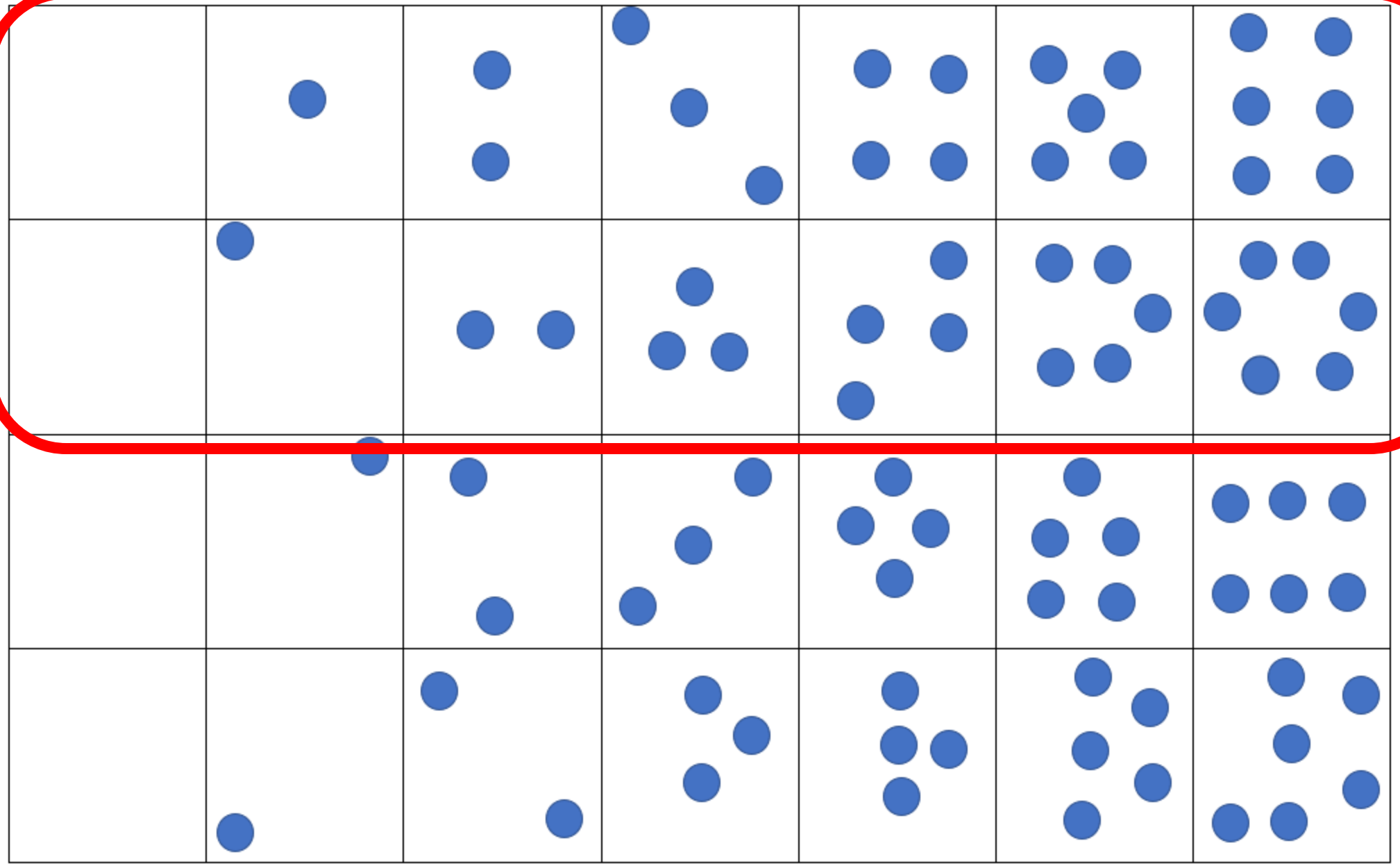
Welcome to our Maths Workshop.

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.

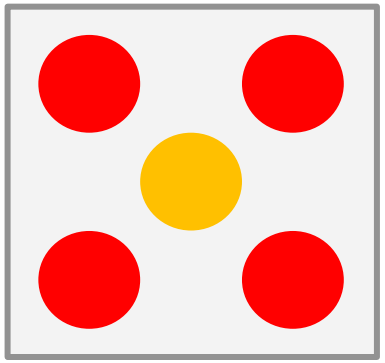
Just cut two rows. So we have 14 cards.

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



Mastering Number at Home

Year 1



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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.
- Numbots
- Importance of ‘Knowing’.

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Numbots – Why we have it in school?

The most painful part is the initial choosing their own Bot!

Engaging Game Play

Children LOVE playing NumBots which means any difficulty getting them to practise maths will be long forgotten!

- **Magical storyline** encourages children to continue playing to discover what's coming next.
- Dozens of **friendly characters**, including SportyBot, UnicornBot and NinjaBot.
- New levels and features to unlock.
- Motivational **stars, badges and trophies** to collect.
- Coins awarded for correct answers are used to upgrade child's own NumBots character.

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Keeping an eye on child's learning journey

Follow your child's progress and join in the fun by logging into the parent area.

- Easy to understand statistics.
- View children's progress all time or over the last 7 days.
- Track your child's usage and check whether they've met their daily goal.
- Discover how much your child has improved at key learning objectives.
- Two free parental accounts enable two adults to log in, play and see children's progress.
- Optional family leaderboards can reveal a competitive side in children and parents!

Username and password are in children's reading diaries.
You don't need to pay for anything.
Just download the App.

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Designed for Families

We prioritise keeping your family safe, so you can let your child play worry free.

- No chat functions.
- No in game purchases.
- No ads.
- GDPR compliant.
- Child friendly interface enables children to play independantly.
- Pupil led – each child learns maths at exactly the right pace for them.

It is most effective when played for about 3 minutes a day - 4 or 5 times a week.

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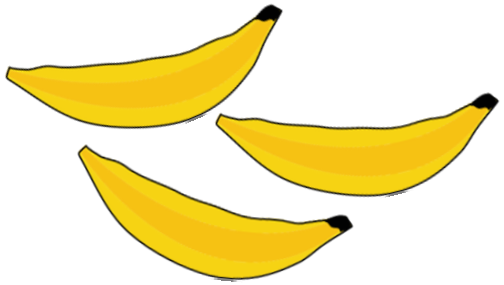
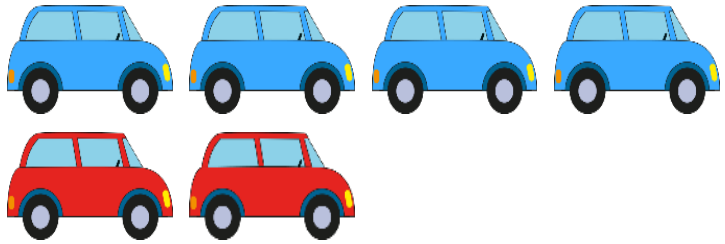
How does Mastering Number help us to teach maths in school?

