

YEAR 1 MATHS HOME LEARNING PACK

Outline:

Activity 1- Comparing numbers- key terms: *tens, ones, place value, greater than, less than.*

Activity 2- Comparing numbers- key words for children: *greater than, less than and equal to.*

Activity 3- Using a number line to identify 1, 2 and 3 more/less than a given number.

Activity 4- Problem solving/reasoning question. Finding other possibilities. Use number line or hundreds square to support/ physical objects to count with.

Activity 5- Recognising and identifying number patterns.

Activity 6- Identifying number sequence and patterns.

Activity 7- I can consolidate number bonds to 20/100. (Build upon number bonds to 10 and place value).

Activity 8- I can use my number bonds to add three numbers together. (Take time to identify numbers that make 10 or 20 and add the additional number).

Activity 9- Subtracting using a number line.

Activity 10- Subtraction number bonds to 20, finding out the missing value.

Activity 11- Pictograms.

Activity 12- Reasoning and problem solving, place value.

Activity 13- Mass of objects: heavier and lighter than.

GUIDANCE

Please take time to complete one maths activity a day where possible. Children have also been set a range of writing, spelling and handwriting tasks.

Additional support/ activities:

- Counting in 2's, 5's and 10's- Consolidating counting a number of different ways. Using 100 squares online or printed.
- <https://www.primarygames.co.uk/pg2/splat/splatsq100.html>
- This can be downloaded on your phone, tablet or used on a computer.

We have linked below some great online resources you can access at home:

Oxford Owl:

- <https://www.oxfordowl.co.uk/for-home/>

Twinkl:

- <https://www.twinkl.co.uk>
- This is more for printouts, and usually at a fee, but they are offering a month of free access to parents in the event of school closures.
- Twinkl are offering free subscriptions for a month. You'll need to enter this code to get yours: PARENTSTWINKLHELPS

Activity 1- I know how to compare numbers.

Example. Which number is greater?

T O T O

3 2 2 9

First look at the tens column. Which is bigger?

Then if the tens columns are the same, look at the ones.

Which number is greater? Circle the greater number.

42 or 28

32 or 49

44 or 37

24 or 42

18 or 33

47 or 29

26 or 47

35 or 25

45 or 17

33 or 38

26 or 22

44 or 39

21 or 17

Activity 2- First, compare the tens. Which is bigger? If the tens are the same, look at the ones.

32

is _____ than

47

35

is _____ than

22

27

is _____ than

32

41

is _____ than

40

30

is _____

10+10+
10

Activity 3- I can identify 1, 2 and 3 more than/ less than a number.



1 more than 35 is _____.

3 more than 27 is _____.

2 more than 33 is _____.

3 less than 41 is _____.

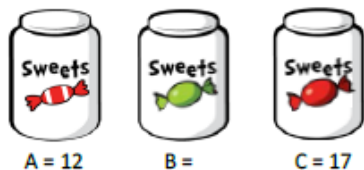
_____ is 3 more than 42.

_____ is 2 less than 29.

_____ is 3 less than 36.

Activity 4- I can compare numbers using more than, less than and equal to.

Sarah has three jars of sweets.



She says:



How many sweets could be in B?

Can you find more than one answer?

Fill in the gaps:

is more than 15 but less than 20

is less than 18 but more than 12.

is more than 9 but less than 11

Explain your answers in the box at the side if you can.

Activity 5- I can recognise and continue a number sequence.

Use the number lines to help you find the pattern by colouring in the numbers.

4, 6, 8, 10, 12, ____, ____, ____

4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

7, 9, 11, 13, ____, ____, ____, ____

7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
---	---	---	----	----	----	----	----	----	----	----	----	----	----	----

20, 18, 16, 14, ____, ____, ____, ____

6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

3, 6, 9, 12, ____, ____

3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

5, 10, 15, 20, ____, ____, ____, ____, ____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Activity 6- I can complete the number sequences

10	12	14						
----	----	----	--	--	--	--	--	--

5	10	15						
---	----	----	--	--	--	--	--	--

20	30	40						
----	----	----	--	--	--	--	--	--

		18	20	22				
--	--	----	----	----	--	--	--	--

45	50	55						
----	----	----	--	--	--	--	--	--

100	90	80						
-----	----	----	--	--	--	--	--	--

			40	50	60			
--	--	--	----	----	----	--	--	--

3	6	9						
---	---	---	--	--	--	--	--	--

Activity 7- I can consolidate my number bonds to 20/100.



