

# First Level

## Number and Number Processes

### Range of numbers

1. Your child will be talking about, and writing in order whole numbers from 0 to 100, then later up to 1000
2. Your child will be cutting things into quarters ( $\frac{1}{4}$ , four equal parts) in practical, real life situations, then later ( $\frac{1}{3}$ ,  $\frac{1}{5}$ ,  $\frac{1}{8}$  and  $\frac{1}{10}$ )
3. Your child will be looking for fractions which are the same size (equivalent fractions)
4. Your child will start to use the £ sign



### Examples of Activities:

- Play commercial games such as Snakes and Ladders
- Point out numbers in your child's environment eg door numbers, buses, road signs (how many miles to...) etc
- Count odd and even numbers on houses
- Play 'Guess my number' giving clues
  - It's bigger than 120
  - It's smaller than 156
  - It's an even number
  - It can be divided by etc
- Cut cakes, toast, pizza into quarters to identify four equal parts, then  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{5}$ ,  $\frac{1}{8}$  and  $\frac{1}{10}$
- Make up party bags sharing out sweets etc
- Encourage your child to share sweets, cards etc to four people
- Save pennies for a family treat and count total, groups of 10 and 100. Write total converting pounds into pence and vice versa
- Look at prices in holiday brochures, online shopping sites etc to spend Christmas/birthday money etc

Talk to your child about the number before, after and between

Talk to your child about a  $\frac{1}{4}$  of 4,  $\frac{1}{4}$  of 8 etc

## Rounding Numbers

1. Your child will be rounding 2 digit whole numbers to the nearest ten. When rounding to the nearest ten there is a simple rule.
  - If a number ends in 0, 1, 2, 3 or 4 round down ....eg 53 is rounded down to 50
  - If the number ends in 5 or more round up ....eg 28 is rounded up to 30  
35 is rounded up to 40

## Addition and Subtraction

$34 + 7$

$50 + 30$

$26 - 9$

$60 - 20$

1. Your child will be adding and subtracting in their head without writing down the sum. Then later adding and subtracting nos. 0 – 9 to and from numbers within 1000 eg  $571 + 3$ ,  $264 - 8$
2. Your child will be adding and subtracting mentally for numbers 0 – 20, then later beyond 20.
3. Your child will be taught a variety of strategies to do this. You can support them by doing activities that develop their basic number awareness and discussing how the answer was found. Do they have another way of finding the answer?

## Examples of Activities:

- Board games can help to teach children about numbers. Popular games can be fun and help build confidence.



- Snakes and Ladders
- Monopoly
- Scrabble
- Card games
- Dominoes
- Computer games
- Darts
- Shooting Hoops

- Bowling

Give your child random calculations within 20, then 100 and then 1000 (including multiples of 10) and encourage them to explain how they found the answer. Do they count on or count backwards in ones or tens? Do they use their fingers to help them keep track of their counting?

Do they use near doubles?

Eg  $9+8=$  9 is one more than 8 so  $8+8=16$   $16+1=17$

$60+50=?$  60 is 10 more than 50 so  $50+50=100$   $100+10=110$ .

Do they use facts that they know well to help them?

E.g.  $19+40=$  Add one to 19 to make 20.  $20+20=40$  Remember to take away the one you added on to make the 20. So  $40-1=39$

Do they break the number into hundreds, and tens to help them count?

E.g.  $240 + 30 =$

E.g.  $170-40=$

So  $200 + 40 + 30$

So  $100 + 70 - 40$

$200 + 70$

$100 + 30$

$=270$

$=130$

Do they break the number up and use part of the amount to count up to the next 10 or 100 and then add on the rest. E.g.  $190+70=$

Take 10 from the 70 and add it to 190 to count up to 200.

Then add on the remaining 60 to 200 to make 260.

**Addition** – add, and, makes, gives, equals, plus, double, near double, How many altogether?, total

**Subtraction** – take away, minus, subtract, leaves, How many are left?, How many more?, less than

## Useful Words

## Multiply and Divide

1. Your child will be multiplying and dividing in their head without writing down the sum, using the 2, 5, 10 and 3 times tables and later on 4, 8, 6, 9 and 7.

Discuss with your child how they found the answer. Did they use a picture, an array or did they count on in their heads using their fingers to keep track of how many 3's they have counted? Did they use a multiplication fact they already know and count on from that amount. E.g.  $6 \times 7=?$   $5 \times 7=35$  so  $35+7$  more  $=42$ . Did they use an easier times table that shares the some answers to help them E.g,  $6 \times 7=$  If it is hard to count on 6 more try the 3 times table as it is half of 6 then double the answer.