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

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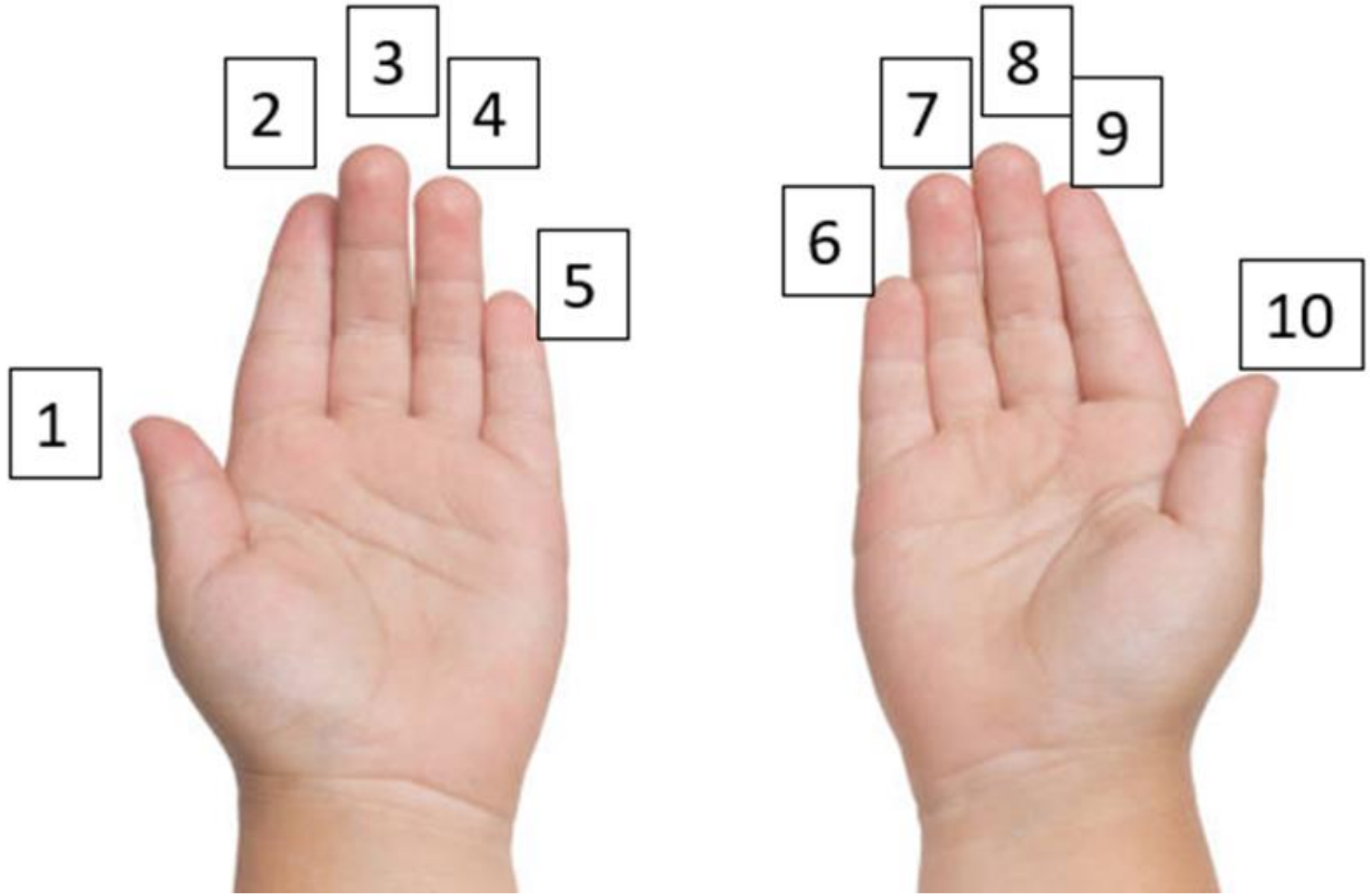

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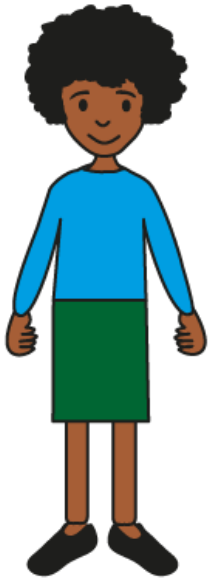
How do we develop good number sense?

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

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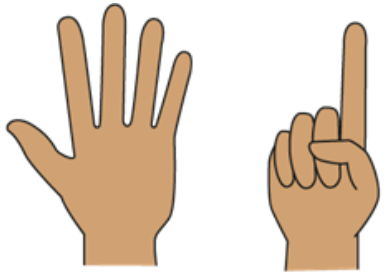
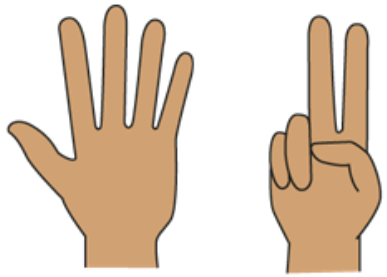
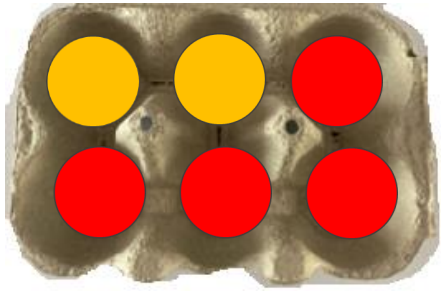
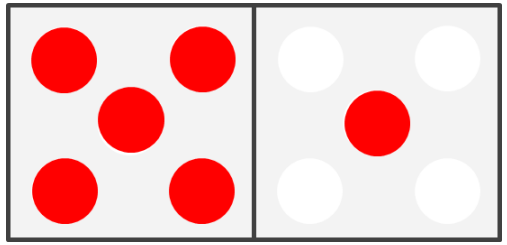
Let’s look at 6 and 7!

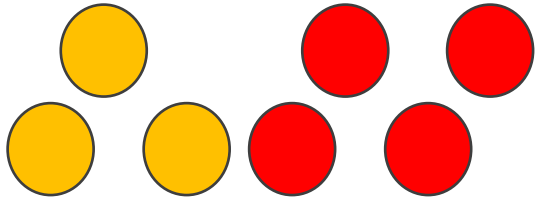
Finding all the ways that 6 and 7 are ‘made’ and then doing activities that give them a chance to practise will help children.

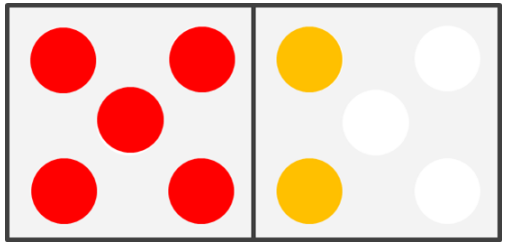












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Recognising small ‘numbers’

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!

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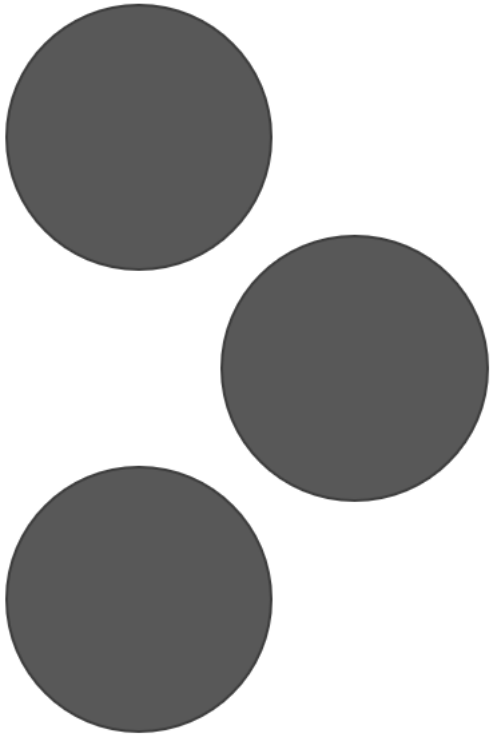

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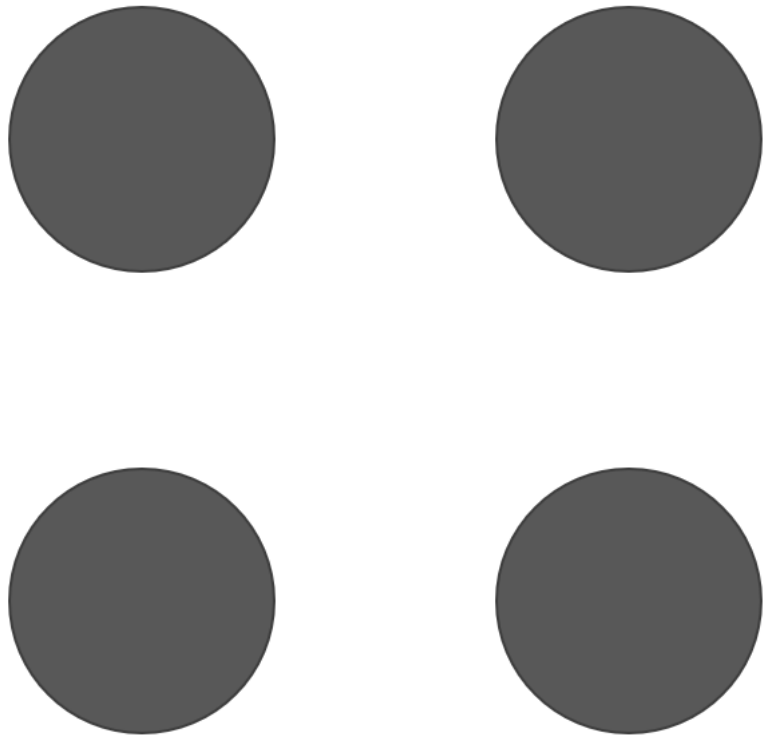

