Year 1 maths – Summer 1 Week beginning: 4.5.20

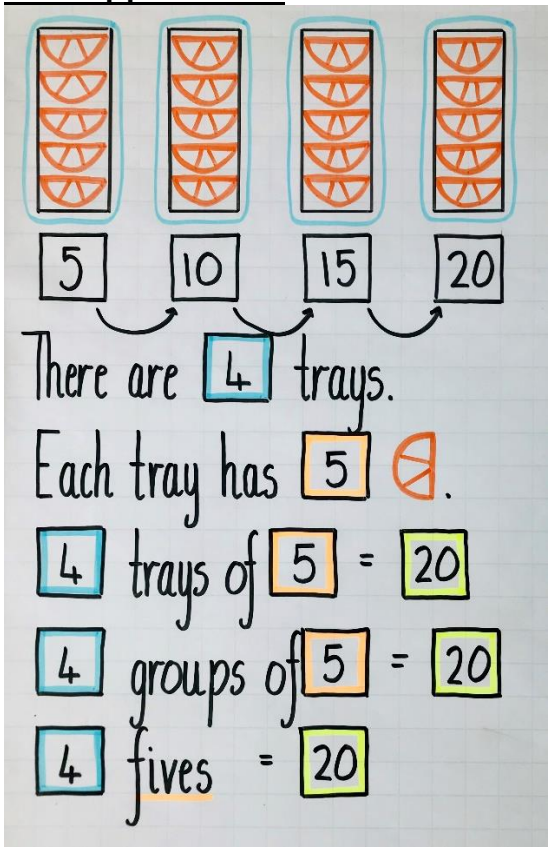
Theme	Adding equal groups	Adding equal groups	Making equal rows	Making doubles	Consolidation
Factual fluency (to aid fluency)	**Count or skip count in 2s Start counting from different numbers.**	**Count or skip count in 5s Start counting from different numbers.**	**Count or skip count in 10s Start counting from different numbers.**	**Count backwards in 2s from 10 Count backwards in 2s from 20**	**Top marks. Select doubles, select doubles to 10.**
Problem/ activity of the day	**(Lesson 1 resources below)** **MAKING LINKS:** Last week we learnt about equal groups. Equal groups have the same amount in each group. **THINK: (support below)** Can you help me with this problem? My friend has equal groups of orange pieces. How many pieces of orange are there in total? Finished? Solve this problem using repeated addition. **SEE: (model below)** SEE model below SEE video **DO:** Use what you have learnt today to solve the problems below.	**(Lesson 2 resources below)** **MAKING LINKS:** In year 1 we have learnt different ways to count objects efficiently. **THINK: (support below)** Can you help me with this problem? My friend has 5 pots with 2 counters in each pot. How many counters are there all together? My friend also has 3 pots with 6 counters in each pot. How many counters are there in total? Make counters (or use objects) and 5 pots or plates to solve the problem. Finished? Explain what the most efficient way to count is for each problem. **SEE: (model below)** SEE model below. **DO:** Use what you have learnt today to solve the problems below.	**(Lesson 3 resources below)** **MAKING LINKS:** We have been practicing adding equal groups to find how many there are altogether. **THINK: (support below)** Can you help me with this problem? My friend has some crackers arranged in rows on a tray. How many crackers do they have all together? Say how many there are in each row. Use crackers or any other object arranged in the same way to help you solve this problem. Finished? Teach someone about how rows are similar to groups. **SEE: (model below)** SEE model below SEE video **DO:** Use what you have learnt today to solve the problems below.	**(Lesson 4 resources below)** **MAKING LINKS** We learnt about doubles in reception. A double is an exact copy of the same amount. **THINK: (support below)** Can you help me with this problem? My friend has 2 apples. What happens if they double the amount of apples they have? Use apples or any other object to solve this problem. My friend has 5 strawberries. What happens if they double 5? Use objects to help you solve this problem. Finished? Use the multiplication sign to solve this problem. **SEE: (model below)** SEE model below **DO:** Use what you have learnt today to solve the problems below.	**(Lesson 5 resources below)** **MAKING LINKS:** This week we have added equal groups, equal rows and made doubles. **THINK: (support below)** Look at the picture.  Make three maths stories about equal groups. Show your understanding in as many ways as you can. Finished? Explain what the multiplication sign means to a family member. **SEE: (model below)** SEE model below **DO:** Use what you have learnt today to solve the problems below.
Methods, tips, clues & checks	**Answers:** check the answer sheet below	**Answers:** check the answer sheet below	**Answers:** count to check	**Answers:** check the answer sheet below	**Answers:** check the answer sheet below