$$\boxed{19} + \boxed{1} = 20$$



$$\boxed{} + \boxed{} = 20$$



$$\boxed{} + \boxed{} = 20$$



$$\boxed{} + \boxed{} = 20$$



$$\boxed{} + \boxed{} = 20$$



$$\boxed{} + \boxed{} = 20$$

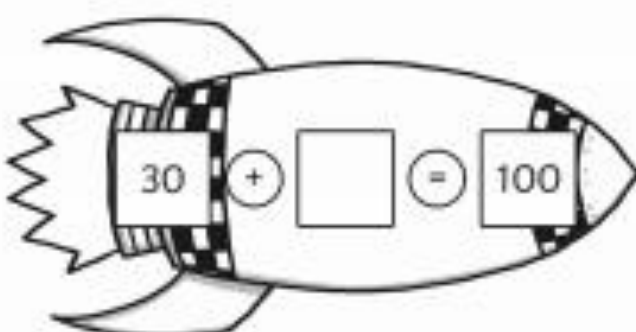


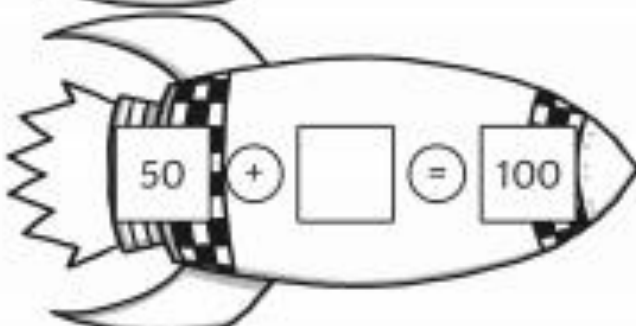
$$\boxed{} + \boxed{} = 20$$

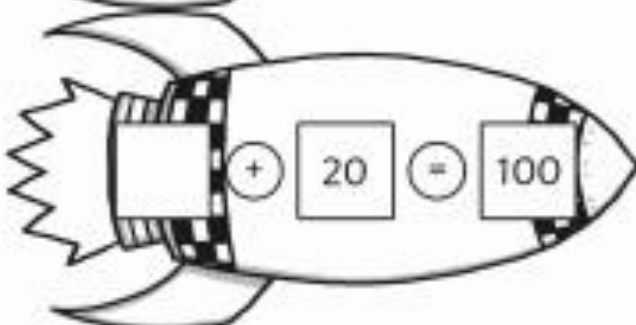


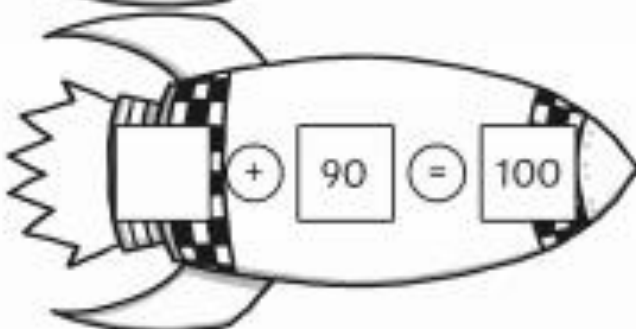
$$\boxed{} + \boxed{} = 20$$

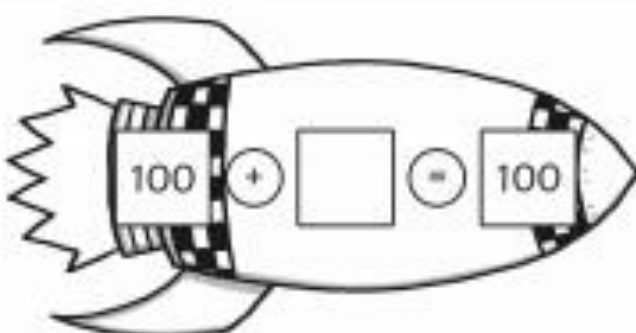
Can you find the missing numbers to make a total of 100?