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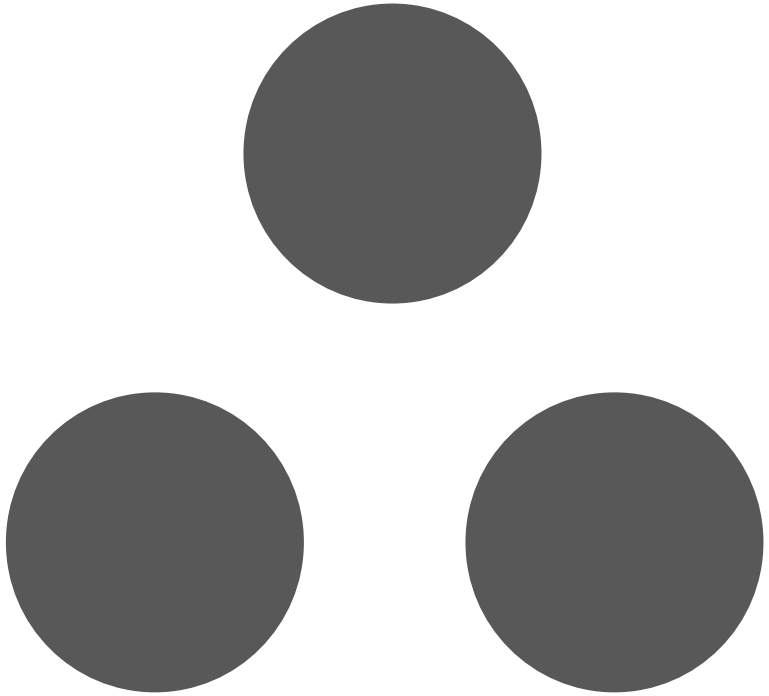

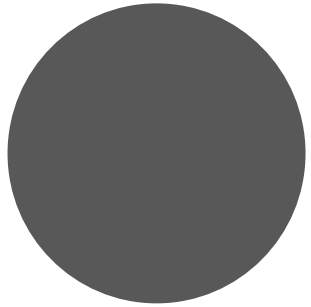

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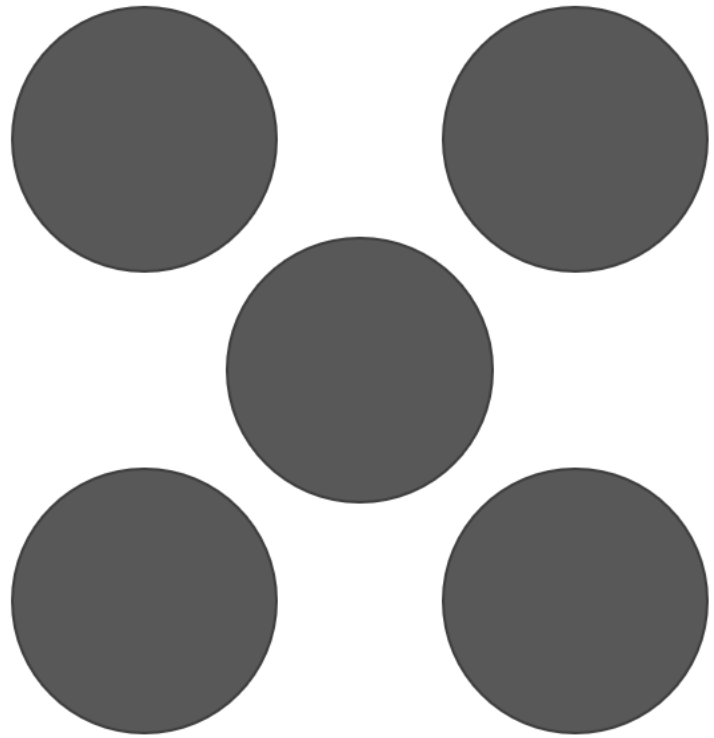

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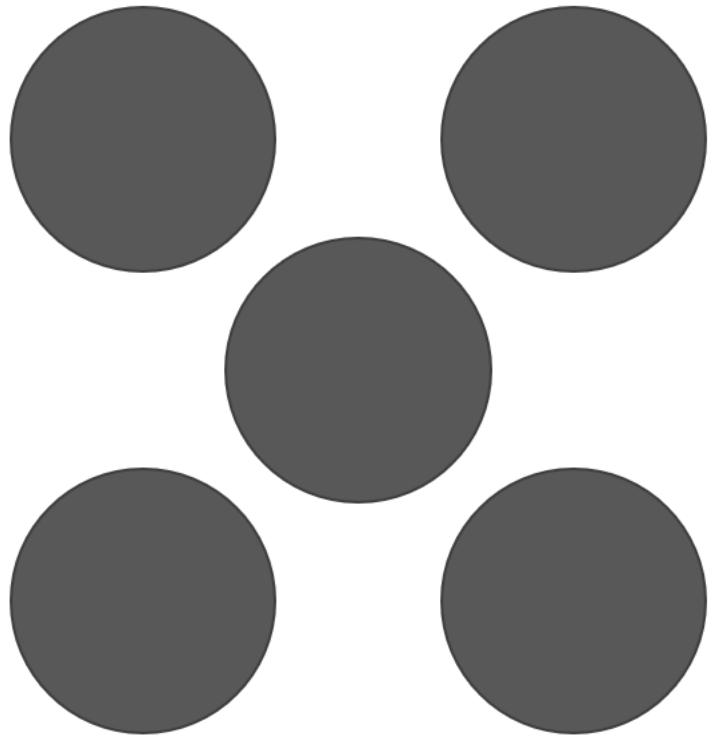
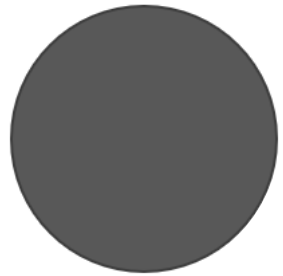
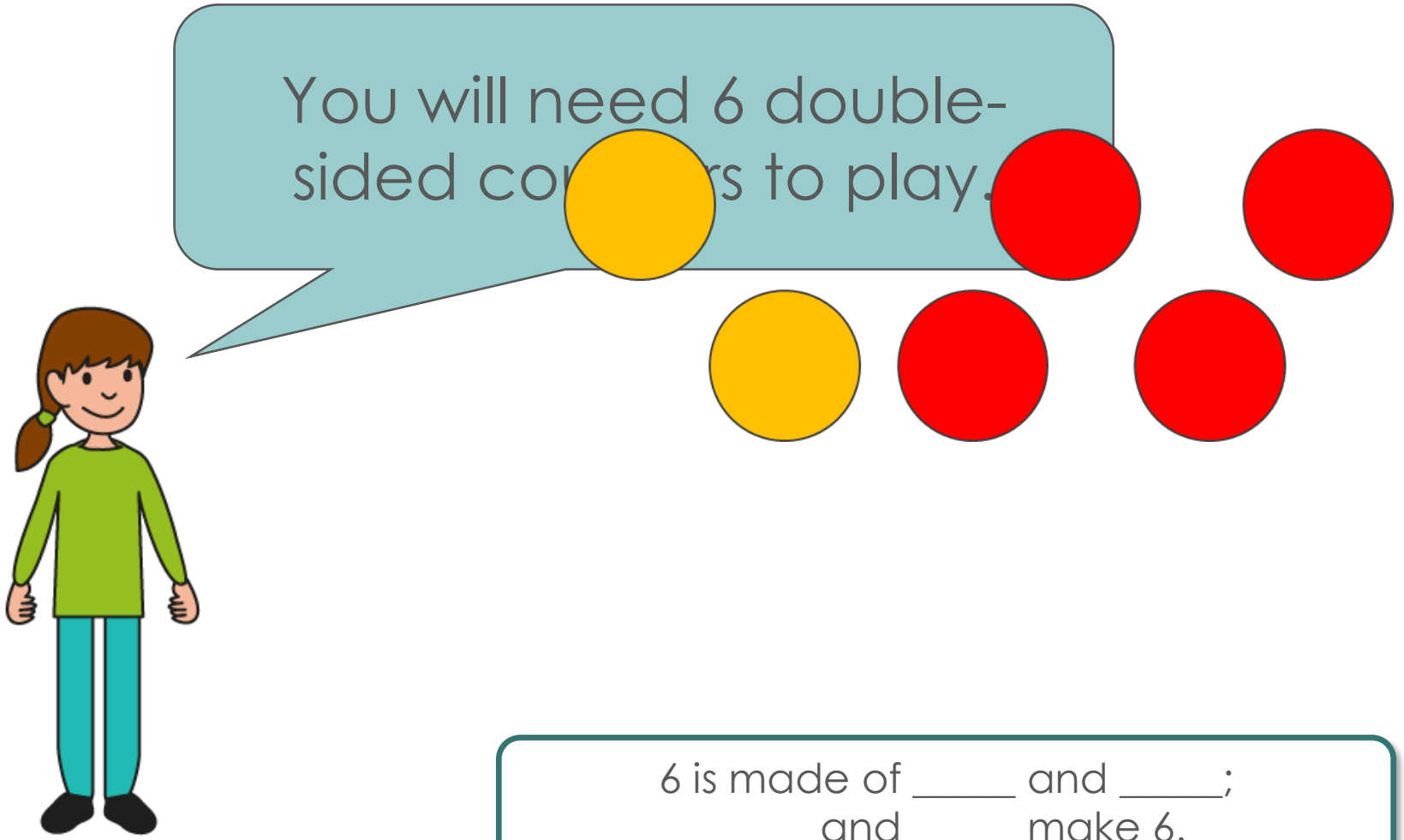