See below for resources to support you to THINK-SEE-DO

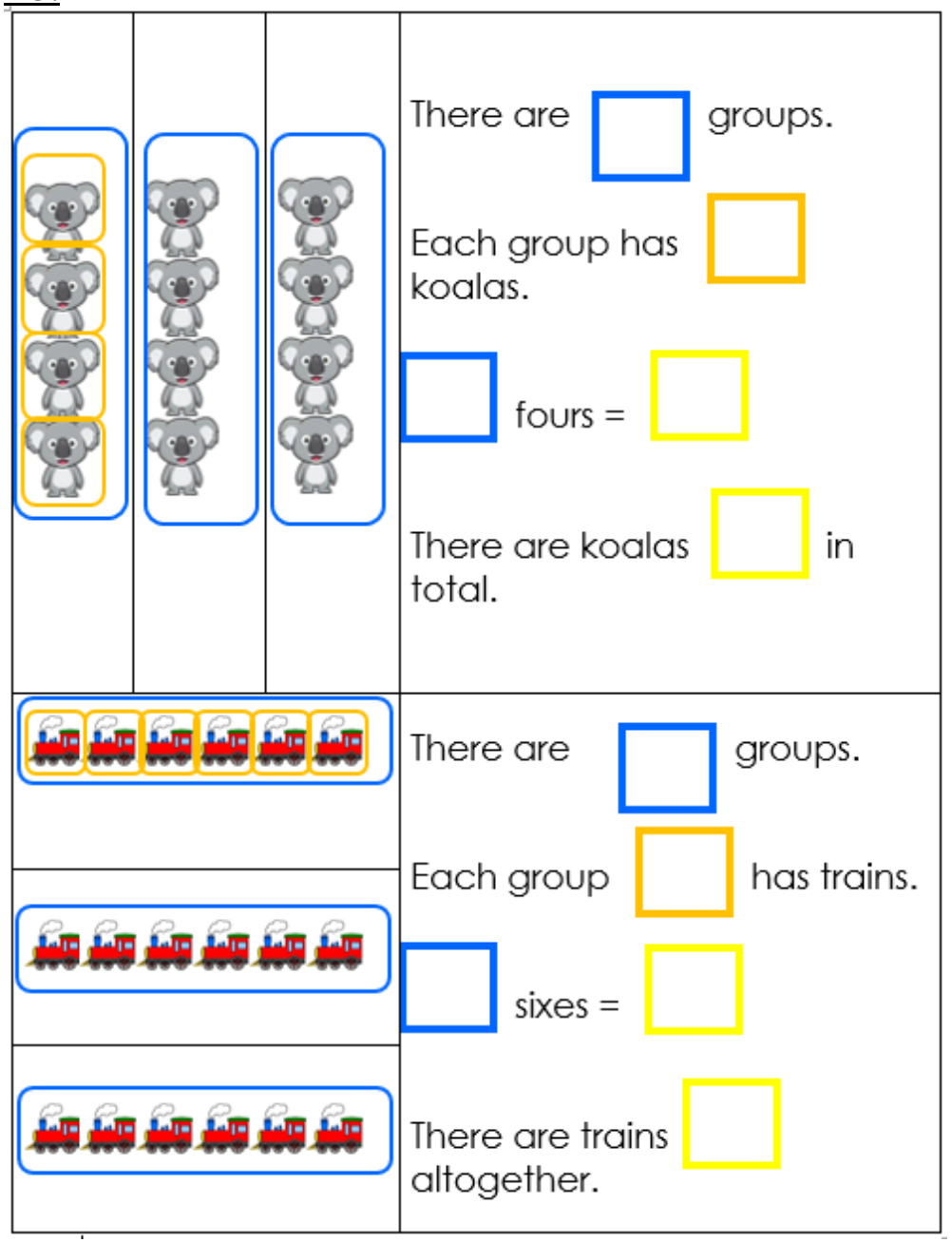
DAY 1 support resources:

THINK:

SEE: support video



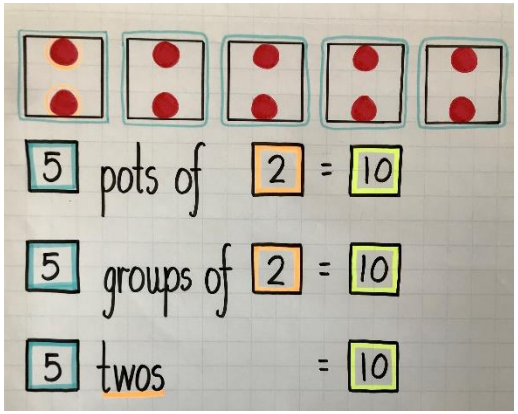
DO:

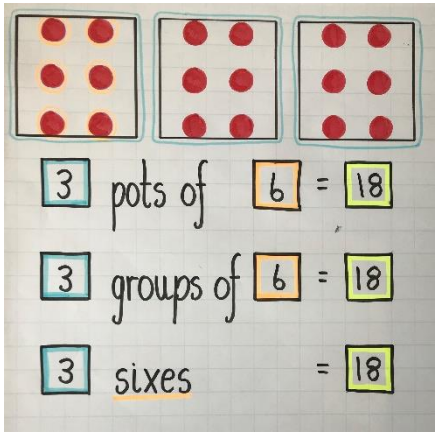


DAY 2 support RESOURCES:

THINK:

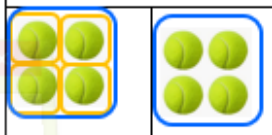
SEE:





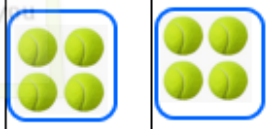
DO:

Fill in the blanks.



There are ☐ groups.

Each group has ☐ tennis balls.



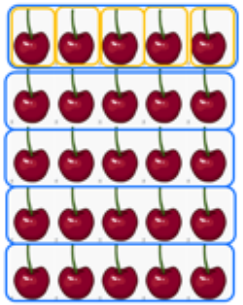
☐ fours = ☐

There are ☐ tennis balls in total.

☐ groups of 2 = 8

☐ twos = 8

There are 8 buttons altogether.



☐ groups of 5 = ☐

☐ fives = ☐

There are ☐ cherries altogether.

