

Welcome to our Maths Workshop.



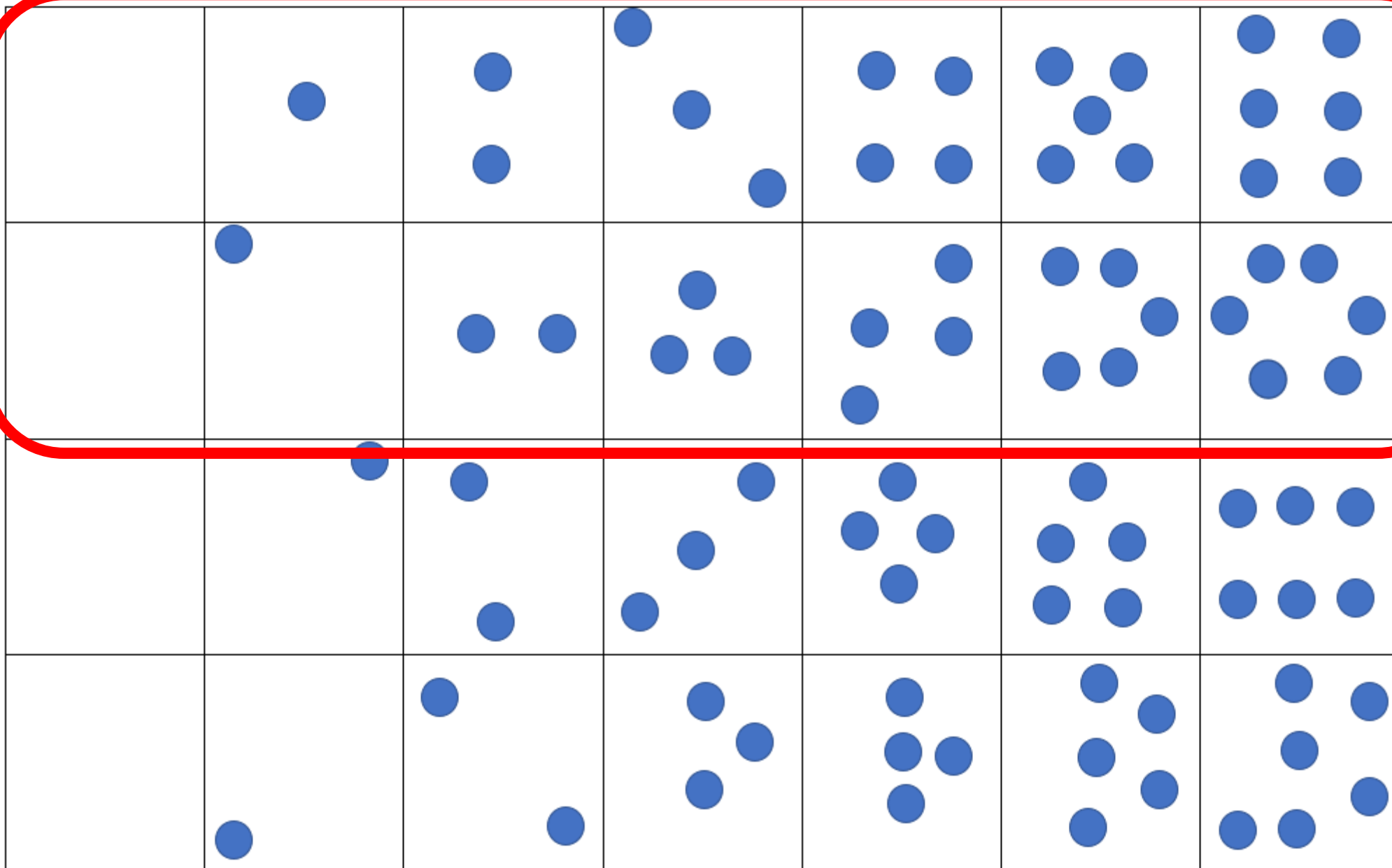
Please find a place to sit, so you can see the screen comfortably.

Leave a space next to you for your child. Probably 3 or 4 adults per table.



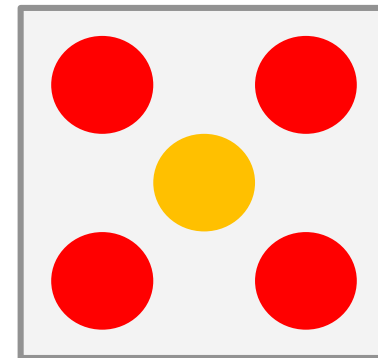
Year1, Week 2 - Find Pairs to 6 (with dots) Cut out these cards to make a pack.

Just
cut two
rows.
So we
have
14
cards.



Mastering Number at Home

Year 1



NCETM

NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

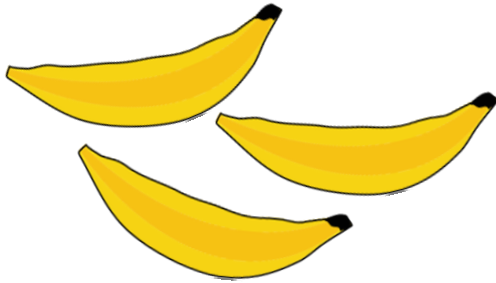
Aims of the session

- Share with you some of the things your child have been learning in school
- Improve your confidence in helping your child with maths
- Create some games and activities for use at home
- Share with you the home learning activities
- Share with you ways you can help your child at home.

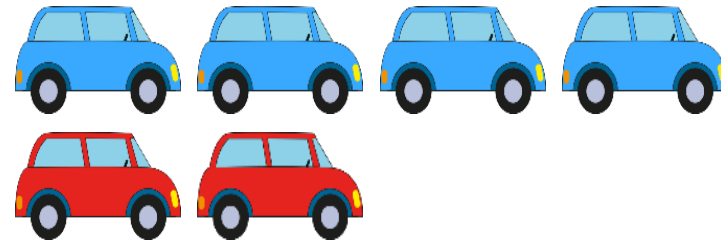
How does Mastering Number help us to teach maths in school?

The Mastering Number Programme in Year 1 will help your child to develop good *number sense*.

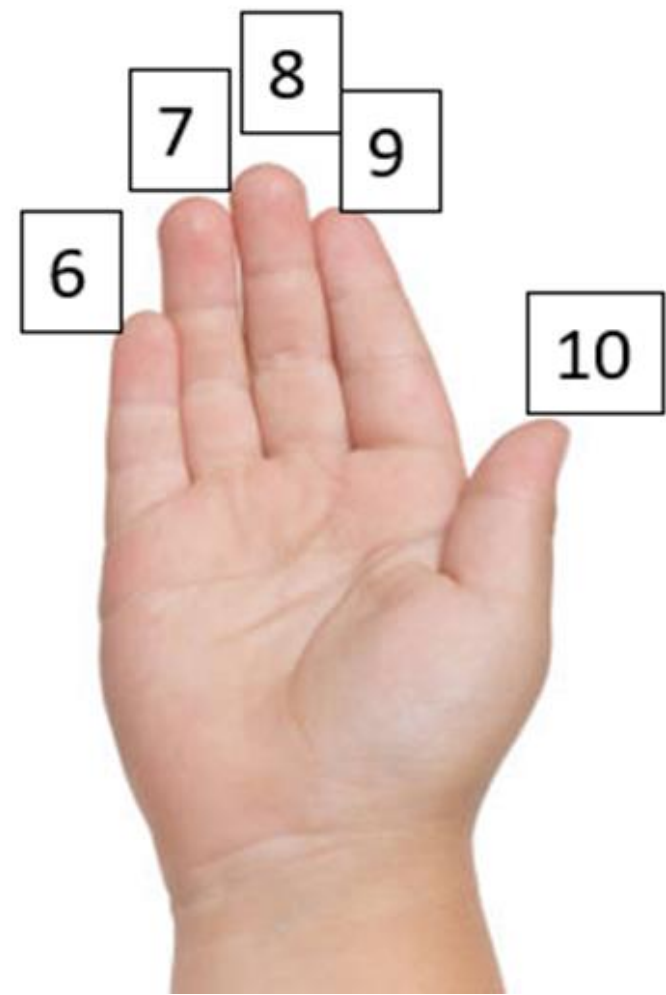
Some of the things they are learning include:



Recognising small numbers
of objects without having to
count them



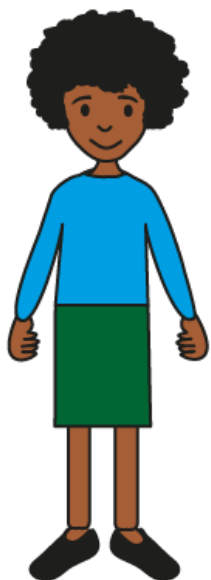
Know different ways to 'make'
(compose) a number



How do we develop good number sense?