Home learning tasks

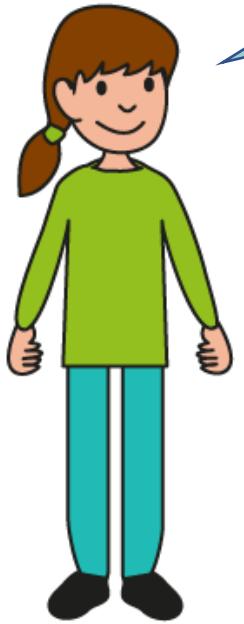
- Each week, you will be given a sheet that explains some activities that children can do with their grown-up.
- In our examples today, the tasks will all be about finding ways to make 6 and 7, but these tasks could be used for other numbers.
- In all of the tasks, children should be encouraged to ‘see’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

Play ‘Drop the counters’

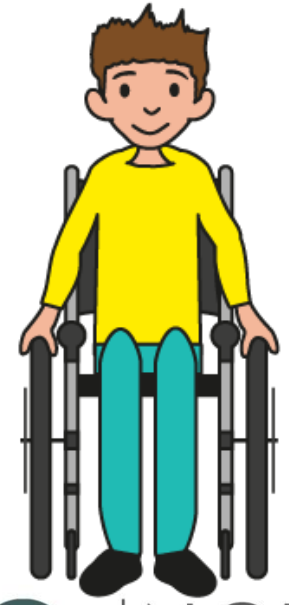


6 is made of _____ and _____;
_____ and _____ make 6.

Play ‘Drop 6 counters’ v
a grown up! How quic
can you say what you s



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

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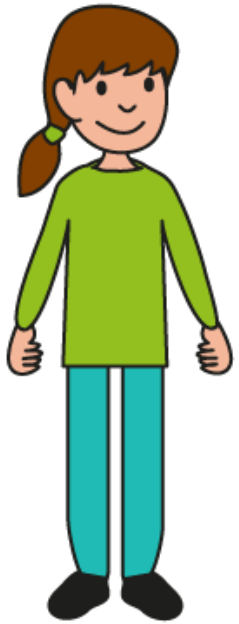
Play ‘Egg Box 6’ with counters

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



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

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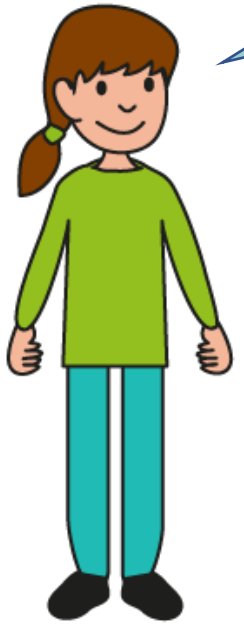
Let's work in order to find the ways to make 6.



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

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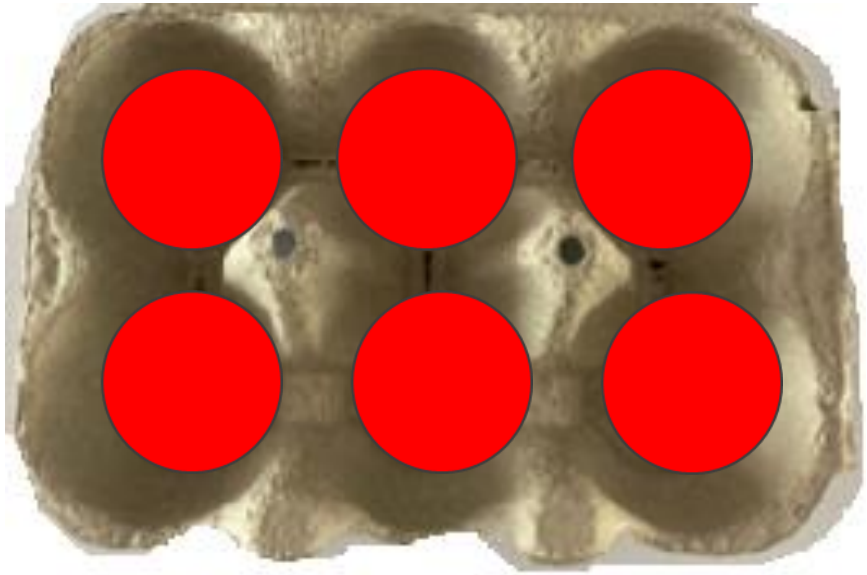
Place all counters red side up

How many red counters?



How many yellow counters?

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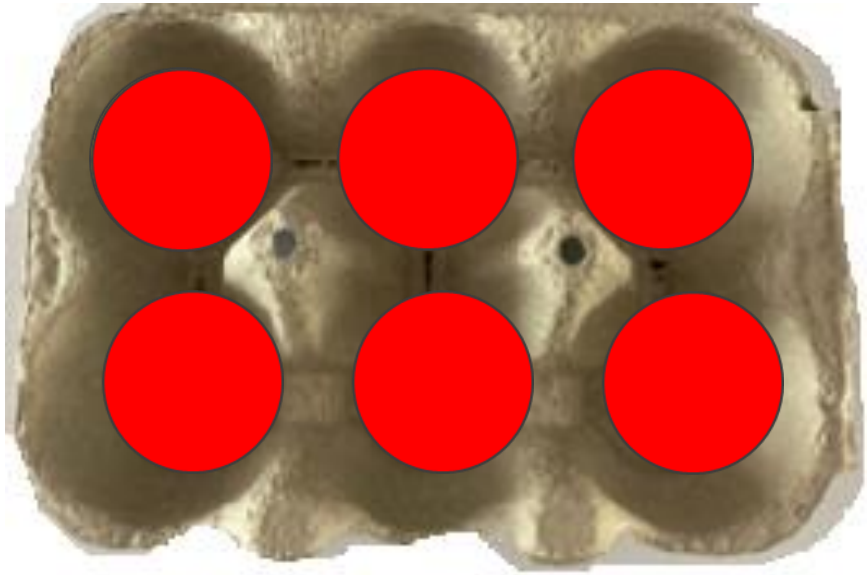
Turn over one counter at a time so you can see the yellow side



