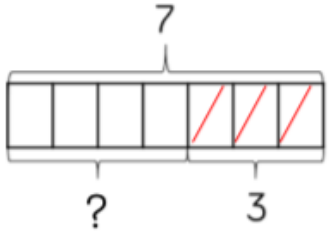


Ten frames



Bar model

$7 - 3 = 4$



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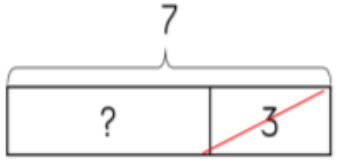
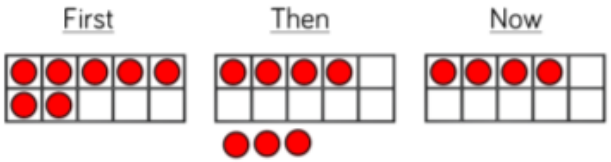
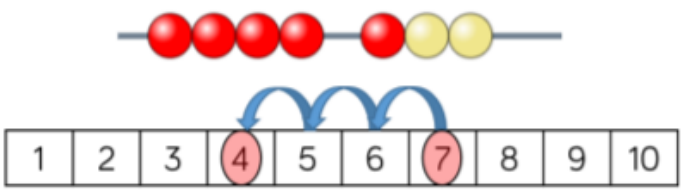




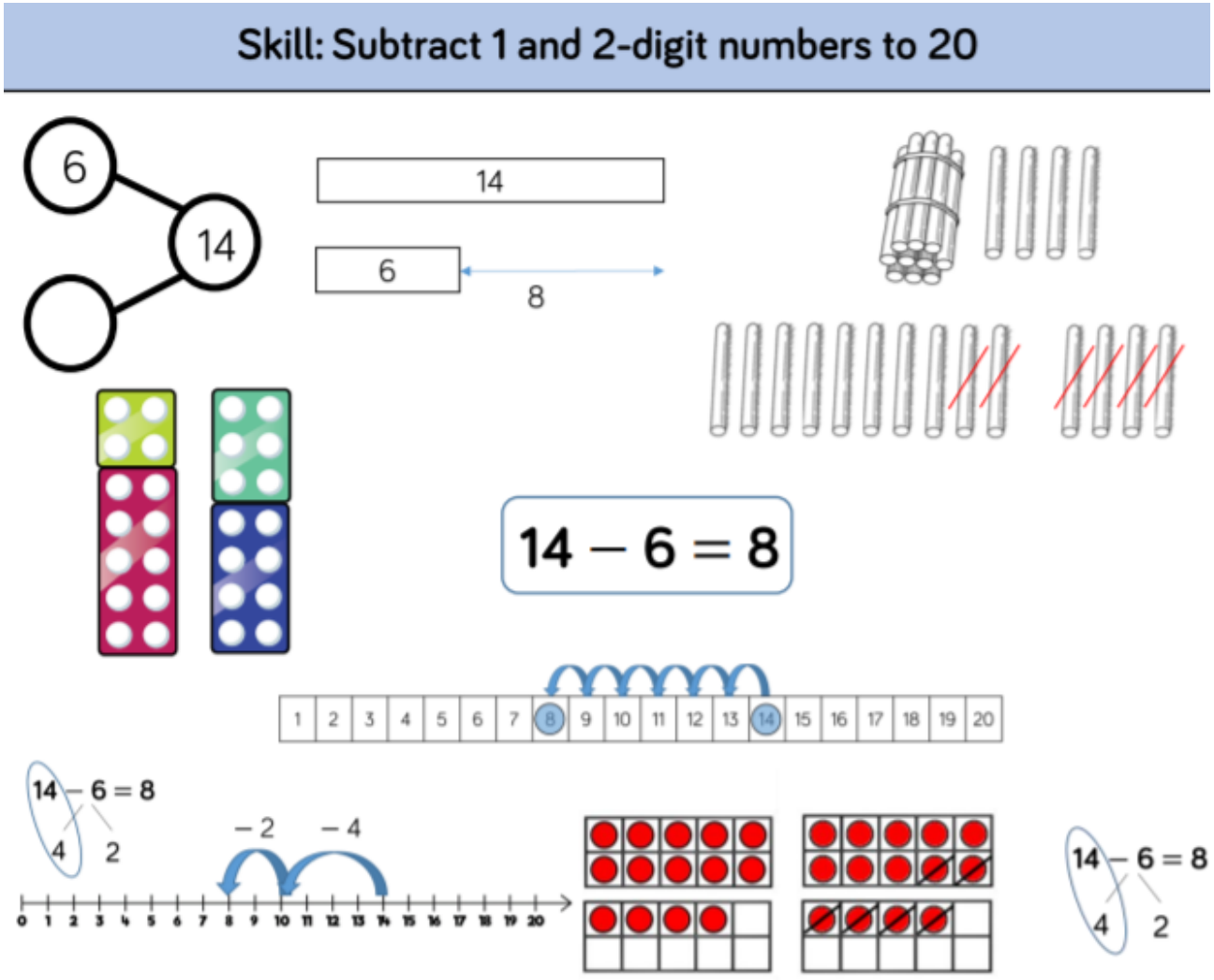


New Learning

Your child will be introduced to using part-whole models, ten frames and number shapes (Numicon) to support partitioning of numbers.