Knowing how numbers are 'made' will help children later on with calculations.

I know that 6 is made of 4 and 2 so I will also know...



$$40 + 20$$

$$400 + 200$$

$$6 - 2$$

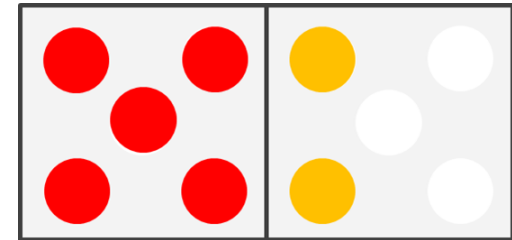
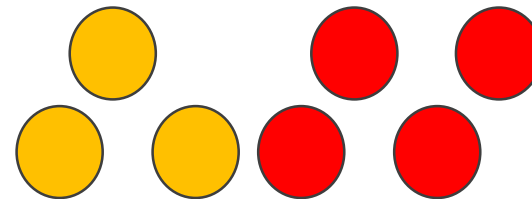
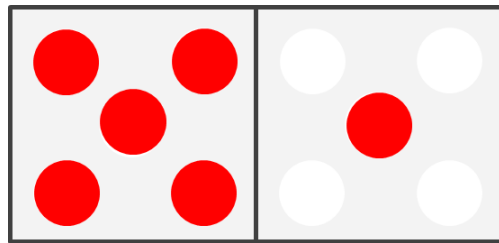
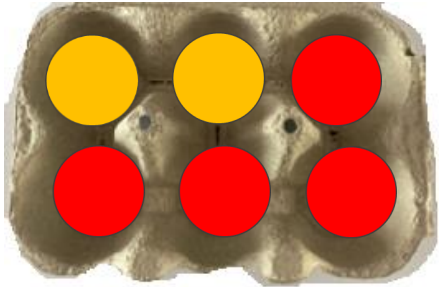
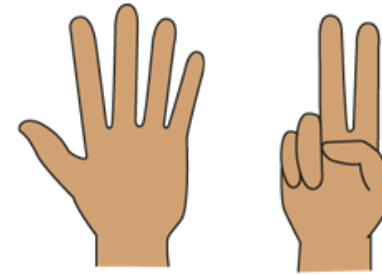
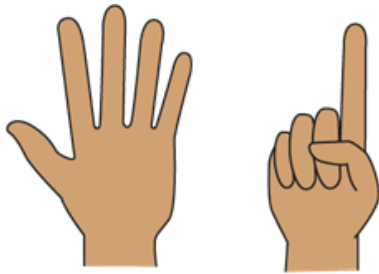
$$60 - 20$$

$$0.4 + 0.2$$

$$0.6 - 0.2$$

Let's look at 6 and 7!

Finding all the ways that 6 and 7 are 'made' and then doing activities that give them a chance to practise will help children.



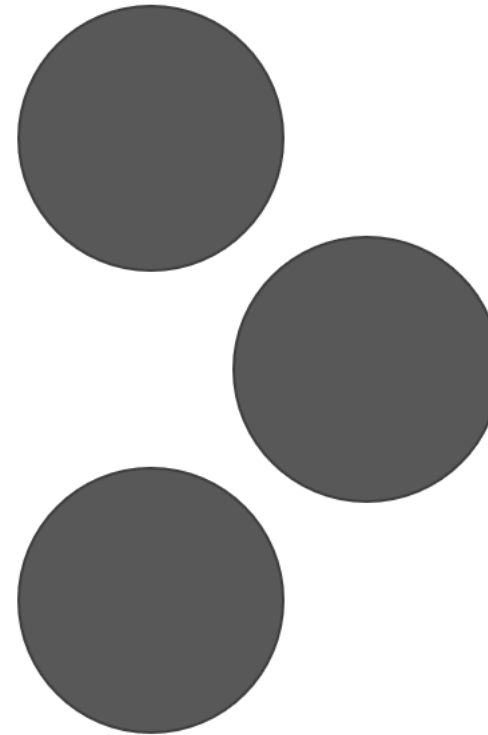
Recognising small 'numbers'

For all of the activities you will be doing at home, we want children to use a special skill called 'subitising'.

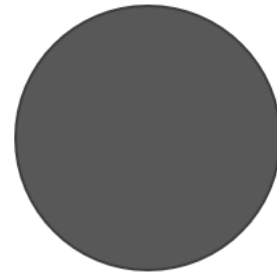
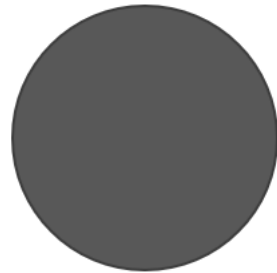
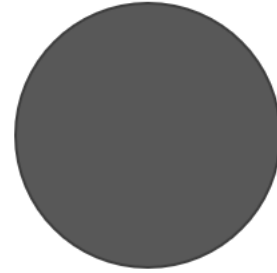


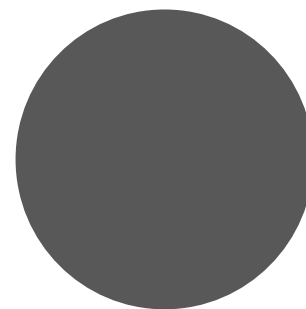
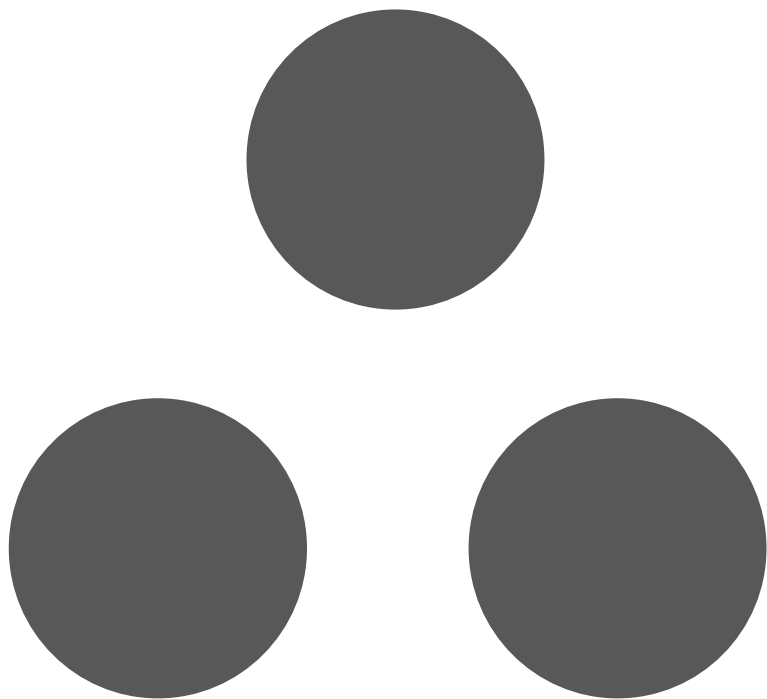
Get your fast eyes ready!
Show on your fingers and tell your grown-up how many dots you can see!