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

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

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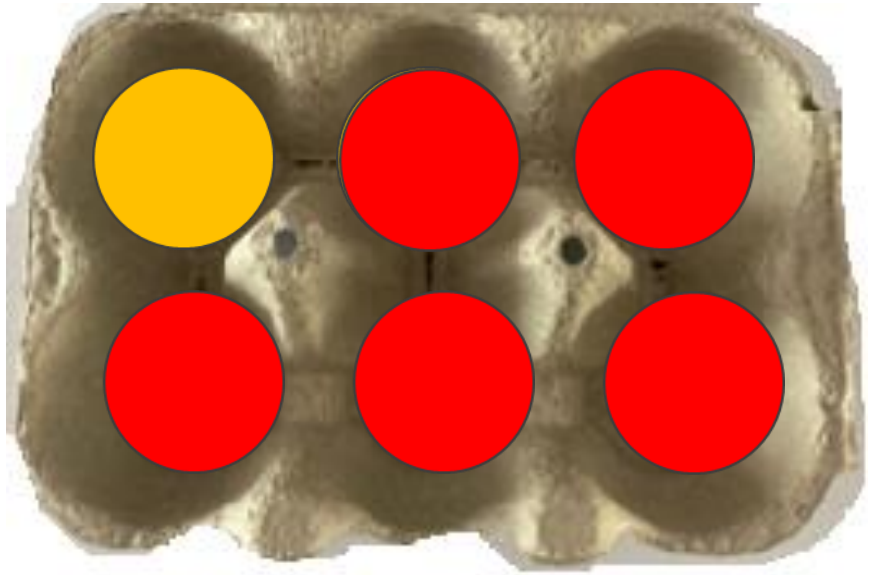
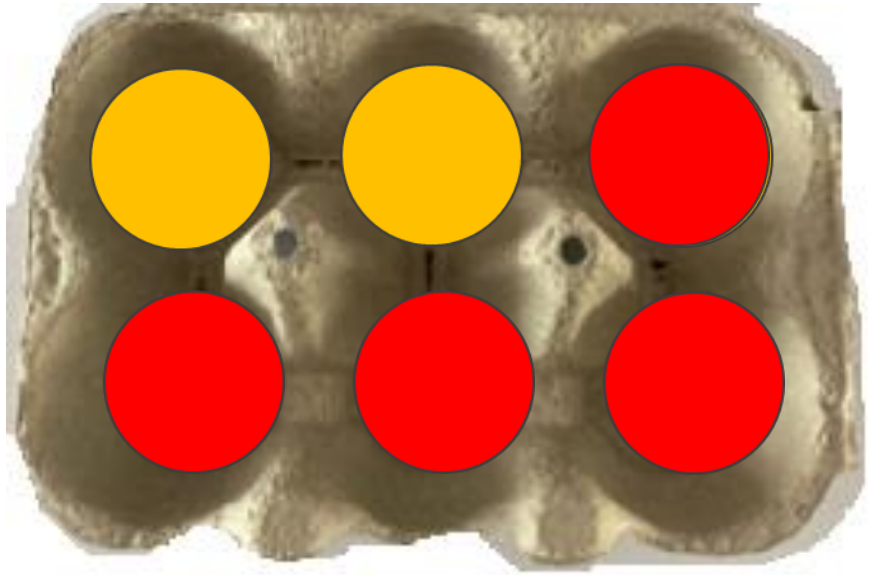


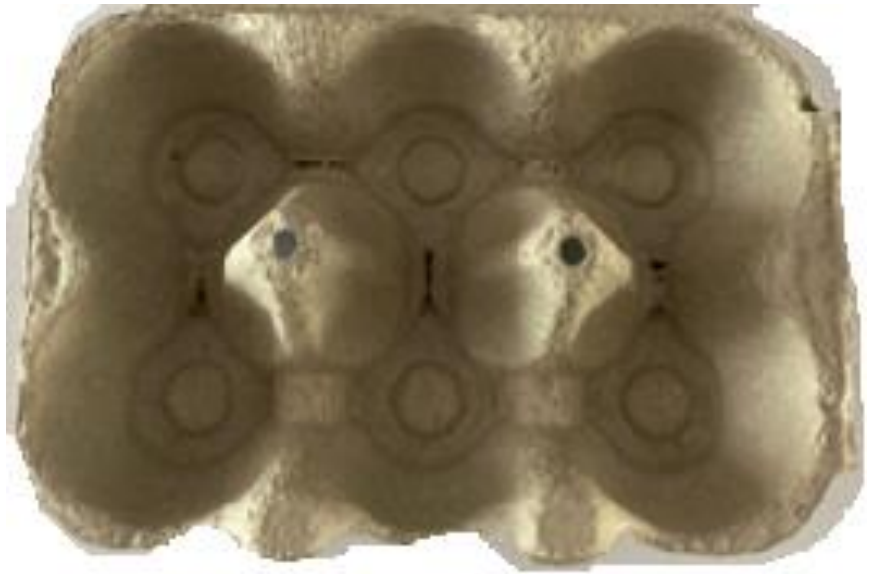
6 is made of _____ and _____;
_____ and _____ make 6.



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.



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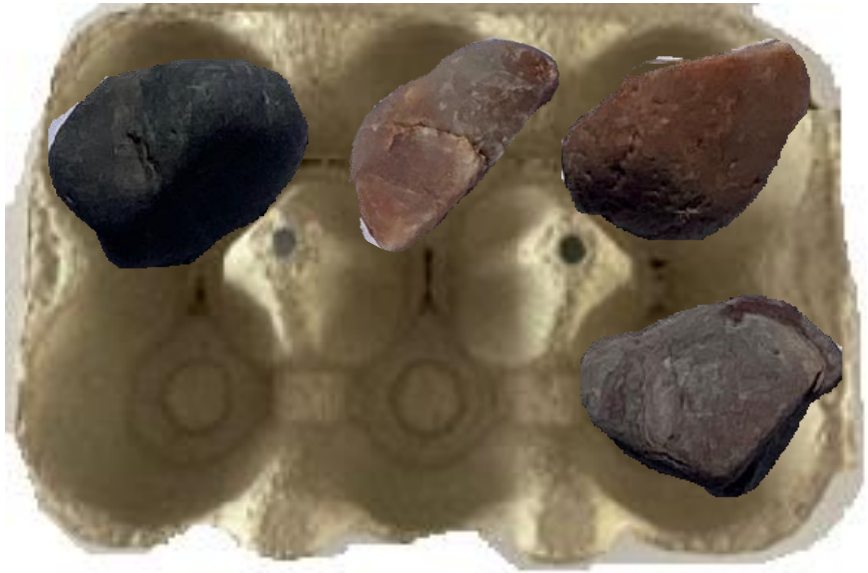
Put some of the objects in th
egg box and hide the other

How many more to make 6?



_____ needs _____ to make 6.

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Play this again using different numbers of objects.

_____ needs _____ to make 6.

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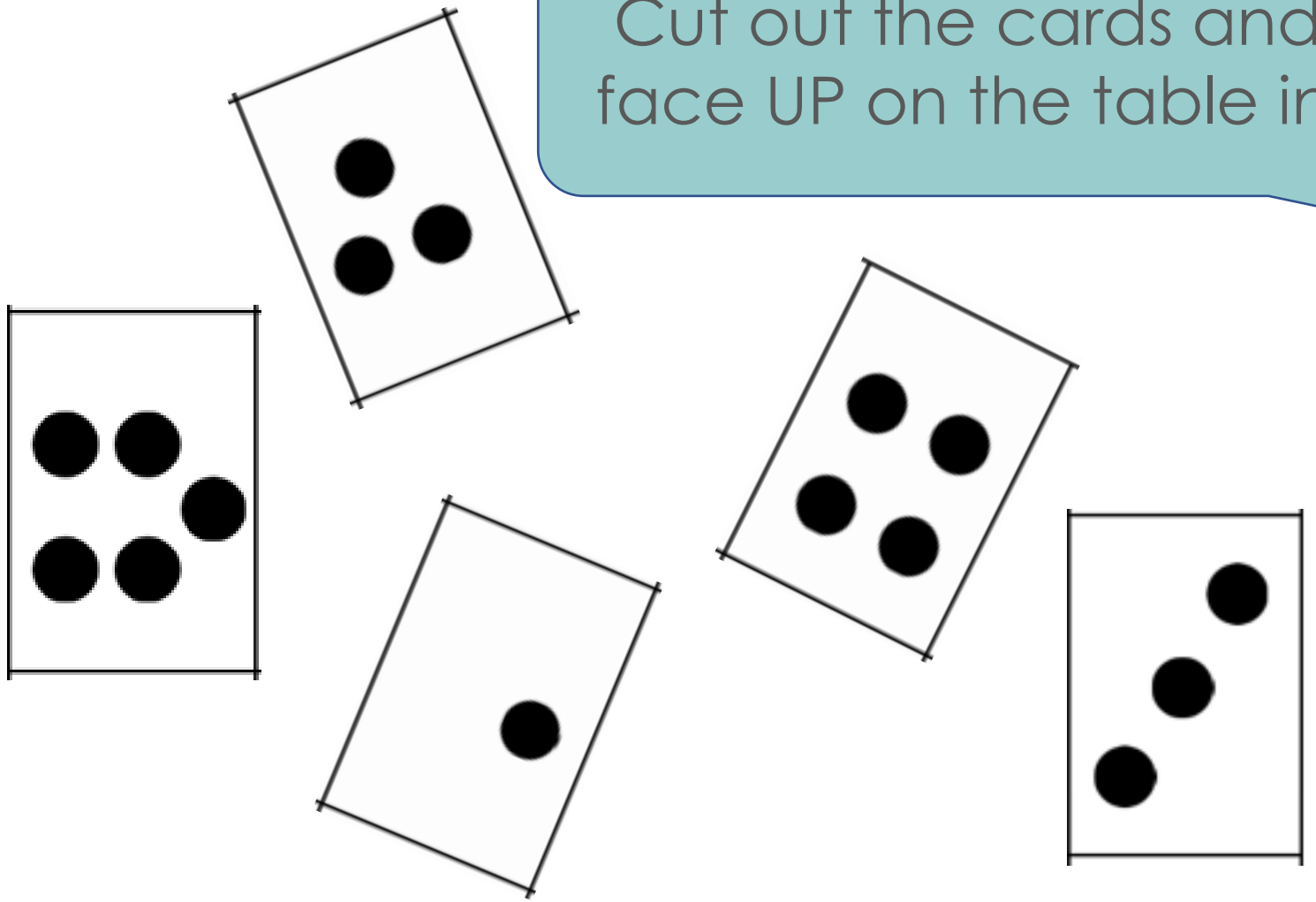
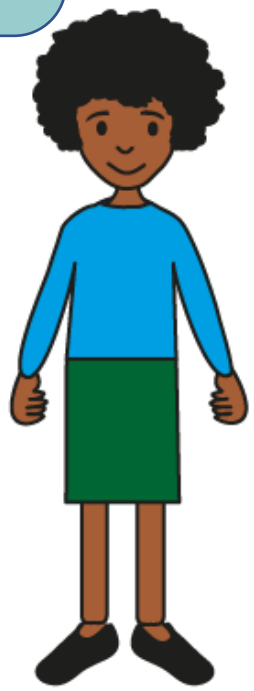
Find pairs to 6 with dots