☐ group of 6

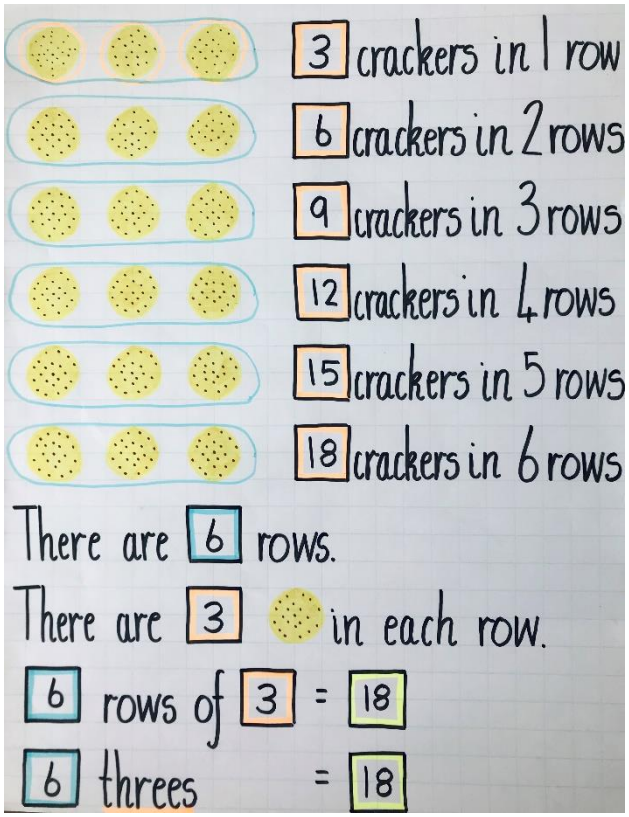
☐ sixes = ☐

There are ☐ magnets altogether.

DAY 3 RESOURCES:

THINK:

SEE:
SEE video



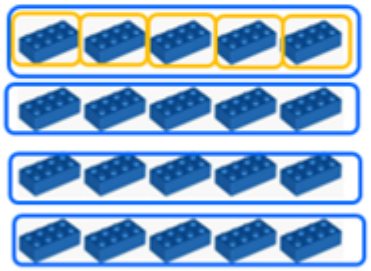
DO:

Find a group of objects around the house (pasta, toys, Lego, crayons) or tear some paper into pieces.

Make equal rows of that item.

Talk about the rows.

Example:



Example: there are **4** rows, there are **5** pieces of Lego in each row.

There are 20 pieces of Lego altogether.

Use these sentences:

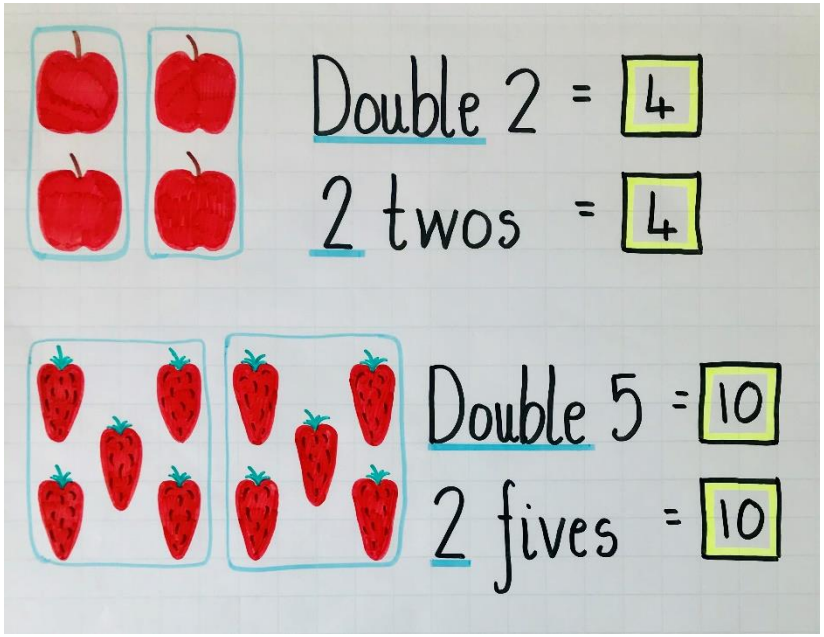
There are ☐ rows of ☐

There are ☐ altogether

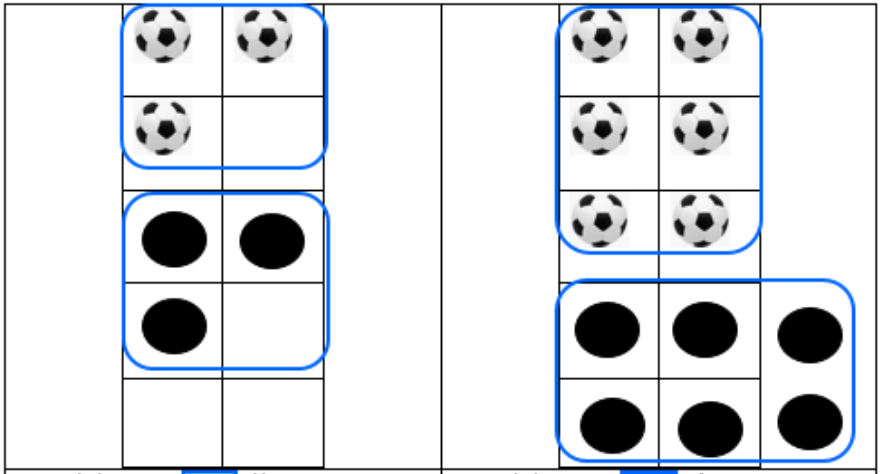
DAY 4 support resources:

THINK:

SEE:



DO:



Double 3 = ☐ threes

= ☐

Double 6 = ☐ sixes

= ☐

What is double 4?

Draw 4 more and count to solve the problem.

Double 4 = ☐

What is double 9?

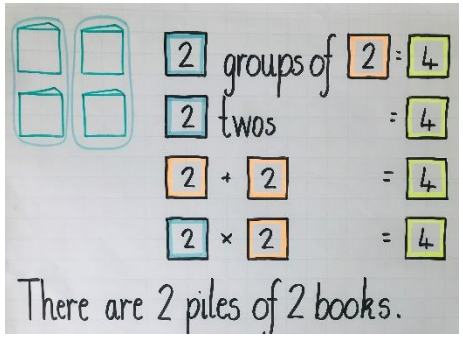
Draw 9 more and count to solve the problem.

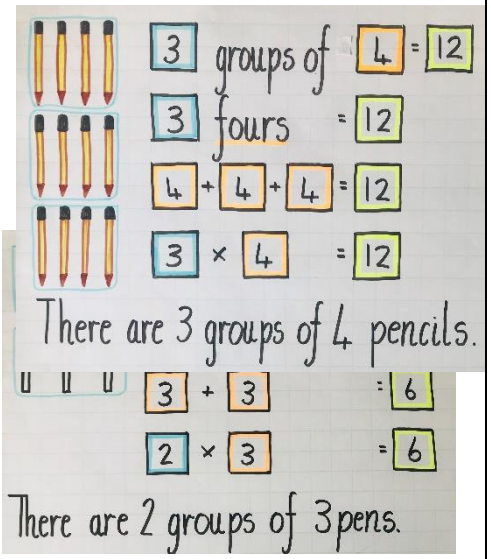
Double 9 = ☐

DAY 5 support resources:

THINK:

SEE:





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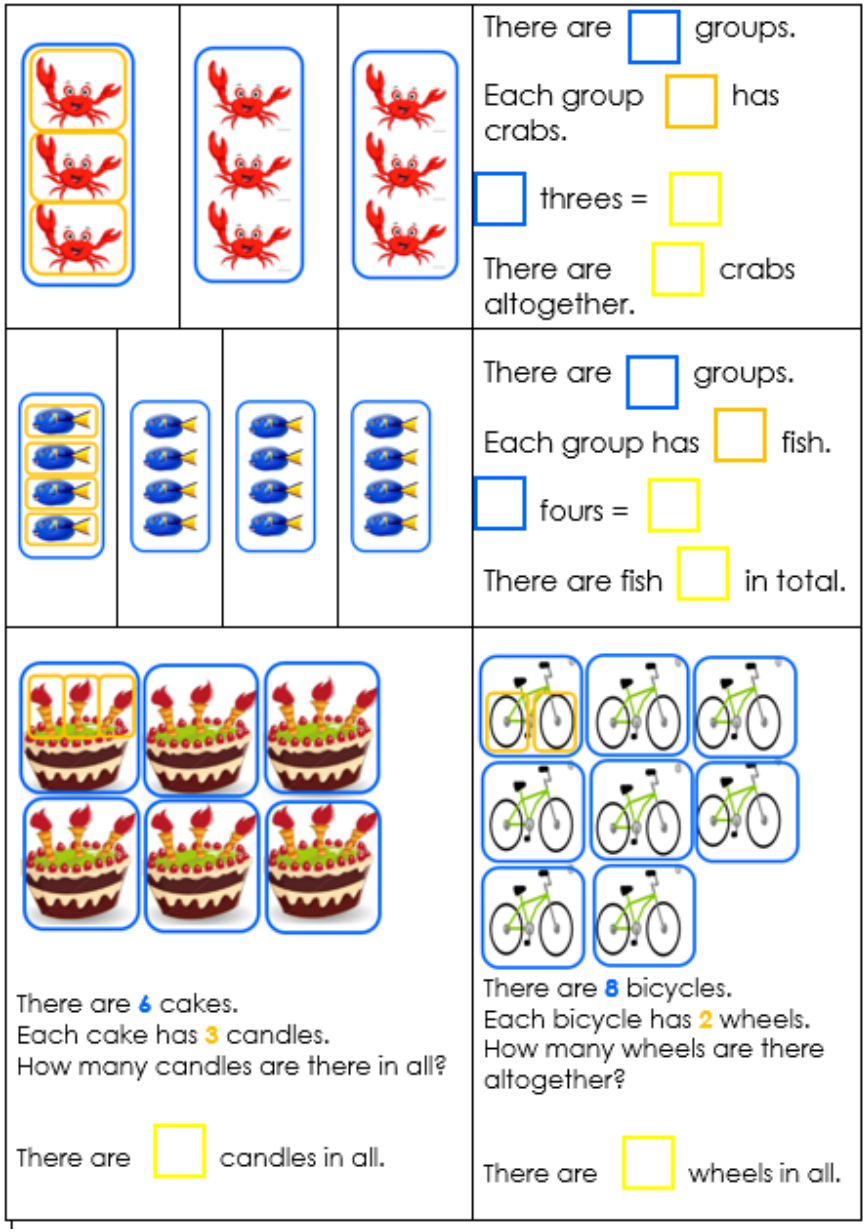