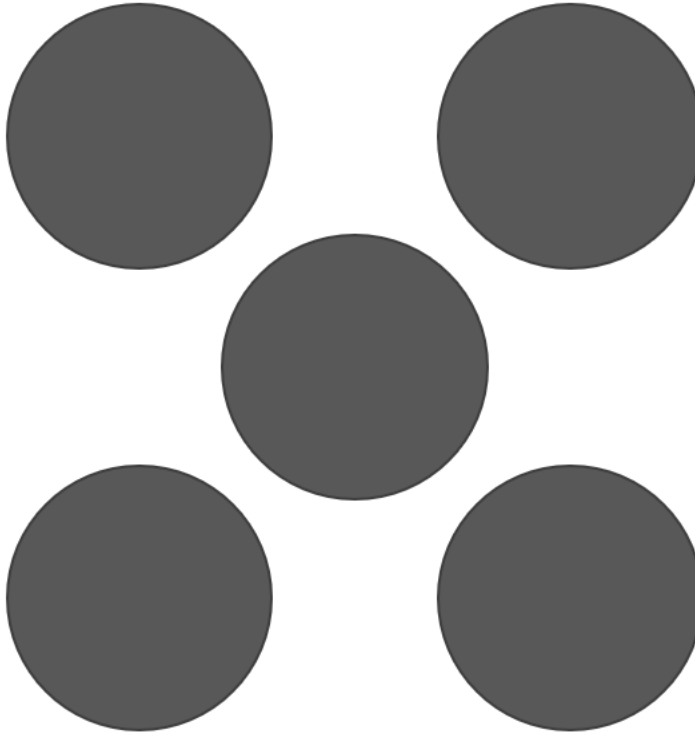


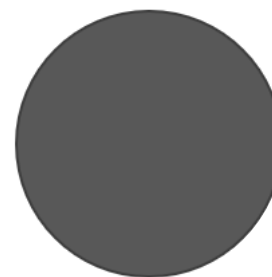
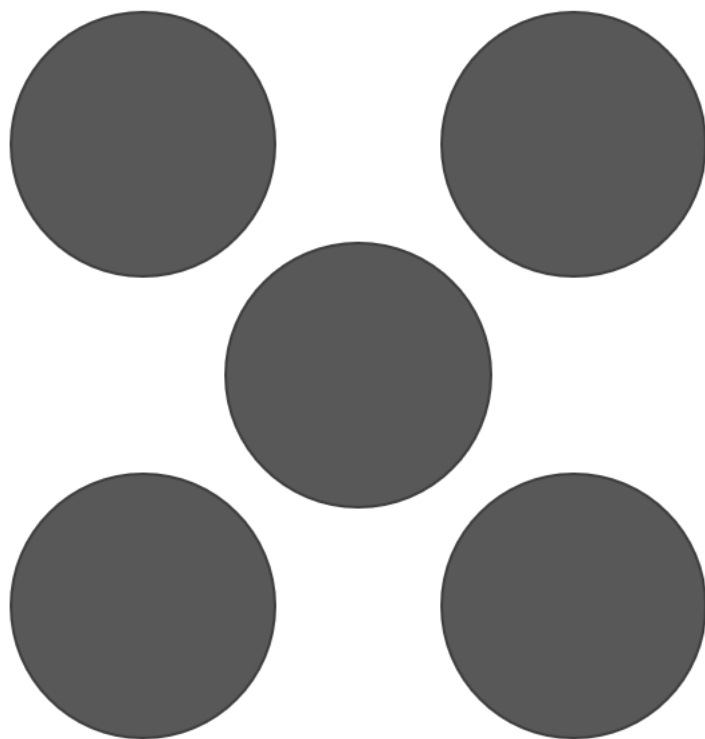


Mastering Number 2021/2022







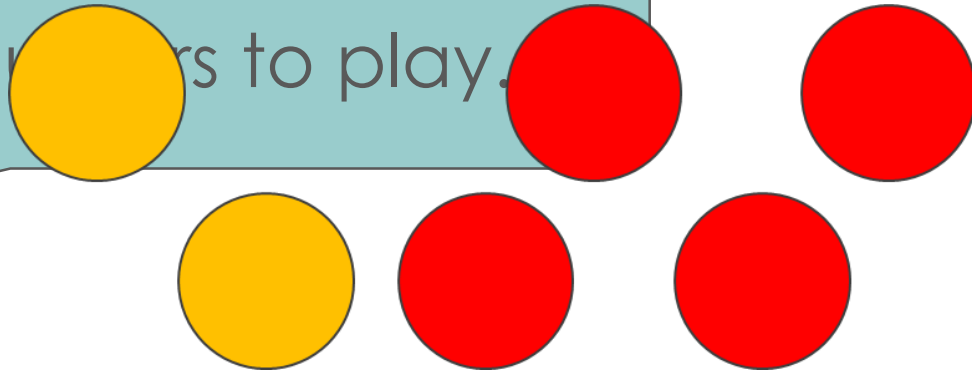
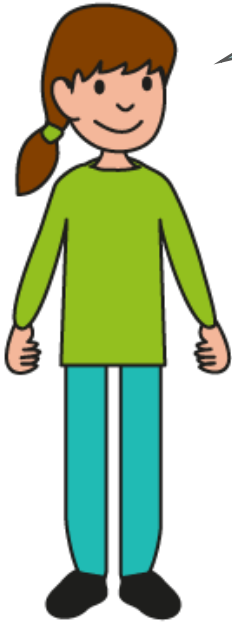


Home learning tasks

- Each week, you will be given a sheet that explains some activities that children can do with their grown-up.
- In our examples today, the tasks will all be about finding ways to make 6 and 7, but these tasks could be used for other numbers.
- In all of the tasks, children should be encouraged to ‘see’ the amount of objects without counting – just as they did in the previous activity.

Play 'Drop the counters'

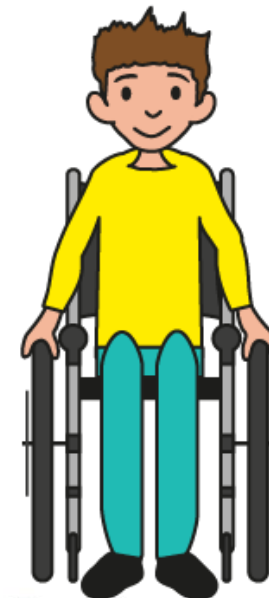
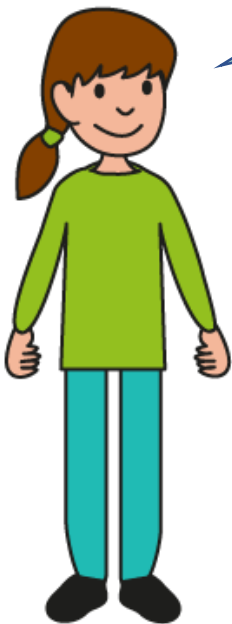
You will need 6 double-sided counters to play.



6 is made of ____ and ____;
____ and ____ make 6.

Play 'Drop 6 counters' with
a grown up! How quickly
can you say what you see?

6 is made of 4 and 2;
4 and 2 make 6!



6 is made of ____ and ____;
____ and ____ make 6.



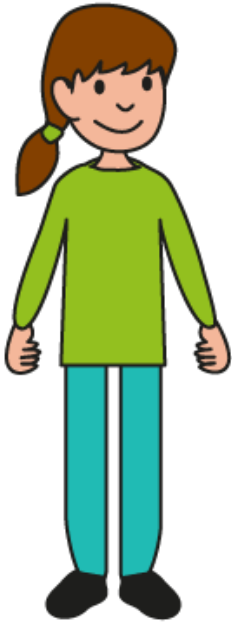
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Year 1, Week 1 – Drop the counters

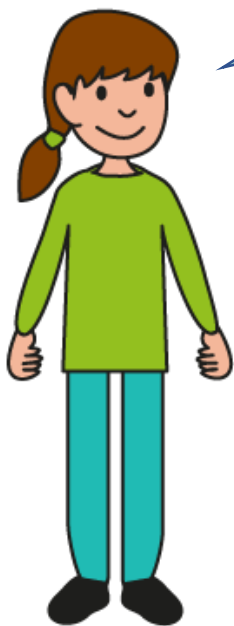
Monday				Wednesday				Friday			
Player 1		Player 2		Player 1		Player 2		Player 1		Player 2	
Colour 1 Blue.....	Colour 2 yellow.....	Colour 1	Colour 2	Colour 1	Colour 2	Colour 1	Colour 2	Colour 1	Colour 2	Colour 1	Colour 2
6	0	6	0	6	0	6	0	6	0	6	0
5	1	5	1	5	1	5	1	5	1	5	1
4	2	4	2	4	2	4	2	4	2	4	2
3	3	3	3	3	3	3	3	3	3	3	3
2	4	2	4	2	4	2	4	2	4	2	4
1	5	1	5	1	5	1	5	1	5	1	5
0	6	0	6	0	6	0	6	0	6	0	6

Play 'Egg Box 6' with counters

Use your stem sentence strip again, this time using your egg box and counters.



6 is made of ____ and ____;
____ and ____ make 6.



Let's work in order to find
the ways to make 6.