They will explore the concept of a quantity getting smaller (reduction) as well as comparative problems (difference).

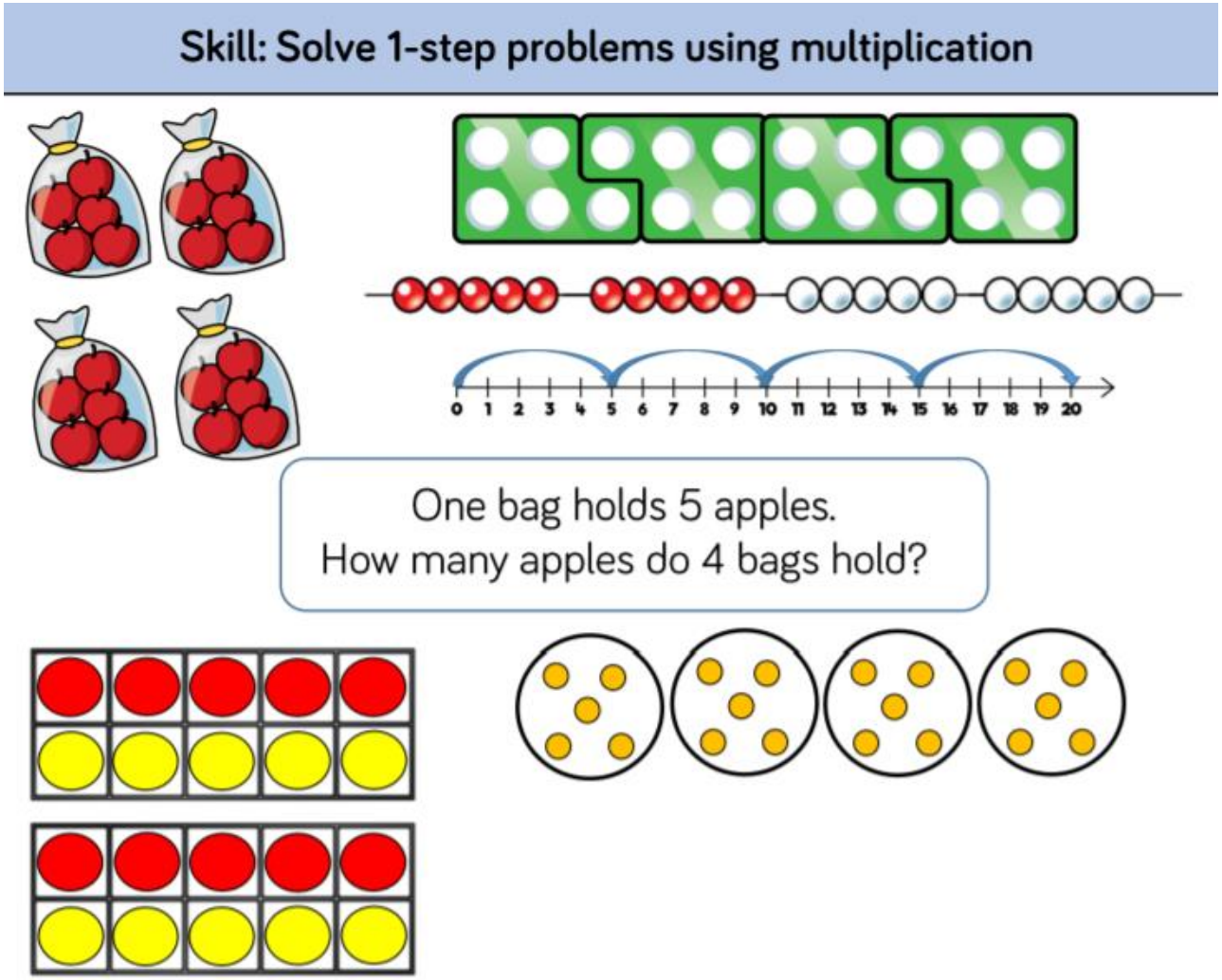
The bar model is the most useful tool to support your child to understand difference problems.



New Learning

Some children in Year One will work with larger numbers, so will gain a very good understanding of ten ones being equal to one ten to support them when subtracting across ten.

