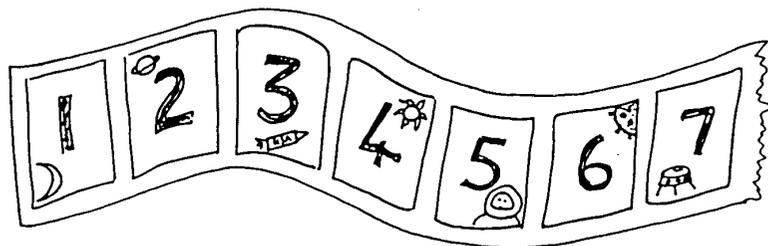


Track games

Make a number track to 20, or longer. Make it relevant to your child's interests – sea world, space, monsters... Then play games on it.

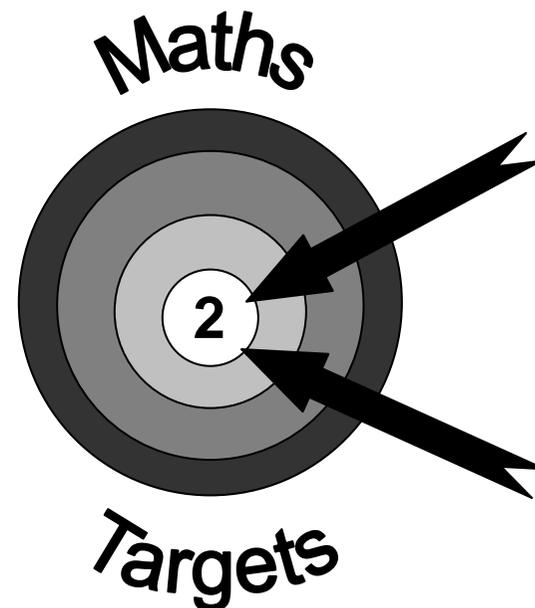


- ◆ Throw a dice. Move along that number of spaces. BUT before you move, you must work out what number you will land on. If you are wrong, you don't move! The winner is the first to land exactly on 20. Now play going backwards to 1.
- ◆ Throw a dice. Find a number on the track that goes with the number thrown to make either 10 or 20. Put a counter on it, e.g. you throw a '4' and put a counter on either 6 or 16. If someone else's counter is there already, you may replace it with yours! The winner is the first person to have a counter on 8 different numbers.

Cupboard maths

- ◆ Choose two tins or packets from your food cupboard.
- ◆ Ask your child to hold one in each hand and tell you which is heavier, and which is lighter. (Check by reading the weight on each tin or packet.)
- ◆ If he / she is right, they keep the lighter one. Then choose another item from the cupboard, trying to find one that is lighter still.
- ◆ Carry on until your child has found the lightest item in the cupboard. It might be suitable to eat as a prize!

Targets for pupils in Year 1



A booklet for parents

Help your child with mathematics

Targets – Year 1₂

By the end of Year 1, most children should be able to...

Read & write numerals from 0 to 20, then beyond; use knowledge of place value to position these numbers on a number track & number line

I know how to write numbers up to 20. I can read numbers on a number track

Derive & recall all pairs of numbers with a total of 10 and addition facts for totals to at least 5; work out the corresponding subtraction facts

I know some pairs of numbers that total 10. I can use counters or blocks to add numbers with answers up to 5

Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences

I can talk about adding/subtracting. I can record additions/subtractions

Visualise and name common 2-D shapes and 3-D solids and describe their features; use them to make patterns, pictures and models

I can use 2-D and 3-D shapes to make patterns, pictures and models. I can name most of the 2-D and 3-D shapes I use in my work as well as those I see in my classroom and playground. I am beginning to picture a shape in my head

Estimate, measure, weigh and compare objects, choosing and using suitable uniform non-standard or standard units and measuring instruments (e.g. a lever balance, metre stick or measuring jug)

I can compare the lengths/weights/capacities of more than two objects and put them in order

Answer a question by recording information in lists and tables; present outcomes using practical resources, pictures, block graphs or pictograms

I can help to answer a question and to show what we found out

About the targets

These targets show some of the things your child should be able to do by the end of Year 1.

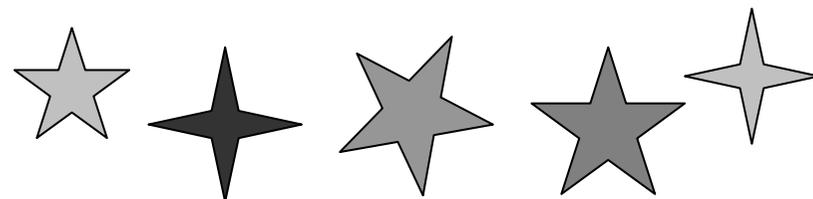
Some targets are harder than they seem, e.g. children who can count up to 20 may still have trouble saying which number comes after 12. They may have to start at 1 and count from there.

Fun activities to do at home

Takings

For this game you will need a dice and a collection of small things such as Lego bricks, sticky shapes or dried beans. You will also need pencil and paper.

- ◆ Take turns.
- ◆ Roll a dice. Take that number of beans. Write down the number.
- ◆ Keep rolling the dice and taking that number of beans. BUT, before you take them, you must write down your new total. For example, Sally has 7. She throws 4. She has to work out how many she will have now. She starts counting from seven: *eight, nine, ten, eleven*. She writes 11.
- ◆ You can only take your beans if you are right.
- ◆ The first person to collect 20 beans wins!



_____ is working on the targets that are ticked.