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





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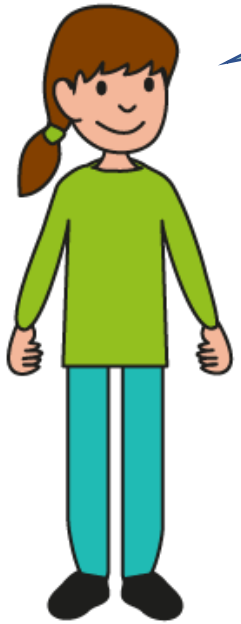
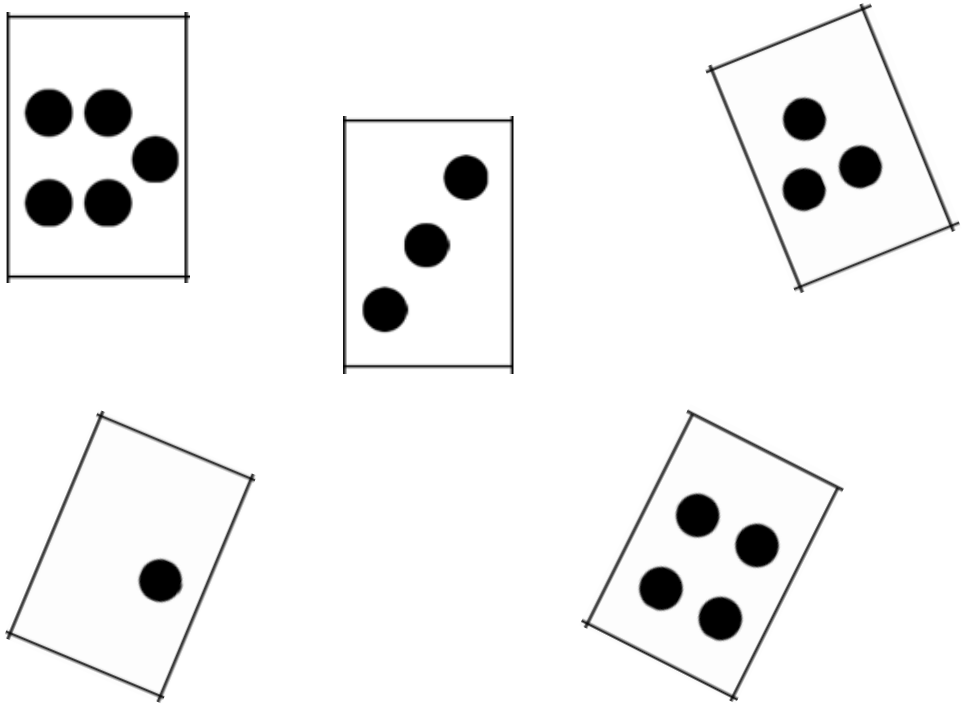
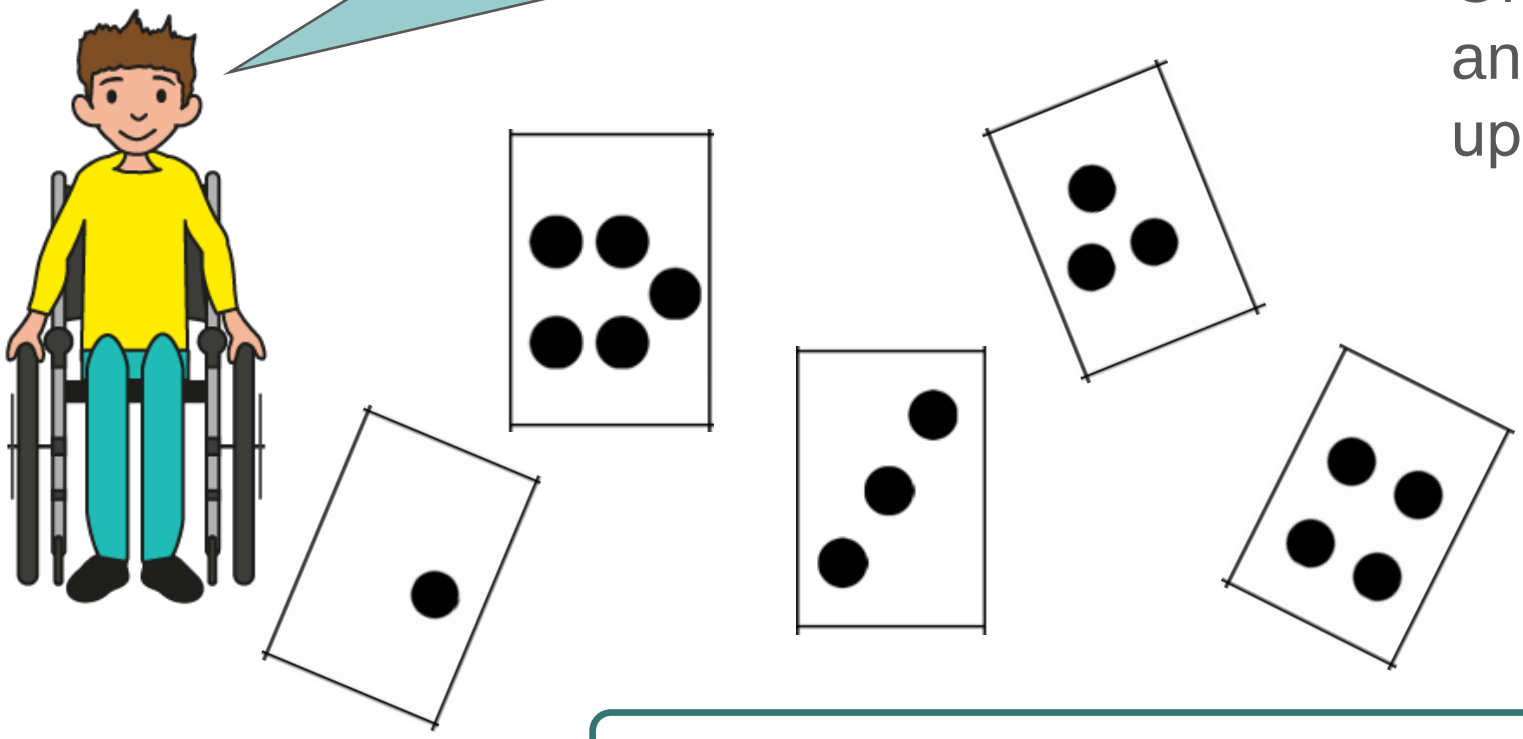
Play: ‘Find pairs to 6’ with dot cards

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.

