Year 1 – Home Learning Maths

Week Commencing: 15 June 2020

Please work on these lessons in the order shown.

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| 1. Adding equal groups | **Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.**  Children use equal groups to find a total. They focus on counting equal groups of 2, 5 and 10 and explore this within 50.  Children could begin by linking this to real life:   * How many apples are there in each bag? * Do all of the bags have an equal number of apples? * How many equal groups can you see? * How can we represent this with counters/cubes/on a number line/in a number sentence etc? * What other equipment could you use to represent your pattern? * What’s the same? * What’s different? * Which is more, 3 groups of 10 or 4 groups of 5? Prove why.   Do the worksheet - Add Equal Groups |
| 1. Making arrays or arranging into groups of a set number | **Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.**  An array in maths is an arrangement of objects, numbers or pictures in columns or rows. The purpose of an array is to help children understand multiplication and division. Organising objects in this way makes it easier to count as well as see the number patterns especially when working with a large number of objects.  Children begin to make arrays by making equal groups and building them up in columns or rows of about 10 to start. You can use one of the grids below as a way of arranging objects into an array of 10. This is helpful when working with the 10 times tables or dividing by 10.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  |  |  |  |  |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |   Children can use a range of concrete and pictorial representations alongside sentence stems to support their understanding. You can arrange 33 pencils into 3 groups of 10 and with one group of 3 to show the number 33.  It is also important for children also explore arrays built incorrectly and recognise the importance of columns and rows. You can play a game where you put bricks in groups of ten but make the groups with 9 by mistake to see if they can spot the mistake and correct it.  Children can linking this to real life. Have children show you arrays using anything they like:   * How many equal groups do I have? * How many in each group? * Can I represent my apples with counters? * What is the difference between columns and rows? * How many counters in each row? * How many counters in each column? * How can I record my array with a number sentence?   Do the worksheet - Make Arrays |