



Year Maths

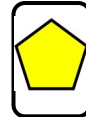
The children will learn everything there is to know about the **Numbers 1 to 10**. They should be able to read and write them (in both numerals and in words); count forwards AND backwards within them, starting from any number; tell you what is *one more* or *one less* than each number; recognise common ways of representing these numbers e.g. on a dice  or with numicon ; and find different pairs of numbers that add up to make each one (for example: 4 can be made with $0 + 4$, $1 + 3$ and $2 + 2$).

Activities & Games!

- ★ Make two sets of number cards, one in numerals and one in words, and play picking up pairs, or snap.
- ★★ Mix the cards up and then see how quickly you can put them back in order. Get a friend to hide one - can you work out which number is missing?
- ★ Make up some 'forwards and backwards' counting songs.
- ★★★ Go on a number hunt. Can you find the number that is *one more/less* than 3?
- ★★ Create some numicon pieces out of card. Which two pieces can you put together to make the number 9? How many pairs of numbers can you use to make the number 7?
- ★★★ How many different ways can you draw the number 5?

Going deeper...

Print off this [set of cards](#) (or ask your teacher for some). They represent numbers in lots of different ways. Which numbers do you recognise? What number does this card represent?



Can you add some of your own cards to the set?

Now make up some games that you can play with these cards!

My Maths

Use our school login (Username: **coleridge1**, Password: **success74**), and then your own login details, to access activities related to our current topic on the MyMaths website. Your login details will be sent home to you within the next few weeks.

Some of the MyMaths activities are harder than others. Feel free to try as many as you can, but don't worry if you find some of them too difficult.

Wonderful websites

[One Big Triangle](#)

[Incey Wincey Spider](#)

[Gingerbread Man](#)

[Teddy Numbers](#)