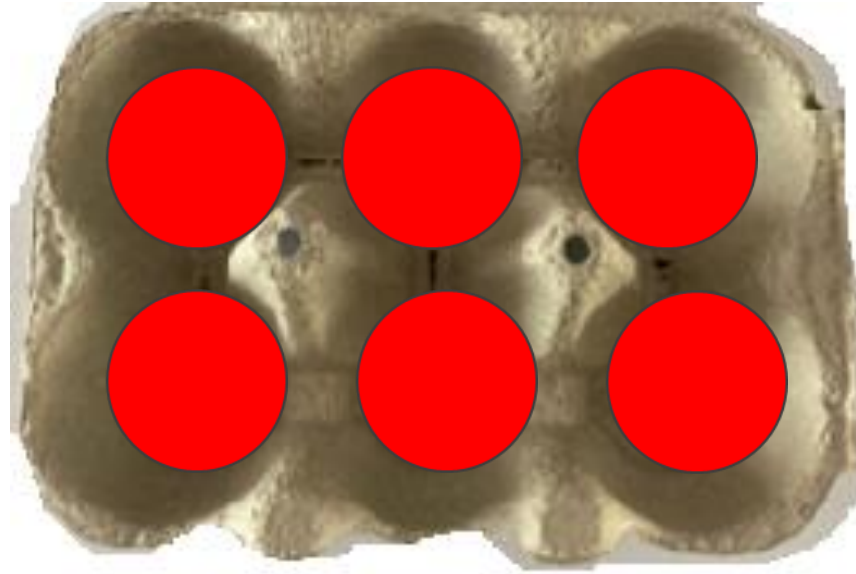
6 is made of ____ and ____;
____ and ____ make 6.



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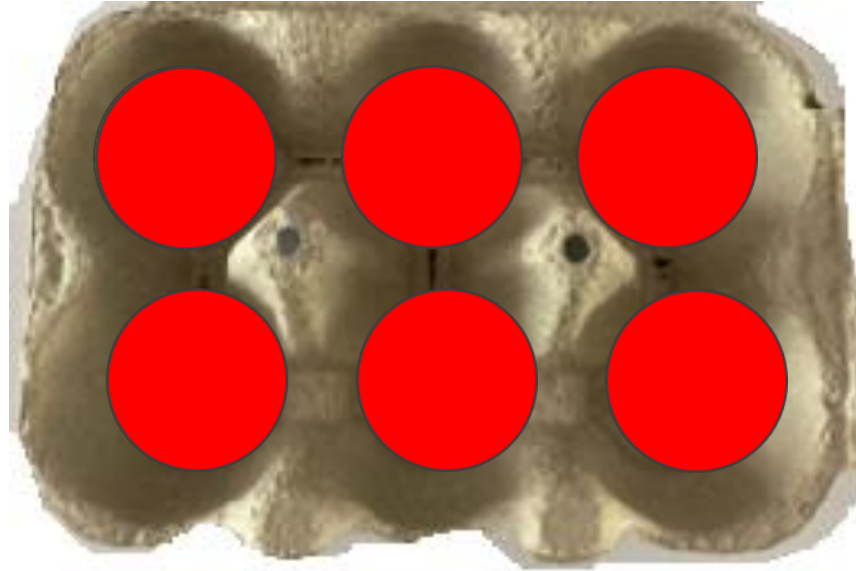
Place all counters red side up

How many
red
counters?



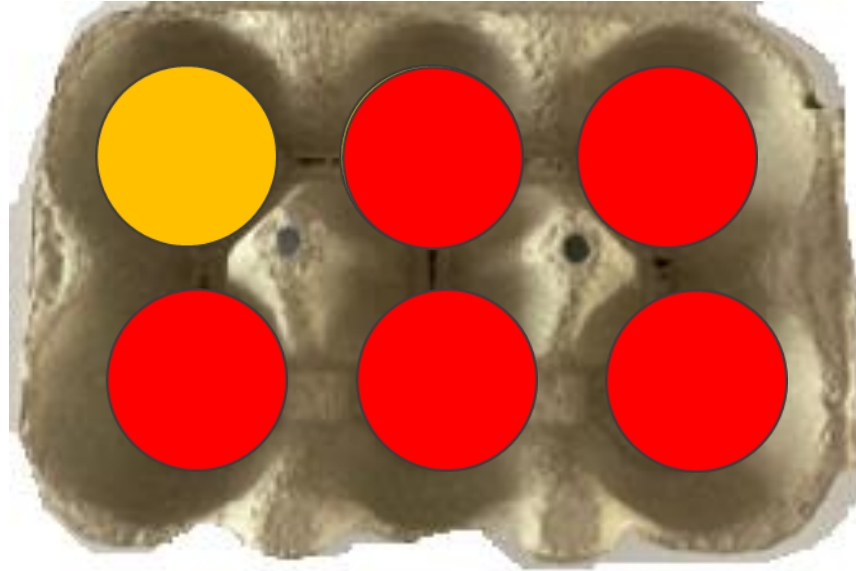
How many
yellow
counters?

Turn over one counter at a time so you can see the yellow side

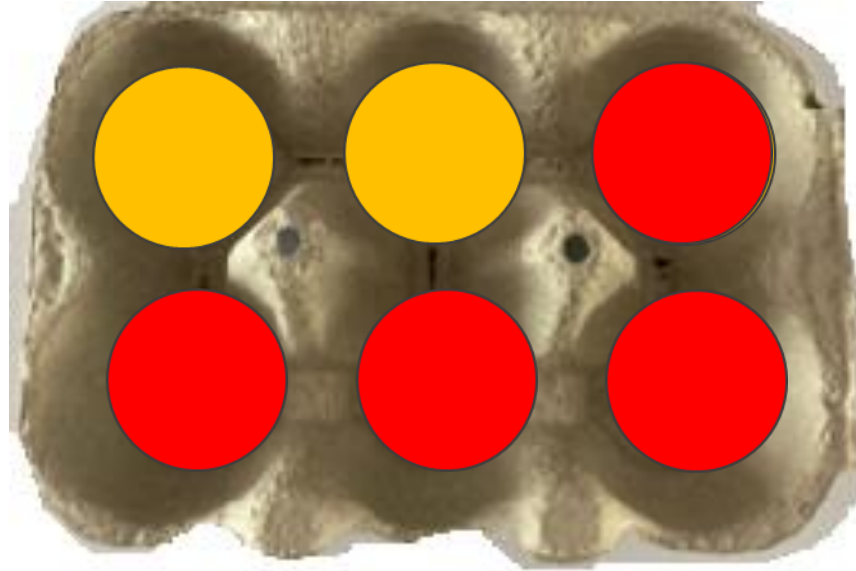


6 is made of 1 and 5;
1 and 5 make 6!

6 is made of ____ and ____;
____ and ____ make 6.



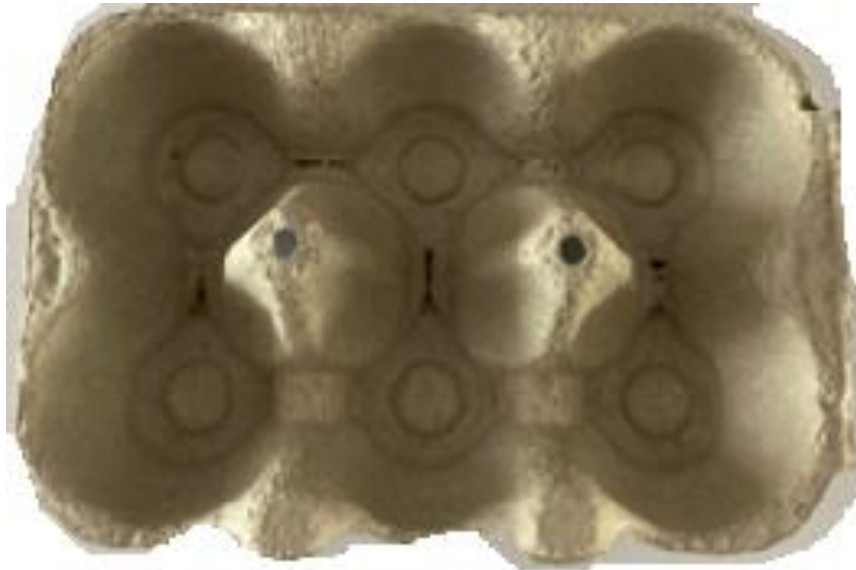
6 is made of ____ and ____;
____ and ____ make 6.



6 is made of ____ and ____;
____ and ____ make 6.