1.  $30 + \square = 100$

2.  $50 + \square = 100$

3.  $\square + 20 = 100$

4.  $\square + 90 = 100$

5.  $100 + \square = 100$

Activity 8- I can use my number bonds to help me add 3 numbers.

Circle the two numbers that make 10 or 20. Then add the other number.

Example:

$$4 + 6 = 10$$

$$10 + 8 = 18$$

$$4 + 6 + 8 =$$

$$2 + 8 + 7 =$$

$$3 + 4 + 7 =$$

$$5 + 9 + 5 =$$

$$6 + 2 + 4 =$$

$$15 + 7 + 5 =$$

$$12 + 5 + 8 =$$

$$17 + 4 + 3 =$$

$$11 + 9 + 3 =$$

$$19 + 4 + 1 =$$

Activity 9- I can subtract using a number line.

26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

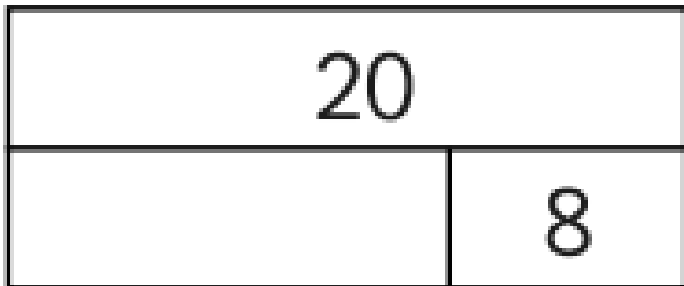


Try these first.						Then try these.				
4	-	2	=			15	-	4	=	
6	-	3	=			12	-	6	=	
5	-	1	=			16	-	8	=	
9	-	5	=			20	-	4	=	
8	-	4	=			14	-	6	=	
7	-	3	=			16	-	7	=	
10	-	6	=			13	-	5	=	

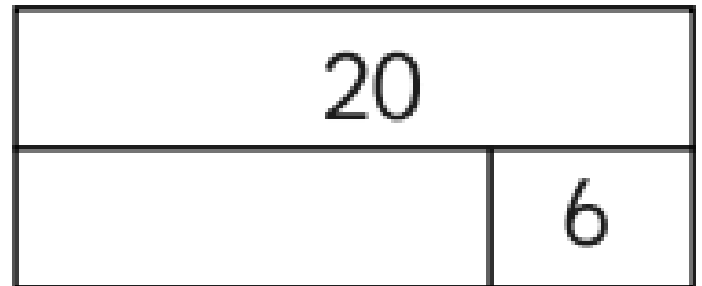
Activity 10- Can you fill in these number bond subtractions?