So  $3 \times 7=21$

Double 21. Break 21 into 20 and 1, then double each part.  $20+20=40$  and  $1+1=2$

So  $40+2=42$

2. If the number being multiplied is larger than 10 your child can write down the sum in their jotter and work out the answer using a pencil.

$34 \times 4$
$56 \times 3$
$23 \times 2$
$74 \times \dots$

## Examples of Activities:

- Play simple mental quiz games with your child. Take turns asking each other simple multiplication and division questions  
eg  $2 \times 5$ ,  $32 \div 4$  etc
- Ask your child to change some money for you – how many 10p for a £1 coin? Use different amounts.



How many 5p coins could I get for 30p?

- Ask your child to share a number of objects out equally between a group



share 10 sweets equally between 5 children



- Play tables bingo



- Play tables lotto
- Play tables Snap
- Practise tables (including division)  $7 \times 5 = 35$  and  $35 \div 5 = 7$  etc
- Multiply and divide numbers by 10
- Write answers to tables using different materials eg stick in sand/snow, chalk etc

**Useful Words**

**Multiply** – lots of, groups of, x, times, multiply, multiplication, multiplied by, multiple of, product, once, twice, 3 times... 10 times..., double  
**Divide** – halve, share, share equally – 1 each, 2 each etc, ÷, left, left over, remainder


**Fractions, decimal fractions and percentages**

1. Your child will be finding halves and quarters of 1 or 2 digit numbers, for example by sharing. Then later they will be finding a fraction of a whole number from 0 to 99

Eg  $1/3$  of 60 = 20

They are sharing out 60 into three parts.

**Examples of Activities:**

- Share out sweets/biscuits/toys eg lay out 12 sweets and share them between you
- Fold paper into halves or quarters and discuss how many pieces can be seen 
- Cut sandwiches or cakes into halves and quarters. Discuss how many pieces there are and compare the size of each piece eg a half will be bigger than a quarter



- Use sweets/toys etc put them into groups of 2 and groups of 4 and discuss how many are in each group (make sure that the number of objects can be shared equally between the groups)

Equal parts

fraction

one half of

half

Halved

quarter

quartered

share

**Useful words**

# Money

1. Your child will be using coins up to £1 initially and then up to £20.
2. Your child will be exchanging coins eg



for



3. Your child will look at more complex ways to make a set amount of money

Eg  $\begin{aligned} \text{£}1.20 &= \text{£}1 + 20\text{p} \\ &= \text{£}1 + 10\text{p} + 10\text{p} \\ &= 50\text{p} + 50\text{p} + 20\text{p} \\ &= 50\text{p} + 50\text{p} + 10\text{p} + 10\text{p} \text{ etc} \end{aligned}$

4. How many different ways can they make £1, £5, £10 and £20

## Examples of Activities:

- Give your child a selection of coins and get them to sort them out from the smallest to the biggest amounts eg



Need to

change image of £1

- Play shops with items in your cupboards
  - ✓ Get your child to give each item a price (less than a £1)
  - ✓ Ask them to work out what they could buy for a £1
  - ✓ You pretend to buy things and get your child to give you the change
- Get your child to place out or draw the coins for given amounts of money eg 76p = 50p, 20p, 5p, 1p
- Allow your child to select coins to pay for items
- When buying a gift ask your child to choose something for a specific value or within a specific amount
- Pocket money – budget what they will spend/save
- Count out dues for clubs using a variety of coins etc
- Save money towards a larger purchase/holiday treat

**Useful words**

dearest      count out change      pound      pence  
cheapest    total cost    how much does it cost?    coins  
change      how much change?    how much did you  
spend?

**Time**

1. Your child will be sorting events into time order

**Months of the year – January, February.....**



2. Your child will be telling the time using the terms quarter past/to, half past using an analogue clock
3. Your child will be reading the time in hours and minutes using digital displays



4. Later, your child will be telling the time using *am* and *pm*
5. Reading 12 hour timetables
6. calculating periods of time using hours and minutes
7. using calendars to record dates in different ways

04.06.12

4<sup>th</sup> June 2012

4/6/12

**Examples of Activities:**

Dinner is at 5 o'clock

- Give your child times for activities
- Point out digital displays on video recorders, car clocks, clock radios ....
- Talk about how long activities take
- Measure how long activities take



2 mins to make bed



5 mins to tidy room

How long did it take you to run to....and back?