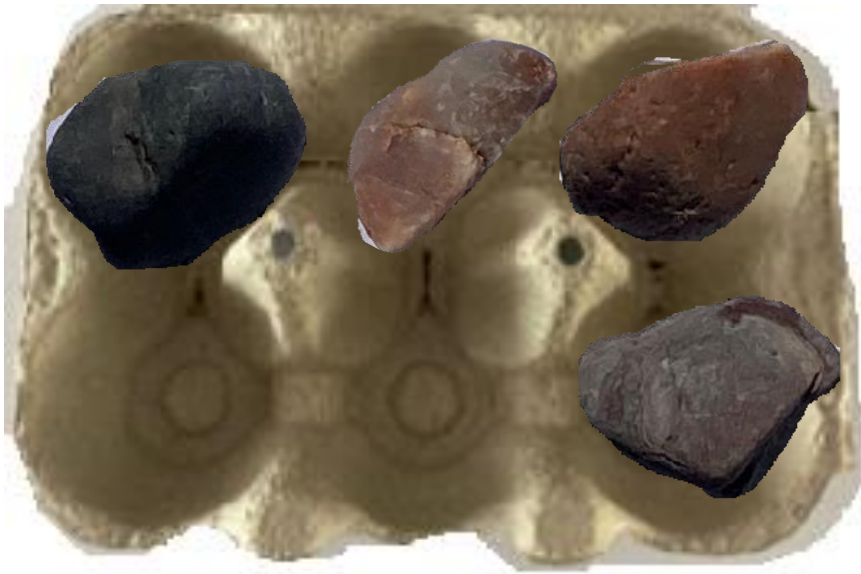
Play 'Egg Box 6' with objects

Gather 6 objects that can fit in the spaces in the egg box.



Put some of the objects in the egg box and hide the others.

How many more to make 6?



_____ needs _____ to make 6.

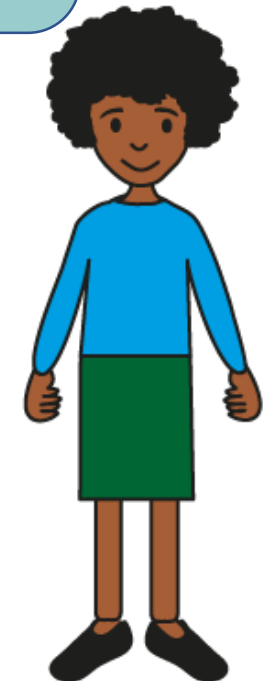
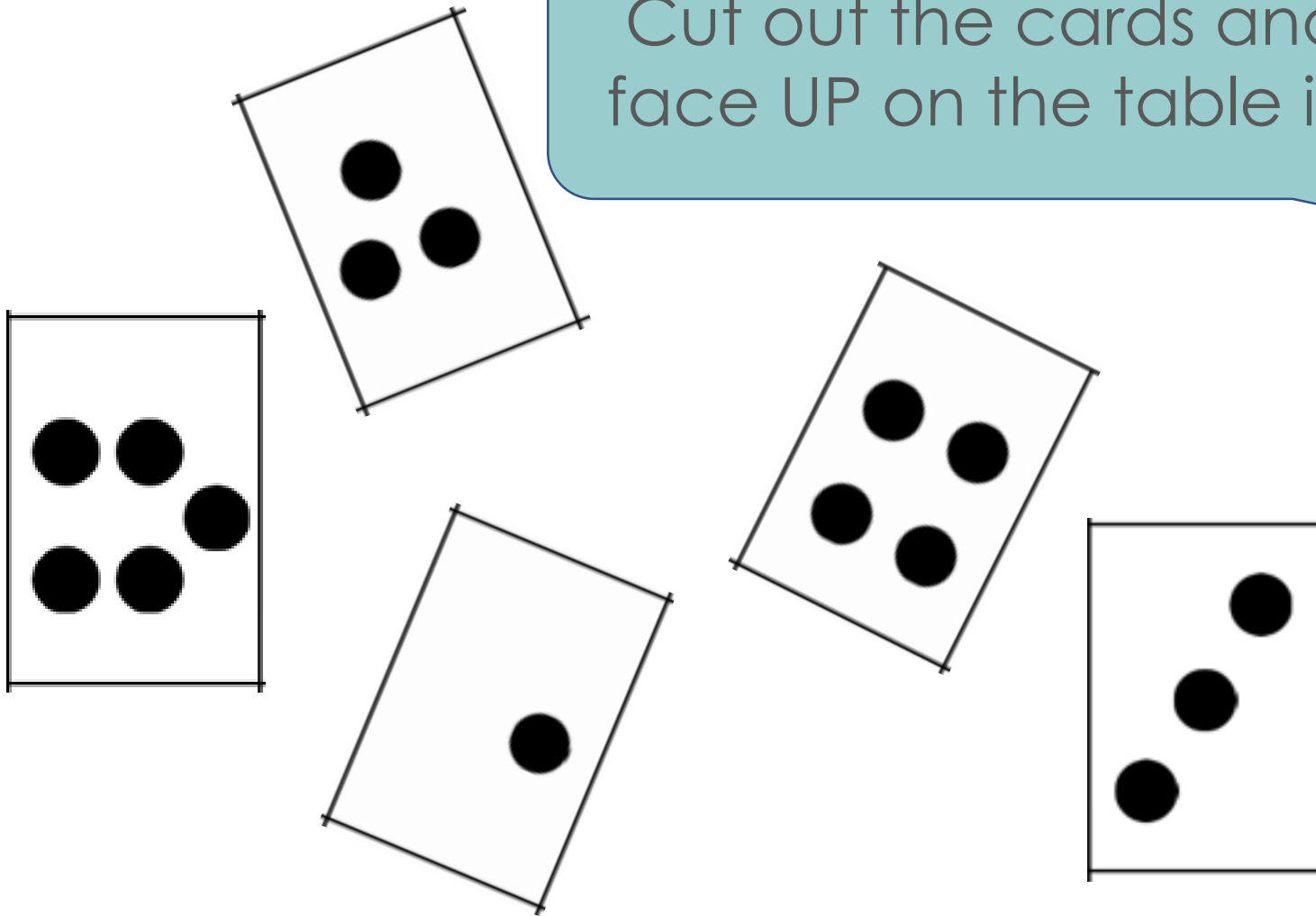
Play this again using different numbers of objects.



_____ needs _____ to make 6.

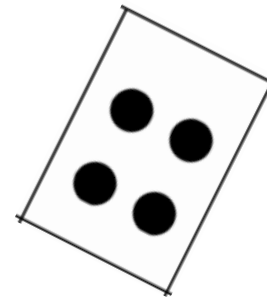
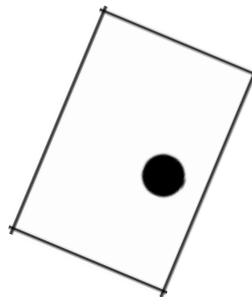
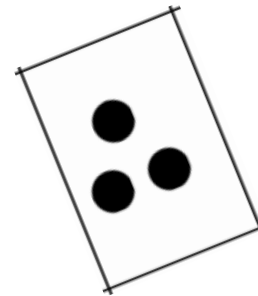
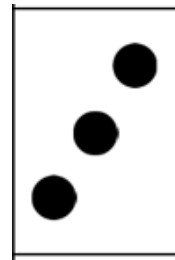
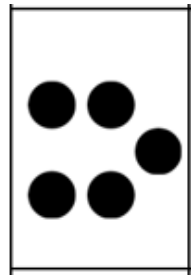
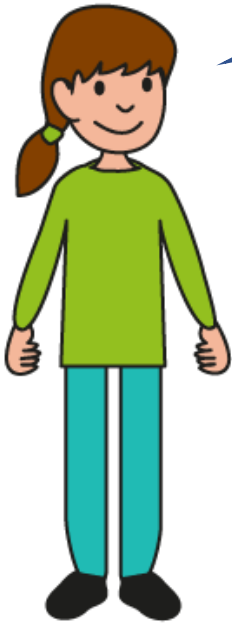
Find pairs to 6 with dots

Cut out the cards and place them face UP on the table in front of you.