Bar Model

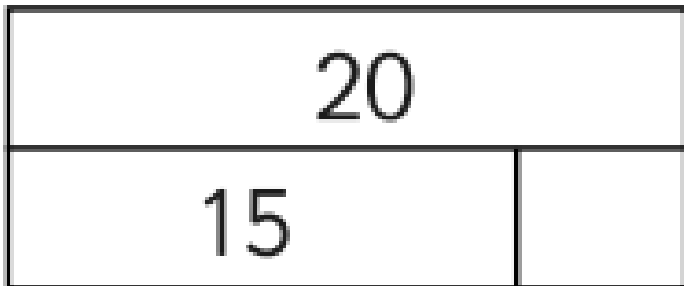
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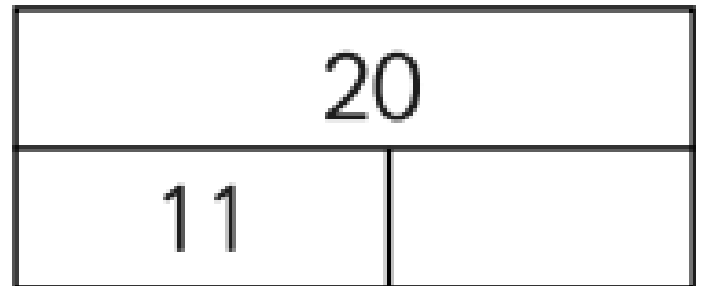
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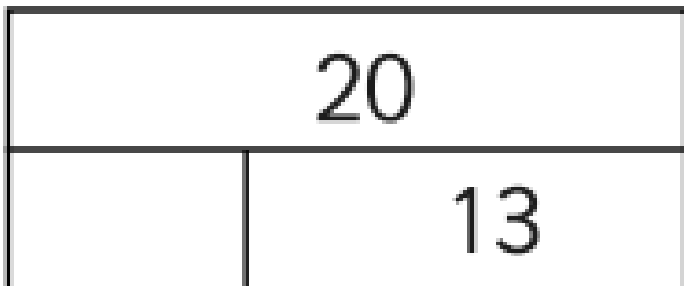
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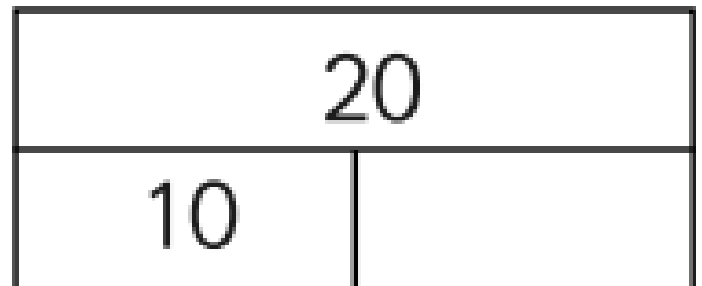
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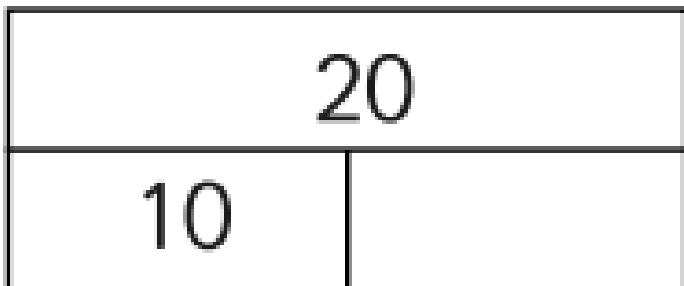
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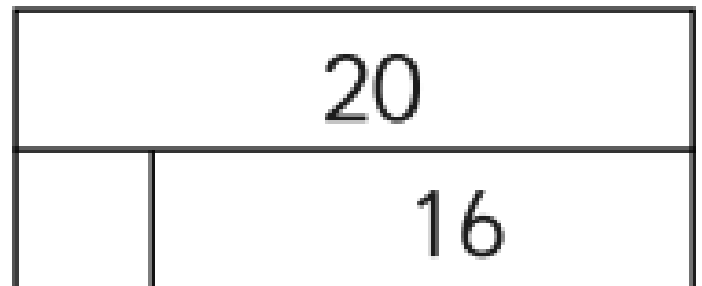
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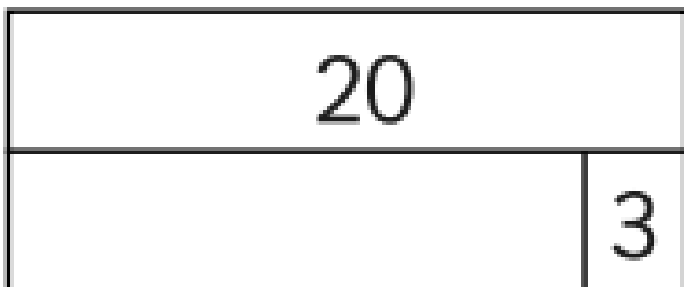
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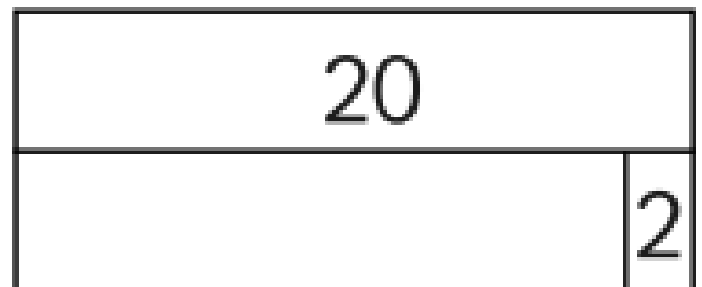
9.



5.



10.



Challenge:

Write a number sentence for 5 of the bar models.

