Year 1 Maths

Multiplication and Division

This is the children's first introduction to this topic. Children will continue to focus on counting in groups of 2, 5 and 10 (within 50), representing the equal groups both pictorially and with number sentences, for example: 🖐️ 🖐️ 🖐️ $5 + 5 + 5 =$

A hundred square will also draw their attention to the similarities between the numbers. Children will then use stories, pictures and concrete manipulatives to make **equal groups** and write statements such as 'There are ___ groups of ___.'

Children will also explore multiplication in the form of **arrays**, by making equal groups and building them up in columns or rows: Children will learn about **doubling** too (numbers up to 20).

The focus will then turn to **division**. Children will be asked to make equal groups from a given total and their understanding will be further developed by looking at numbers which do not group equally as well. Children will also explore the concept of division as sharing, such as 'Share 12 balls between two buckets'. At this stage, children do not explore multiplication or division formally.

Fractions

Children will learn how to find halves and quarters of shapes, objects and quantities by looking at pictures and using objects. They will use words such as 'whole, part, half, quarter and equal'.

Position and Direction

We will use Bee Bots when learning about position and direction, looking at half, whole, quarter and three-quarter turns, along with left and right positions.

Going deeper...

Kimie and Sebastian were making sticks from interlocking cubes. Kimie made blue sticks two cubes long. Sebastian made red sticks three cubes long. They both made a lot of sticks. Kimie put her blue sticks end to end in a long line. Sebastian put his red sticks end to end in a line underneath Kimie's.

Can they make their lines the same length? How many sticks could Kimie use? How many would Sebastian put down? How long is the line altogether?

Can they make any other lines?

Activities & Games:

Counting Fingers: While sitting around the dinner table, get everyone to show either two hands, one hand or no hands. Then count up in 5s to see how many fingers there are altogether. What different numbers can you make?

Missing Number: With a grown up, write out the 2 times table. Now get the grown up to cover up one or more of the numbers; can you work out which one is missing? Try this with the 5 and the 10 times table too!

Arrays: Using counters, or perhaps something like pasta shells, what arrays can you make? Remember they have to be arranged in neat, equal rows and columns like this:

How many counters did you use altogether? Can you say a sentence about how many groups you have of what number?

My Maths

Use our school log in
(Username: **coleridge1**, Password: **success74**)
and then your own log in details to access activities related to this topic on the MyMaths website.

Websites

Clapping Times

Share Bears

Double or Halve