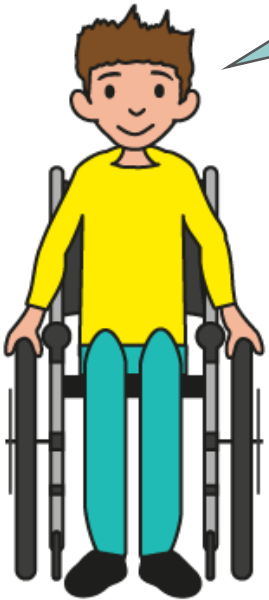


Play: 'Find pairs to 6' with dot cards

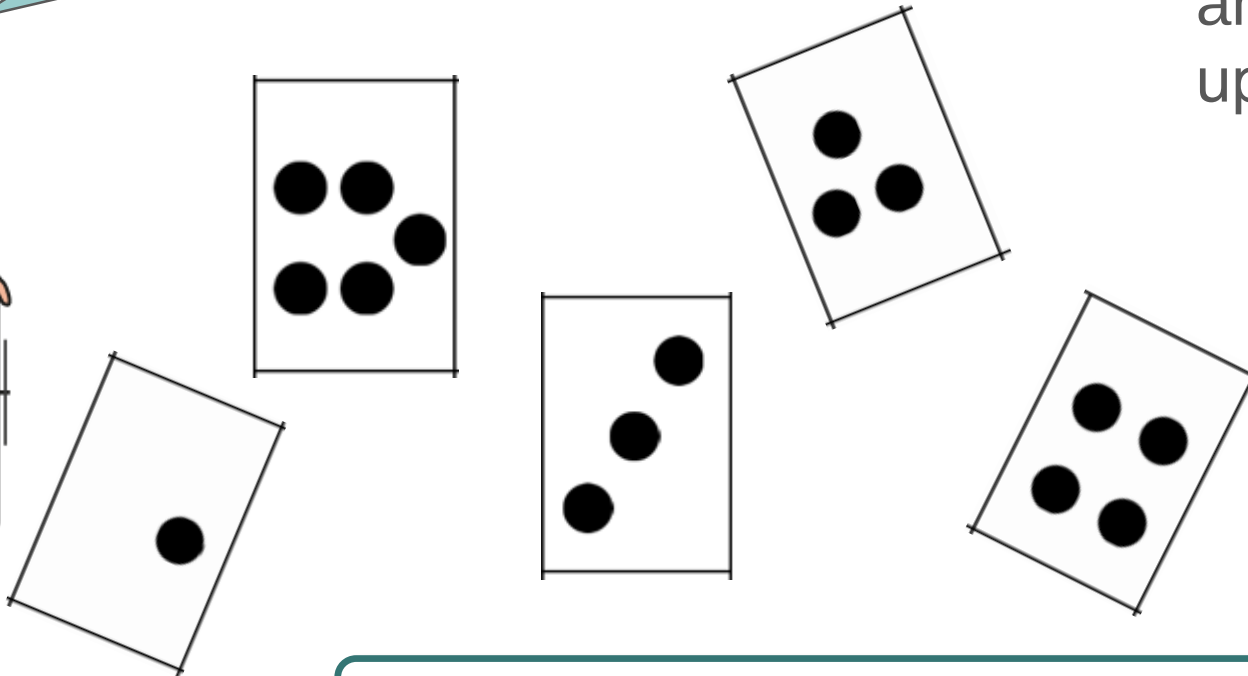
Let's practise remembering the ways that 6 can be made.



Find pairs that make 6.



One person will pick up a card, and the other person must pick up the card that will 'make 6'.

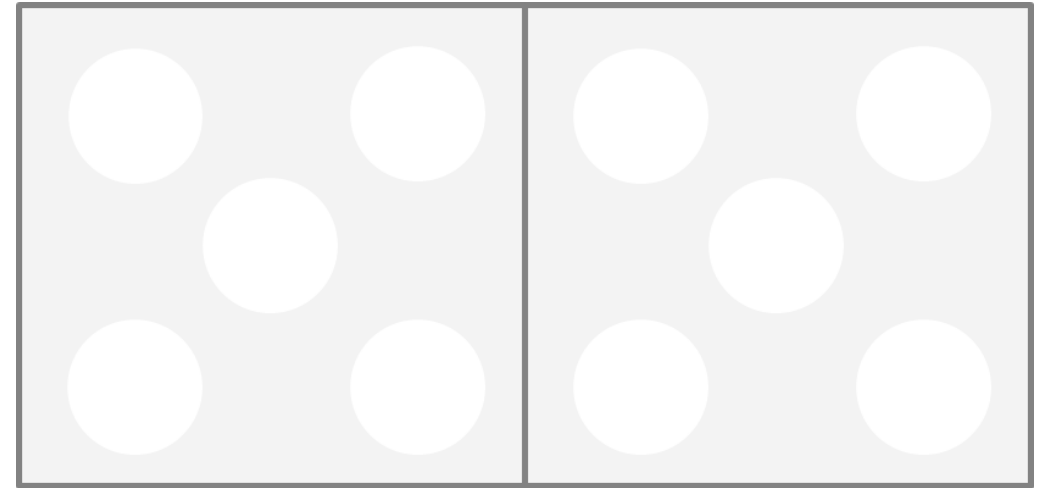
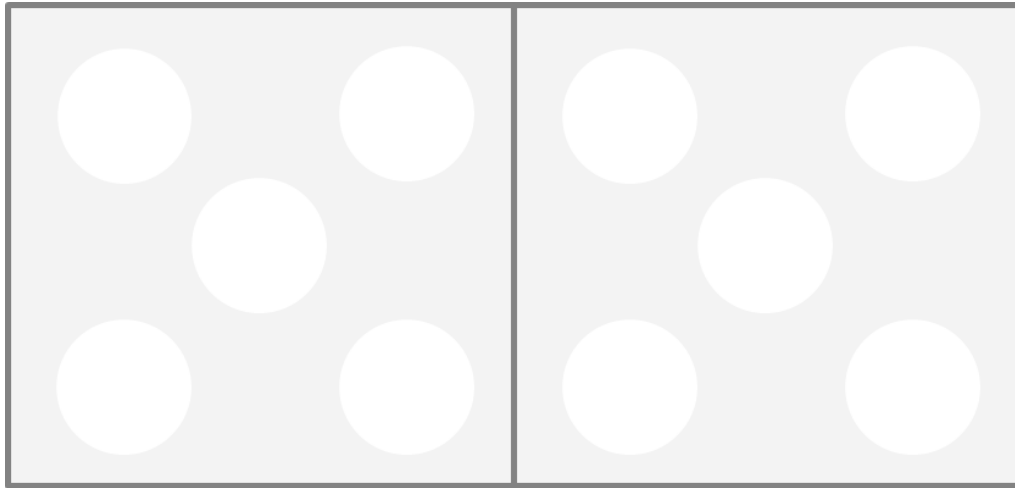


Use the stem sentence to support.

_____ needs _____ to make 6.

Week 2: In Week 4, children will find pairs of numbers that make 7 with dots.

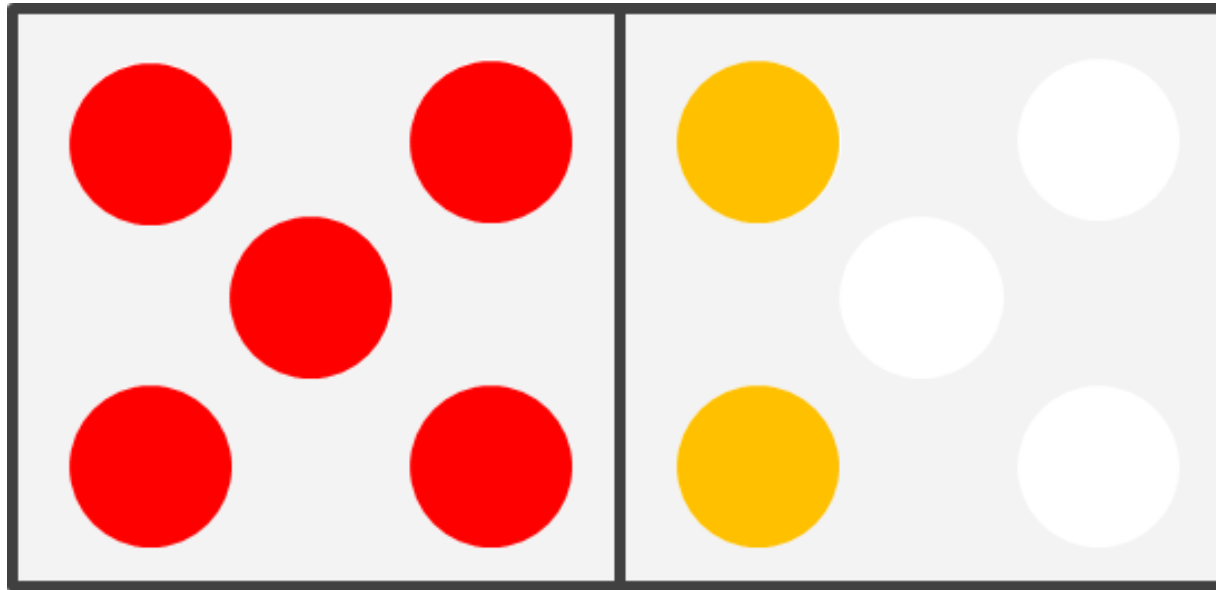
Play 'Copy my 7'