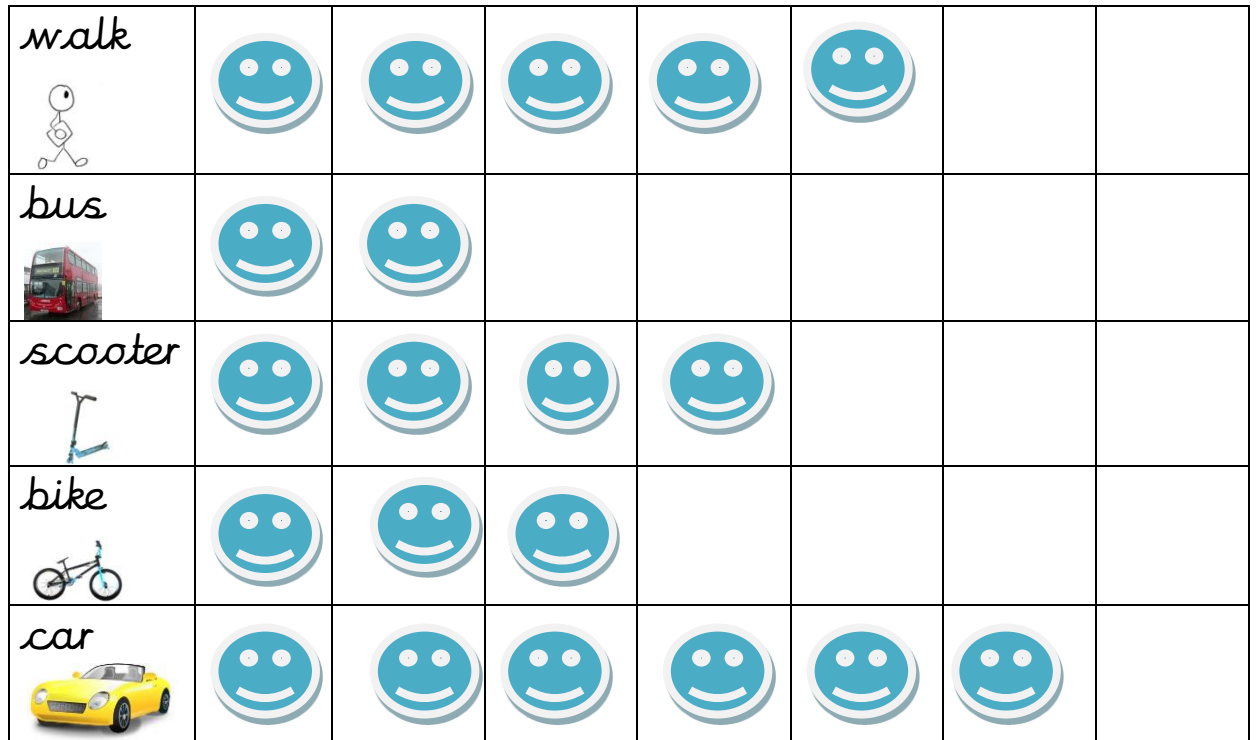
Example for the first bar model:

$$20 - 8 = 12$$

$$12 + 8 = 20$$

Activity 11- Read and answer questions about a pictogram.

This pictogram shows how a class of Year 6 children travel to school.



1. How many children travel by scooter? _____
2. How many children travel by car? _____
3. Which is the least popular way of travelling to school?
_____.
4. Which is the most popular way of travelling to school? _____
5. How many children walk and travel by bike altogether? _____
6. How many more children travel by scooter than on a bus?

7. How many children are there altogether? _____
8. 2 new children join the class and they travel by bus. Show this on the pictogram.

Activity 12-Reasoning and problem solving- Place value question.

Eva is counting from 38 to 24



Will she say the number 39?

Will she say the number 29?

Will she say the number 19?

Explain how you know.

Always, sometimes, never...



When you find one more than a number, only the ones digit will change.

Convince me using some examples.

Ron and Whitney are counting.

Ron says:



43, 42, 41, 40, 41, 42

:

Whitney writes:

10 11 12 13 14 15



Can you spot their mistakes?

Use the clues to work out the number.