Multiplication



New Learning

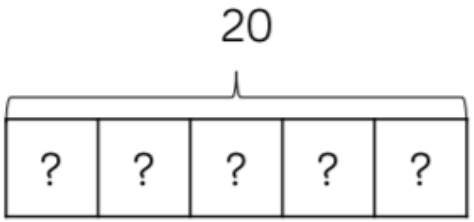
Your child will represent multiplication as repeated addition in many different ways.

They will not be expected to formally record their calculations.

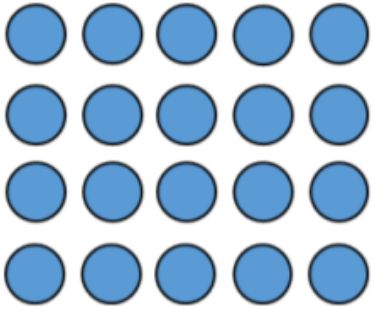
Some children will begin to use arrays to support their solving of multiplication problems.

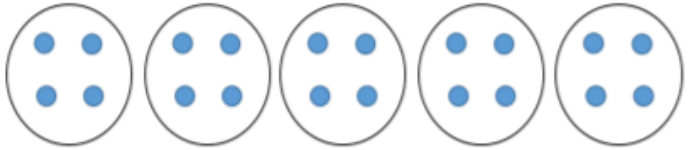
Division

Skill: Solve 1-step problems using multiplication (sharing)



There are 20 apples altogether.
They are shared equally between 5 bags.
How many apples are in each bag?



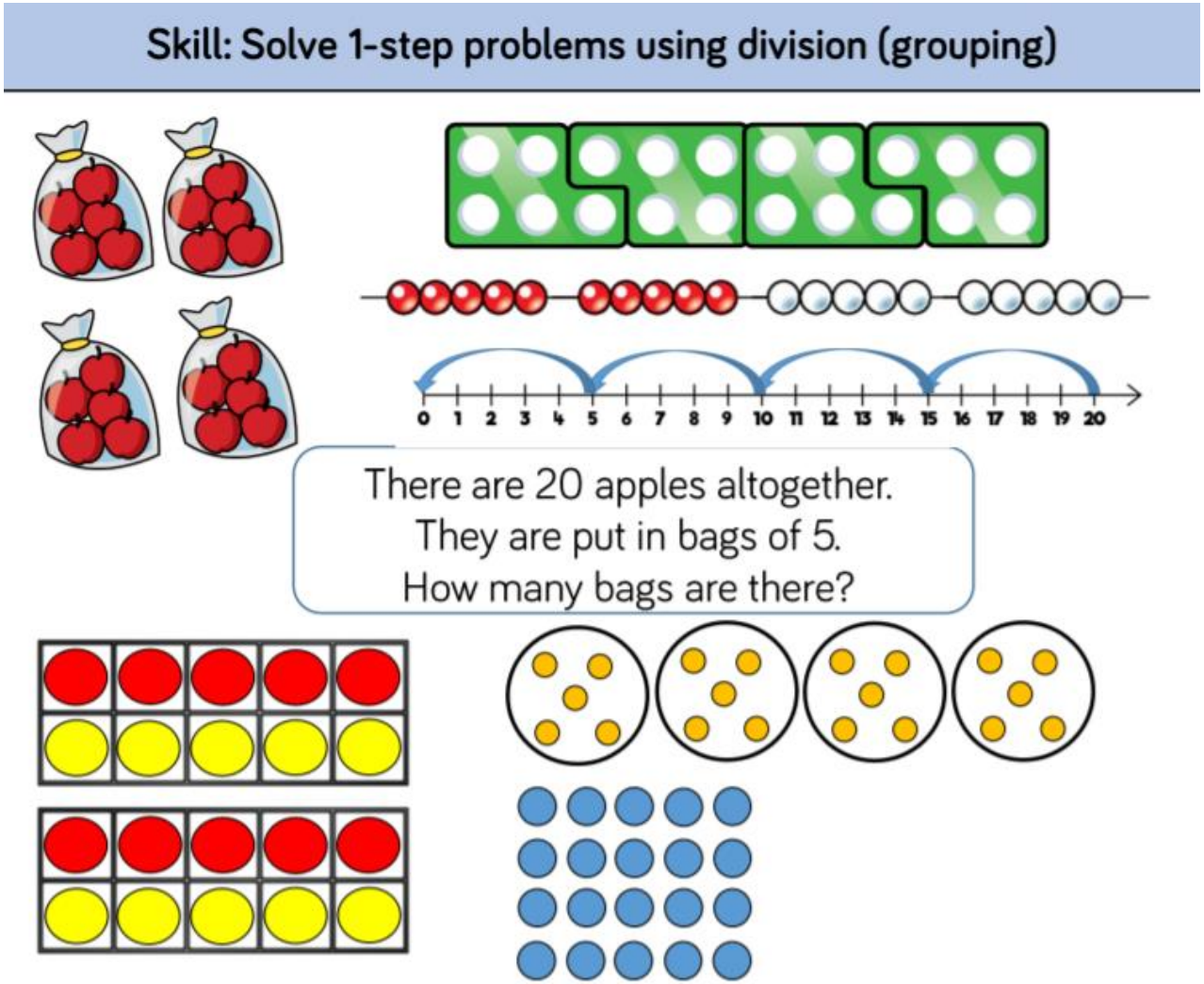


New Learning

Your child will solve problems by sharing amounts into equal groups.