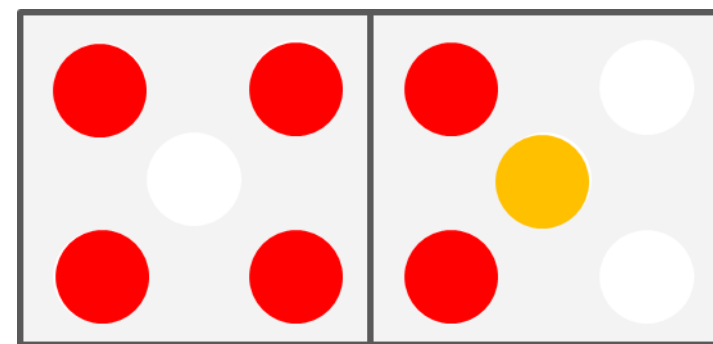
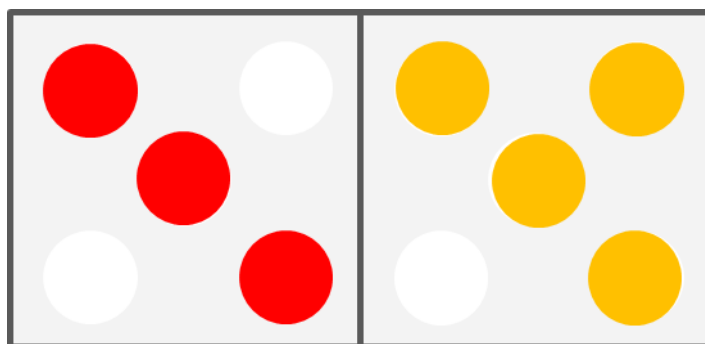
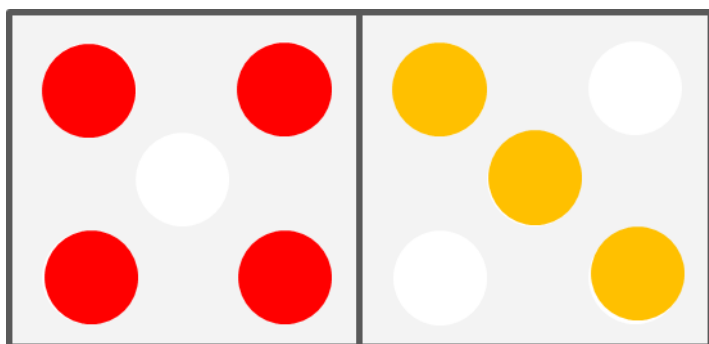
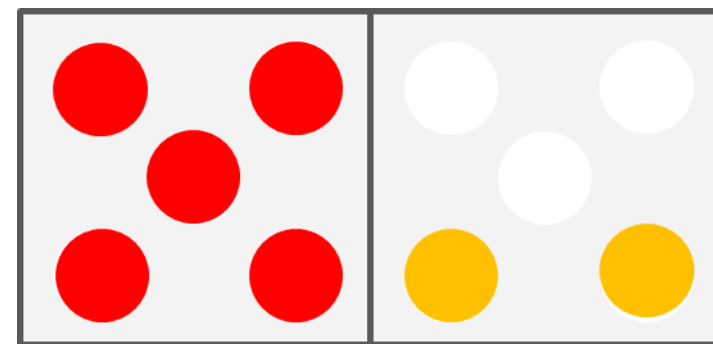
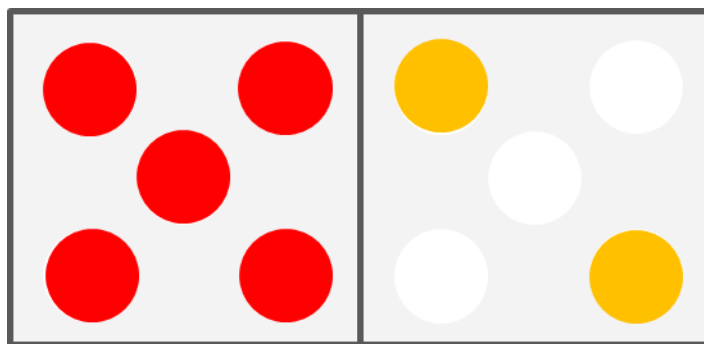
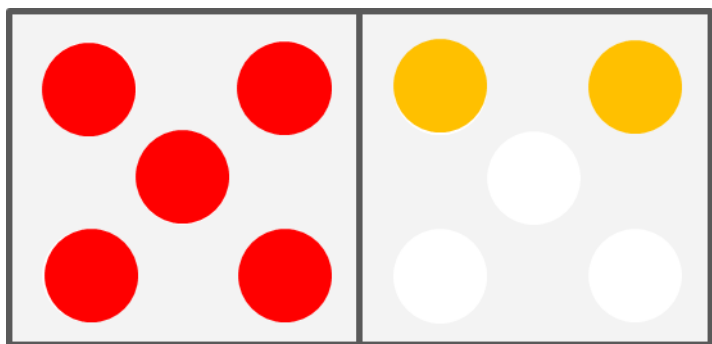
You will need two of these for this activity.

Grown-ups: make this arrangement and briefly show it to your child.

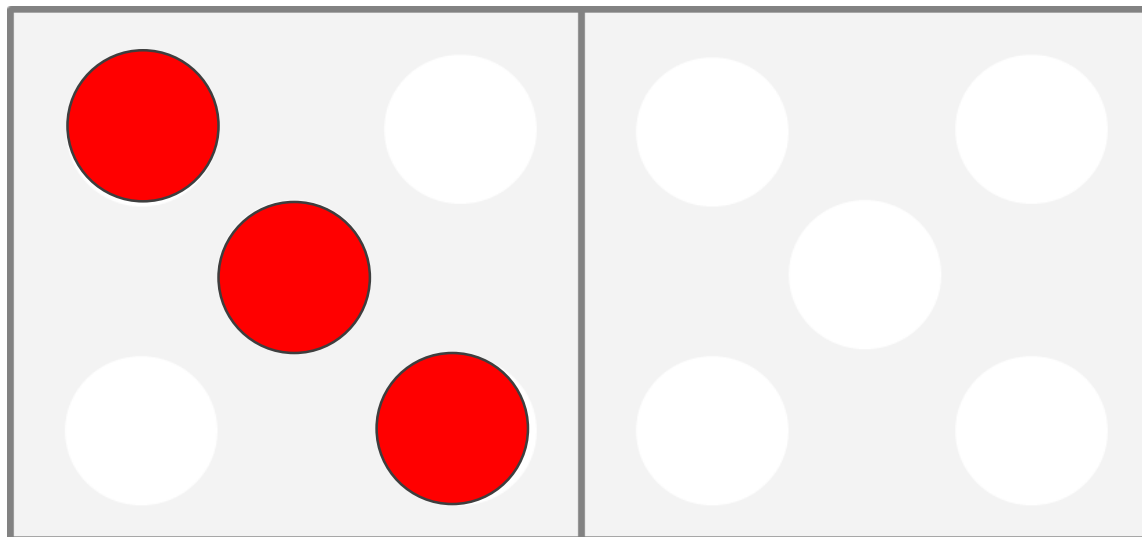
Children: can you copy the arrangement exactly?



Now try some of these arrangements.



Play 'Make it 7'



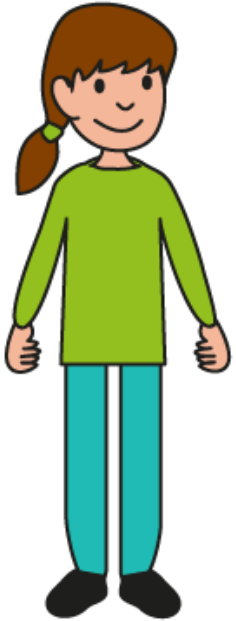
You will need 10 counters altogether.

Grown-ups – Place some counters (up to 5) on one side of the frame.

Children – place counters on the other side to make 7.

Play 'Make it 7'

Each player needs to have some double-sided counters (up to 10 each).