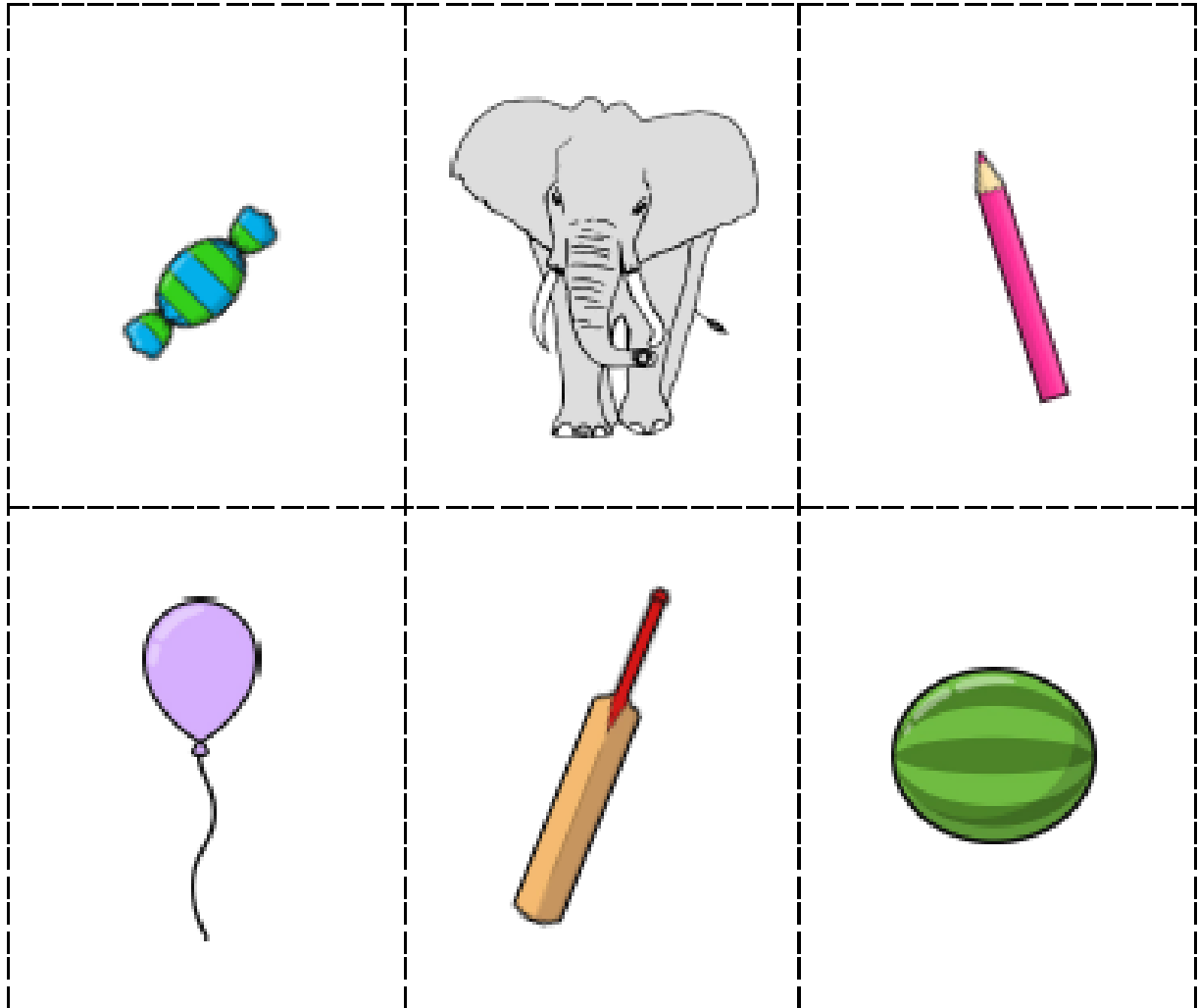
- I have a number with 3 tens.
- One less than my number makes the tens digit change.
- One more than my number has 1 one.

What is my number?

Can you make some clues to describe your secret number?

Activity 13-

Cut out and order the objects from lightest to heaviest. (Or write them in order).



How many ways can you complete the following sentences?

The _____ is heavier than the _____.

The _____ is lighter than the _____.

The _____ heavier than the _____ but lighter than the _____.