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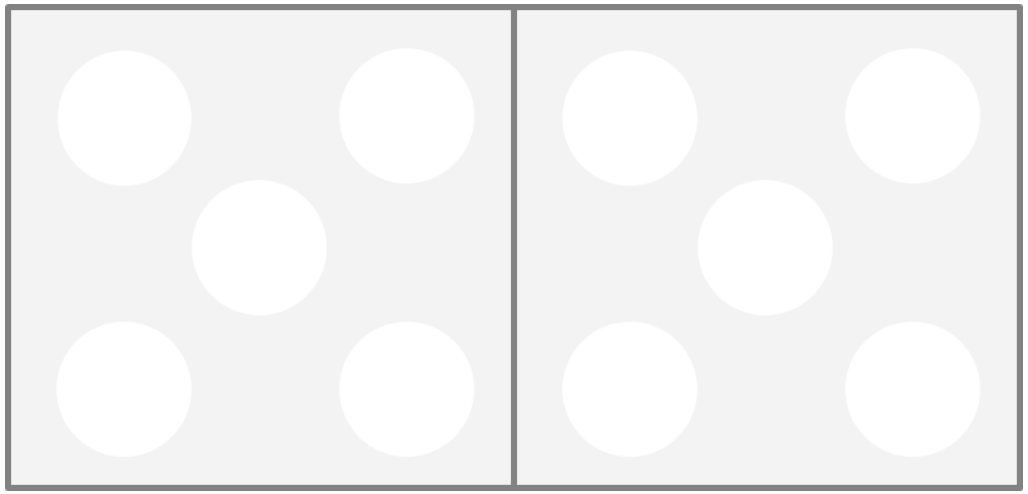
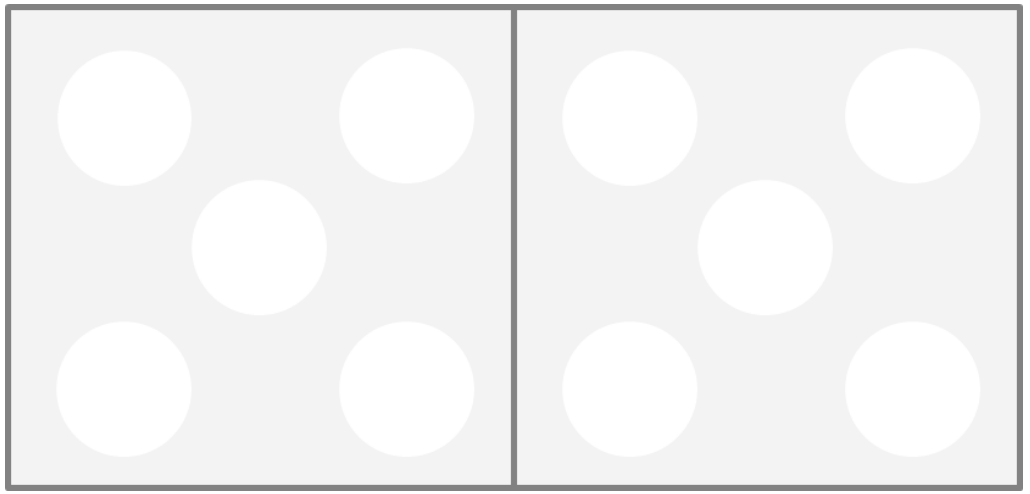
Play ‘Copy my 7’

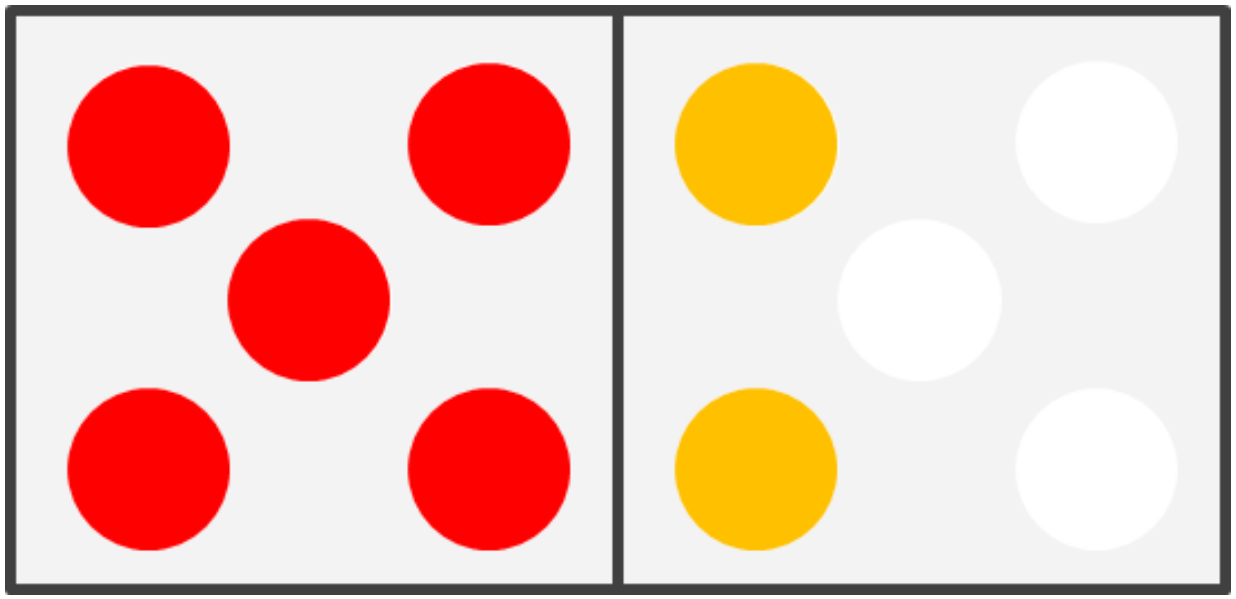




You will need two of these for this activity.

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

Children: can you copy the arrangement exactly?



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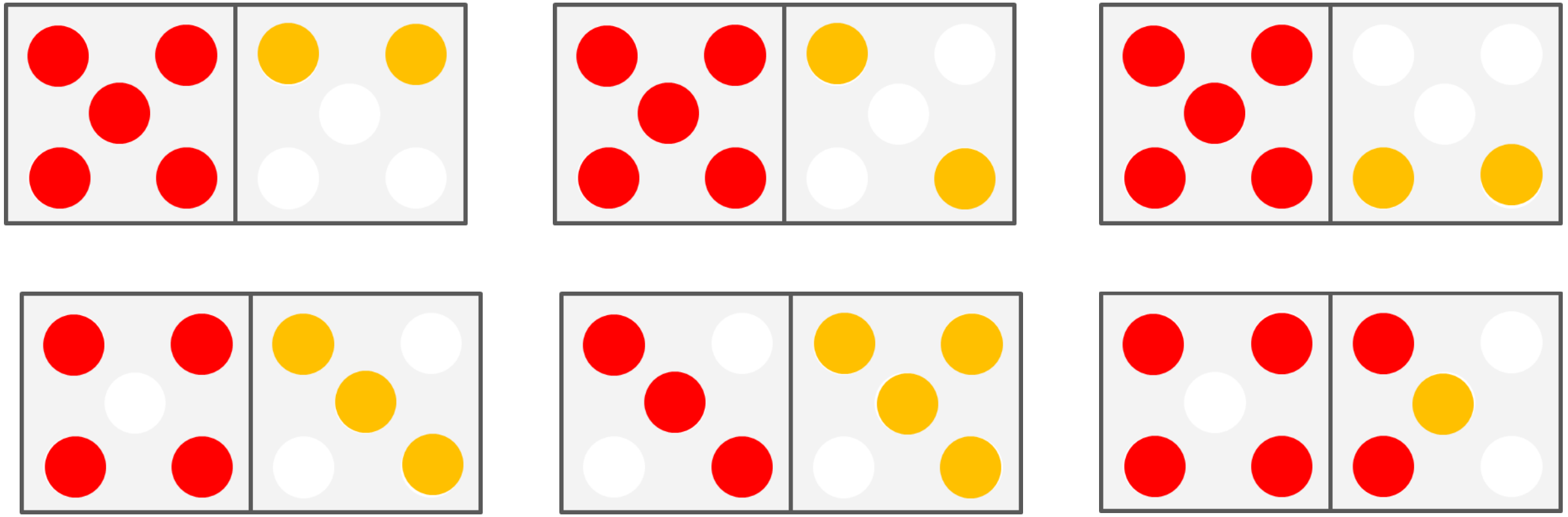
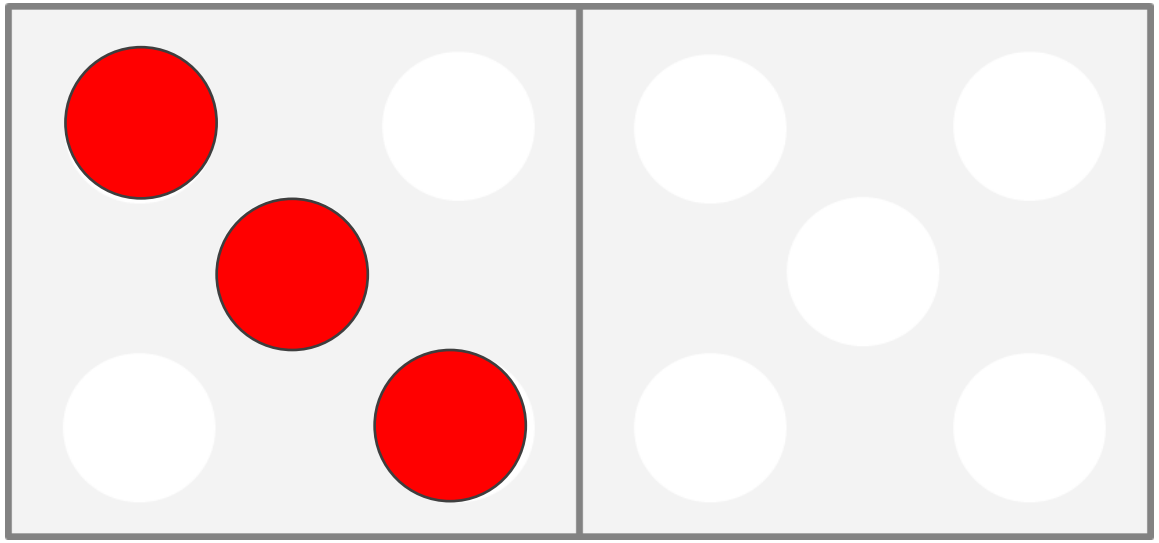
Now try some of these arrangements.