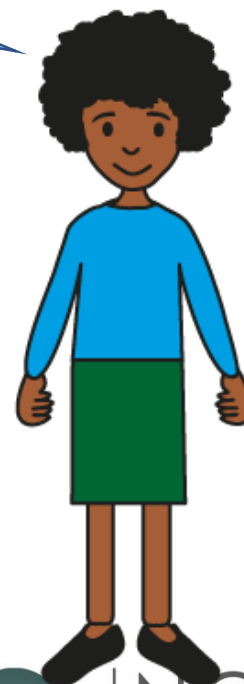
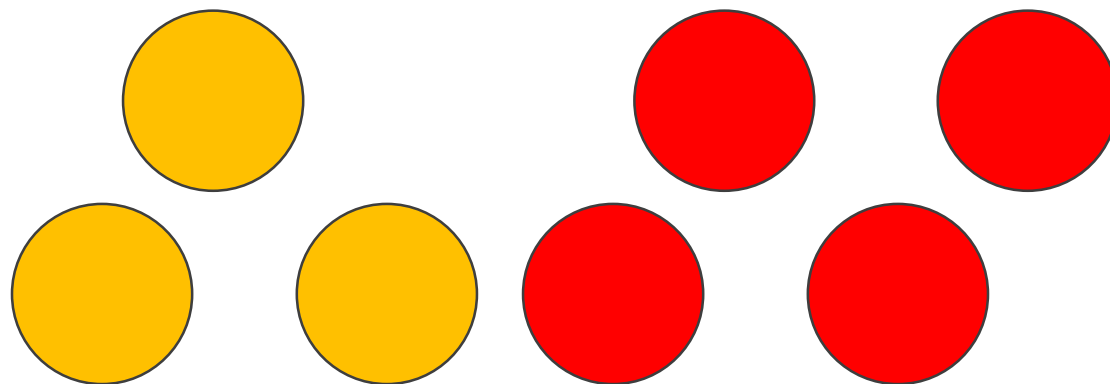
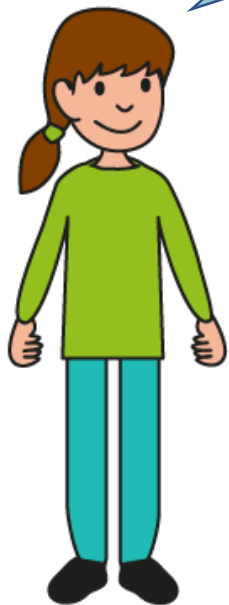
One player should put some counters down on the table.

The second player needs to make 7 by adding the correct number of counters. Can you do it without counting?

Use the stem sentence to say how many more makes 7.

Play 'Make it 7'

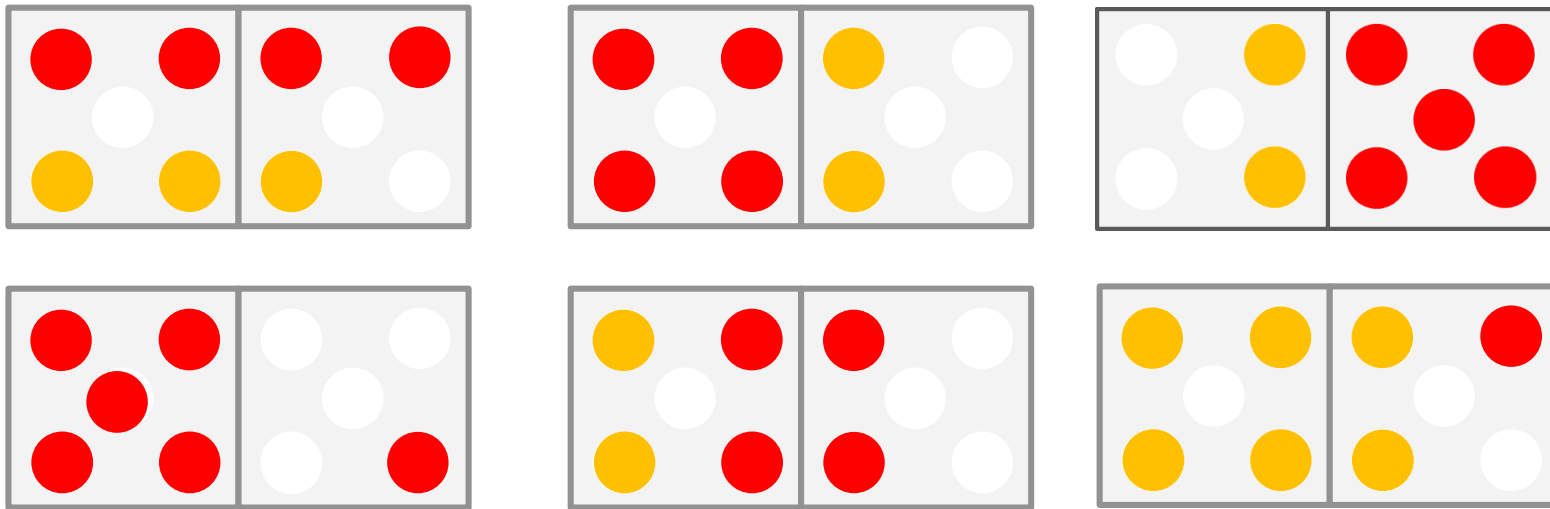
That's 4! I think 4 of 'Make it into 7'
needs... 3 to make 7! partner!



_____ needs _____ to make 7.

Subitising – 6 or 7

- By the end of the five weeks, your children might well be able to subitise patterns with counters and say whether there are 6 or 7.



Home Learning

You are going to take all the activities we made today home with you to practise.

The home learning for this week is set out on a sheet with instructions. You will receive a new sheet and some new activities each week.

Mastering Number at Home

Year 1 – Week 1

Drop the counters

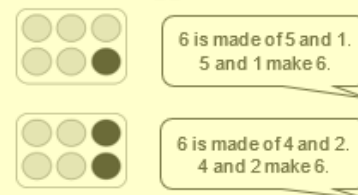


(Monday, Wednesday and Friday)

How to play

- For this game, you will need 6 two-colour counters and the worksheet 'Drop the counters'. Decide who will be player 1 and who will be player 2.
- Take it in turns to hold 6 counters in your hand and to drop them all at once onto the table.
- Check how many of each colour are showing. [Note that if all the counters land with the same colour showing, the player misses their turn.]
- Use the stem sentence to say aloud the way you have made 6. [See the example above and the worksheet 'Stem sentences' for guidance.]
- On your recording sheet, cross out the way you have made 6 with the counters.
- Keep playing until either player has crossed out all the ways to make 6 on their sheet.

Egg box 6



(Tuesday and Thursday)

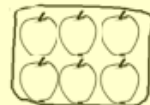
How to play

- For this game you will need an egg box and 6 two-colour counters.
- Place all 6 counters in the empty spaces in the egg box, with the same colour facing up.
- Turn over 1 counter and use the stem sentence to say the way to make 6 that is shown – "6 is made of 5 and 1..." [See the example above and the worksheet 'Stem sentences' for guidance.]
- Keep turning over 1 counter at a time and saying the new way to make 6 until you have found all of the ways to make 6.

Other things to try at home

Noticing packs of 6

In your home, can you make a list of things you have bought in packs of 6?



Things to try outdoors

Make sets of 6 things you can find in nature, e.g. 6 leaves, 6 acorns, 6 conkers, 6 twigs, and so on. If you see a collection of fewer than 6 things, ask, "How many more will make 6?"

Mastering Number at Home

My Diary – Year 1 Week 1

Please complete your diary with your grown-up every day.

Name: _____

Day	Activities completed (please tick)	✓	Grown-ups – comment about your child's learning
Mon	We played 'Drop the counters'.	☐	Played with dad. Sam was able to say see all the parts of 7.
Tues	We used our egg box and stem sentence to work out ways to make 6.	☐	
Wed	We played 'Drop the counters'.	☐	
Thurs	We used our egg box and stem sentence to work out ways to make 6.	☐	
Fri	We played 'Drop the counters'.	☐	

Grown-ups – please indicate how you and your child found the work this week.

Very confident



It was okay



Not too sure



How else can we help at home?

Some real-life maths

- Tell the time on an analogue (real) clock.
 - By the end of year 1 to be confident in O'clock and half past times. (quarter to and quarter past if you want to make a head start on Year 2.)
- Recognise different coins and notes
 - Opportunities to play shop, handle money, see you use money.

Number Facts

- Know all the addition and subtraction facts to 10 by the end of year. 0 – 6 would be a good focus between now and Christmas.
- Count in ones, twos, fives and tens confidently.

Thank you!



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References:

Axford, N., Berry, V., Lloyd, J., Moore, D., Rogers, M., Hurst, A., Blockley, K., Durkin, H. and Minton, J. (2019) How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice. London: Education Endowment Foundation.

Desforges, C. & Abouchaar, A. (2003), The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A literature review. London: Department for Education and Skills.

Goodall, J & Vorhaus, J (2011), Review of Best Practice in Parental Engagement. Department for Education.

Sarjeant, S (2021) Engaging parents in children's literacy: an investigation into the Impact in Writing programme as a strategy for parental engagement. Available at:
[https://orca.cardiff.ac.uk/id/eprint/136692/3/1576474%20Suzanne%20Sarjeant%20-%20Final%20thesis%20\(002\).pdf](https://orca.cardiff.ac.uk/id/eprint/136692/3/1576474%20Suzanne%20Sarjeant%20-%20Final%20thesis%20(002).pdf) (Accessed 03.10.2022)