- Play the 'Before and After' game
  - What is the month/day/hour before.....
  - What is the month/day/hour after.....
- Play 'What's the Time Mr.Wolf?'
- Tell the time using different clocks/watches
- Look at bus, flight, train, ferry timetables to calculate journey times
- Use TV and cinema listings to find start/finish times and work out duration
- Use a calendar to plan and record important dates/events (cross of days to count down)

## **Measurement**

1. Your child will learn to estimate and measure lengths of 1 metre,  $\frac{1}{2}$  metre and  $\frac{1}{4}$  metre
2. Your child will learn that
  - ❖ 100cm = 1 metre
  - ❖ 50cm =  $\frac{1}{2}$  metre
  - ❖ 25cm =  $\frac{1}{4}$  metre
  - ❖ 1 metre 25 centimetres = 1m 25cm = 125cm

3. Your child will learn to estimate and then weigh items 1 kg and  $\frac{1}{2}$  kg



4. Your child will be learning to read scales to the nearest 1 kg and  $\frac{1}{2}$  kg
5. Later, your child will weigh objects in grams
6. Measure volumes of liquid using litres,  $\frac{1}{2}$  litres and  $\frac{1}{4}$  litres
7. Guess the length and height of objects in metres and centimetres
8. Find the areas of shapes using square metres and centimetres



9. Choose the best units of measure
10. Read scales from a variety of measuring devices including ruler, tape measure, metre stick, measuring jug and a set of scales



## Examples of Activities:

- Cut 1m,  $\frac{1}{2}$ m and  $\frac{1}{4}$ m lengths from wool or string and ask your child to guess(estimate) then measure objects around the home/garden
- When shopping encourage your child to weigh fruit/vegetables using the scales provided



- Involve your child in cooking and baking
- Weigh out ingredients using scales to measure grams
- Pour out glasses of juice/milk etc and discuss how many glasses from a bottle?
- Measure liquids in litres and millilitres



Measure height in metres and centimetres – keep a height chart

- Identify weights and volumes on everyday items from labels

metre  
half metre

centimetre  
kilogram  
estimate

quarter of a metre  
half kilogram  
measure

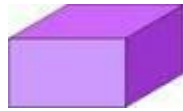
Useful words

## Properties of 2D shapes and 3D objects

1. Your child will collect, discuss, make and use 3D objects



cube



cuboid



cone



cylinder



sphere

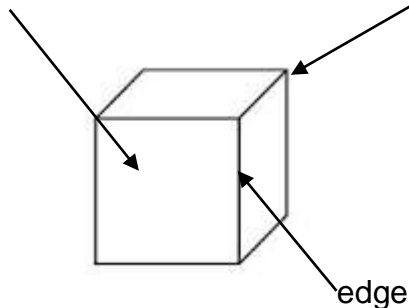


triangular prism

2. They will describe the features of these objects

faces  
(sides)

corners



edge

3. Your child will find and name 2D shapes within 3D objects

4. Recognise 3D objects from 2D drawings

### Examples of Activities:

- Solid objects are around us; everyday objects can be used to help your child identify features of objects explored at this stage
- Unpacking the weekly shopping could be a good opportunity to explore objects and shapes of items bought eg cereal box – cuboid

- Building with shapes helps children to understand the properties of a particular shape – lego



encourage children to experiment

or other building blocks can be used too

## Angle, symmetry and transformation

1. Your child will be working on giving instructions for turning through right angles



2. Your child will recognise and name the 4 compass points

3. Your child will be using grid references to read or plot locations on grids. The grid shows position (B, 1), the horizontal description of the location always comes first.

4				
3				
2				
1		*		
	A	B	C	D

4. Your child will give and follow directions to create a square or rectangle.

Eg *forward 3 squares, turn right, forward 3 squares, turn right, forward 3 squares, turn right, forward 3 squares*

5. your child will then describe and follow routes and journeys

### Examples of Activities:

- Discuss with your child turning right and left and ask them to follow instructions when moving around the house/park etc
- To develop an understanding of co-ordinates/grid references play games like battleships,



chess etc.

- Talk about and look at maps with your child (highlight where the compass points)
- Plan, describe and follow routes and journeys using maps of local attractions eg zoo, Transport Museum, Kelburne Country Park, holiday maps of complex, Disneyland, underground/train maps etc

turn right

south

west

turn left

east

north

forward

backwards