Play ‘Make it 7’



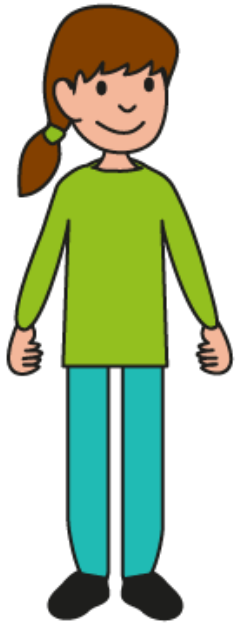
You will need 10 counters altogether.

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.

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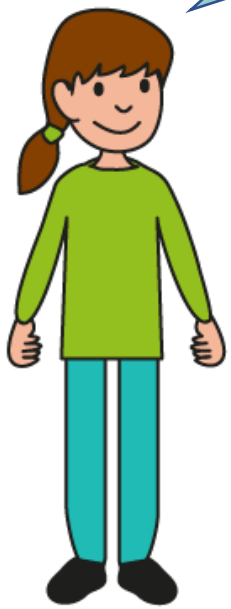
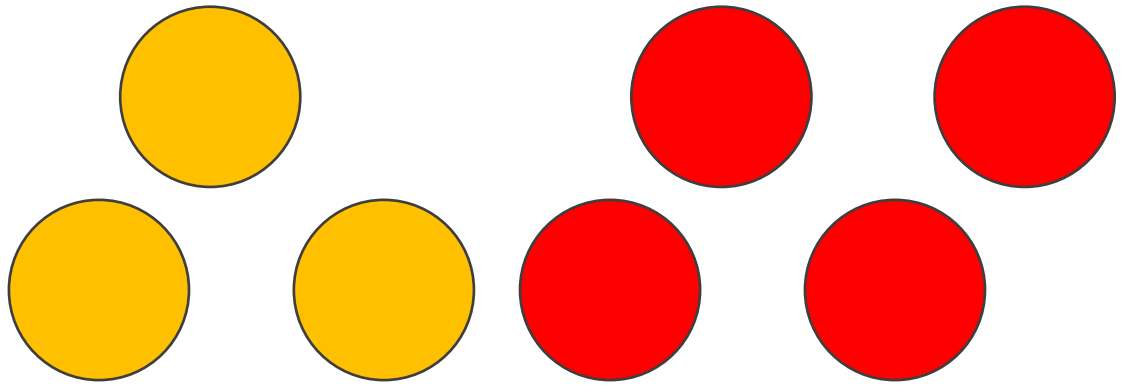
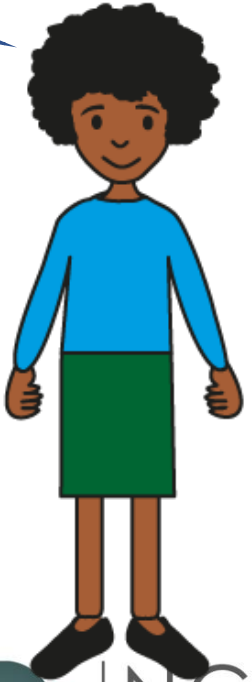
Play ‘Make it 7’

That’s 4! I think 4 needs… 3 to make 7!

f ‘Make it into 7’ partner!







_____ needs _____ to make 7.

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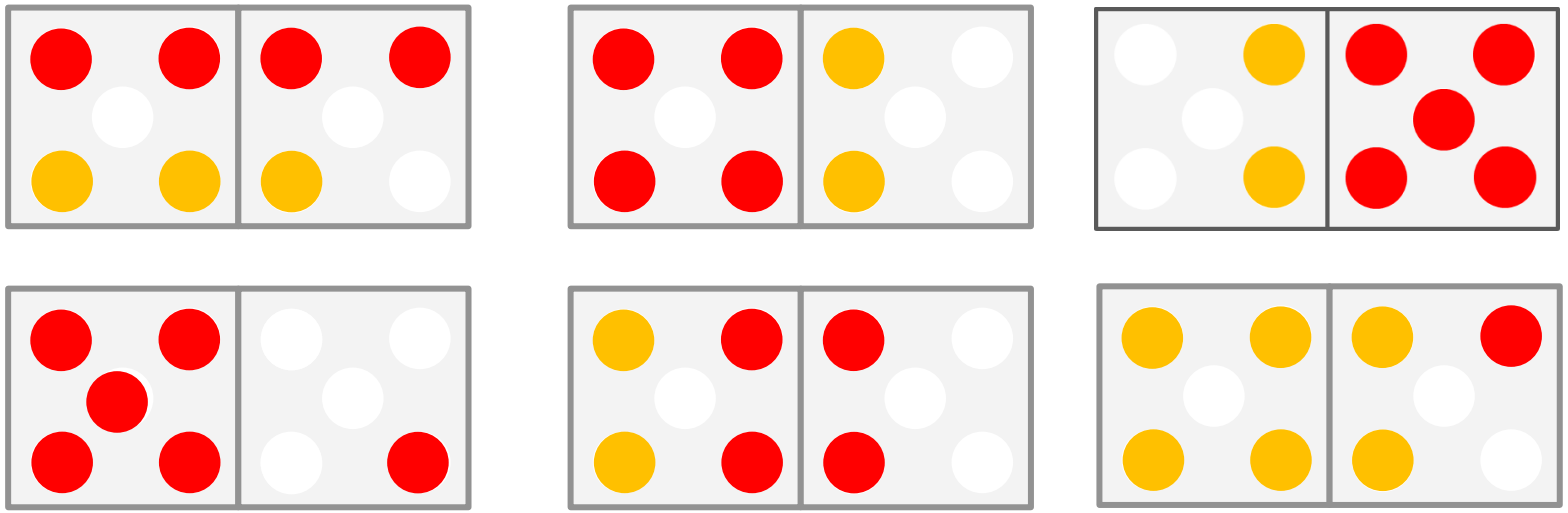
Subitising – 6 or 7

- 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

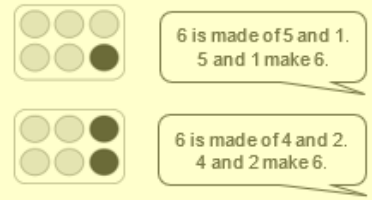
Drop the counters

(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)

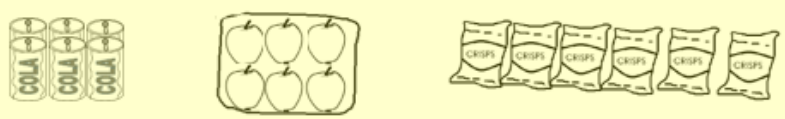
How to play

- 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 

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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. We are sending home 0-5 this week.
- Count in ones, twos, fives and tens confidently.

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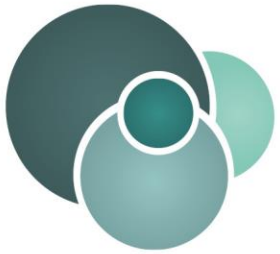
Thank you!



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