They will use concrete and pictorial representations to solve problems.

Children will not record their calculations formally.

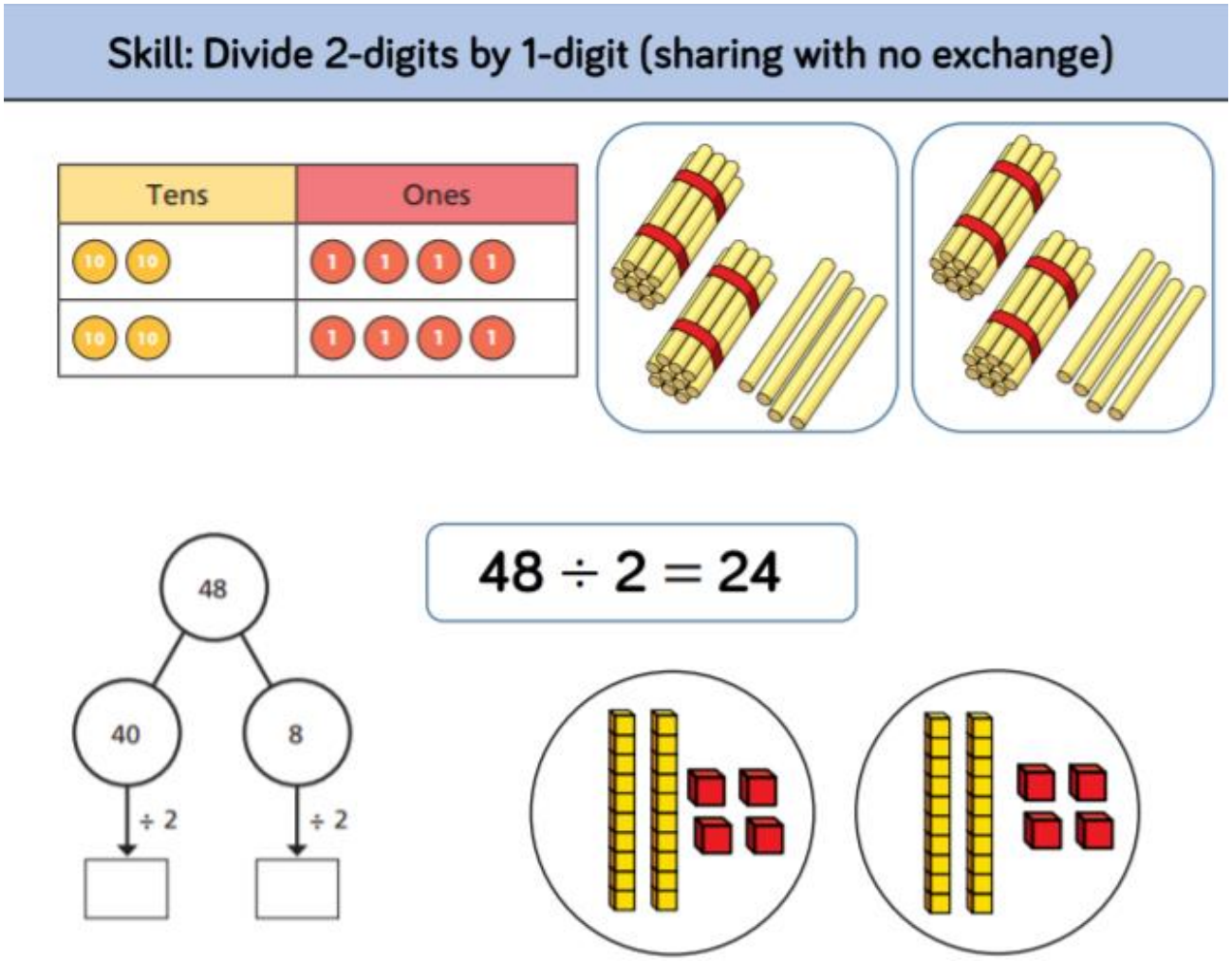


New Learning

Your child will use concrete and pictorial representations to group objects and then count the number of groups created.

This is linked to repeated subtraction and counting in multiples.

Using fixed shapes, such as Numicon, will support your child to notice the links between division and multiplication.



New Learning

Some children will learn about how to divide larger numbers using sharing.

They will use a range of concrete objects to support their workings.