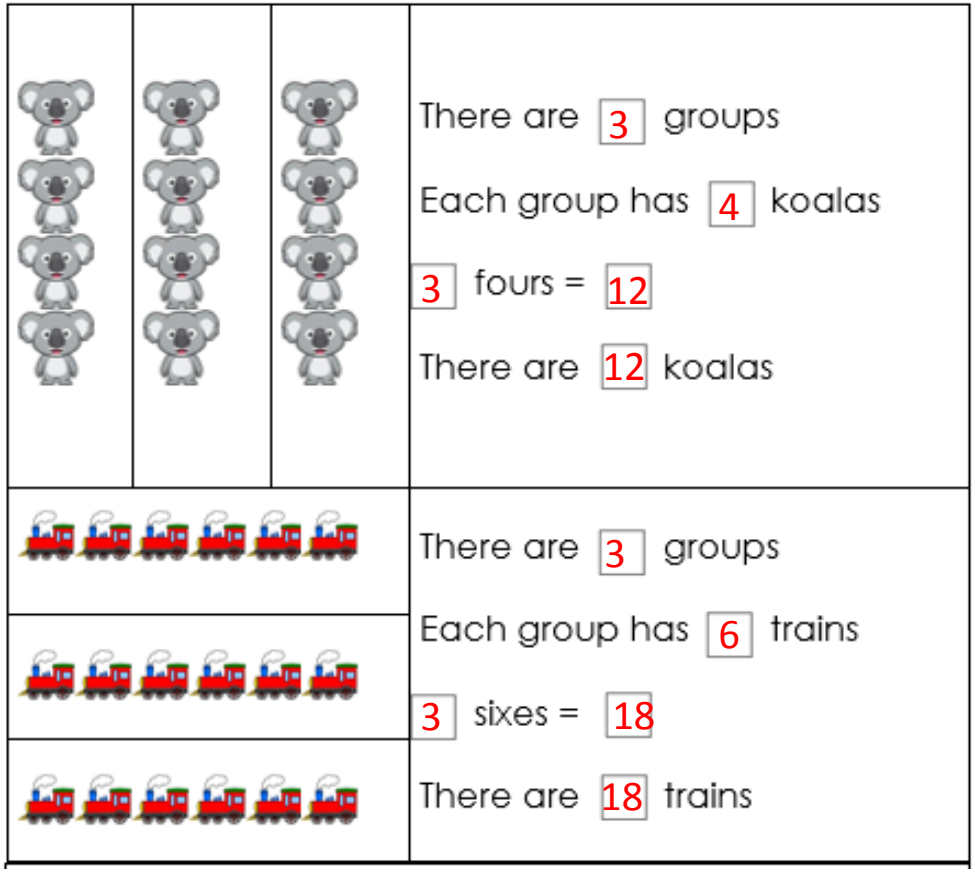
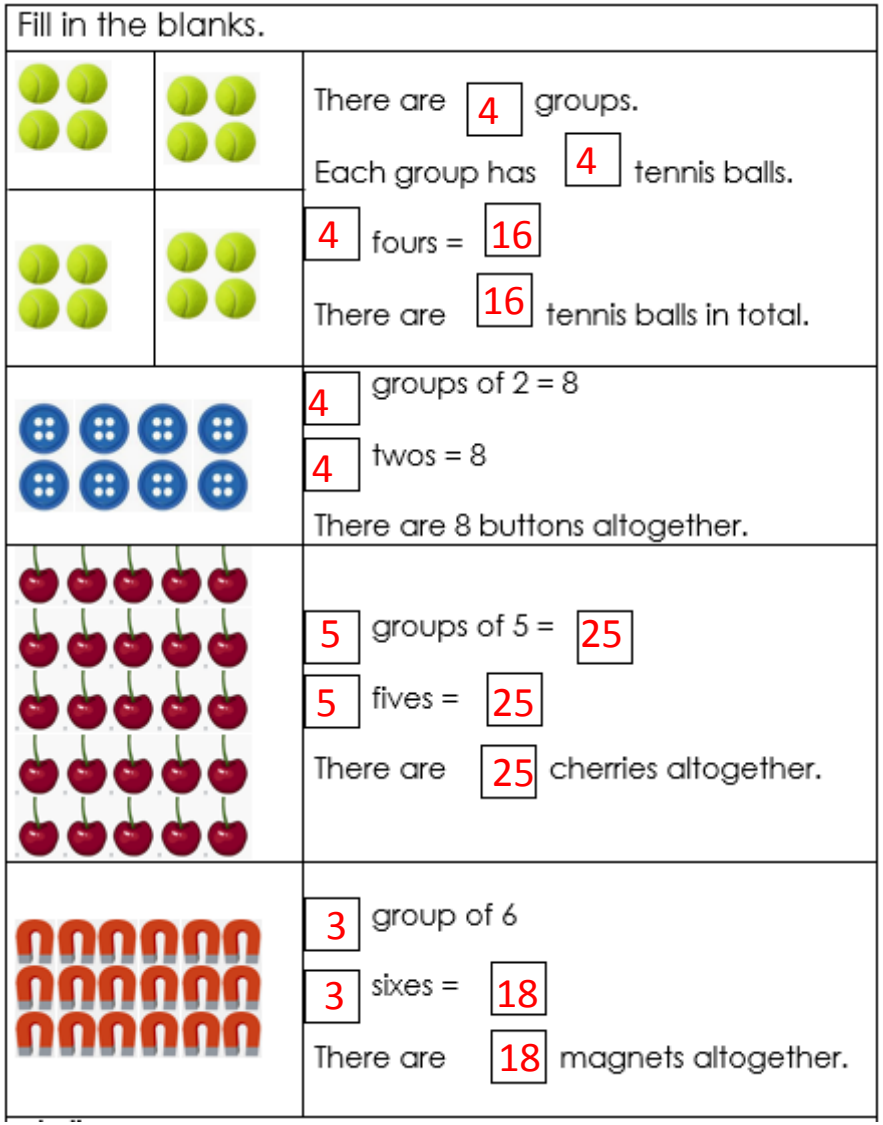


Day 1 answer sheet

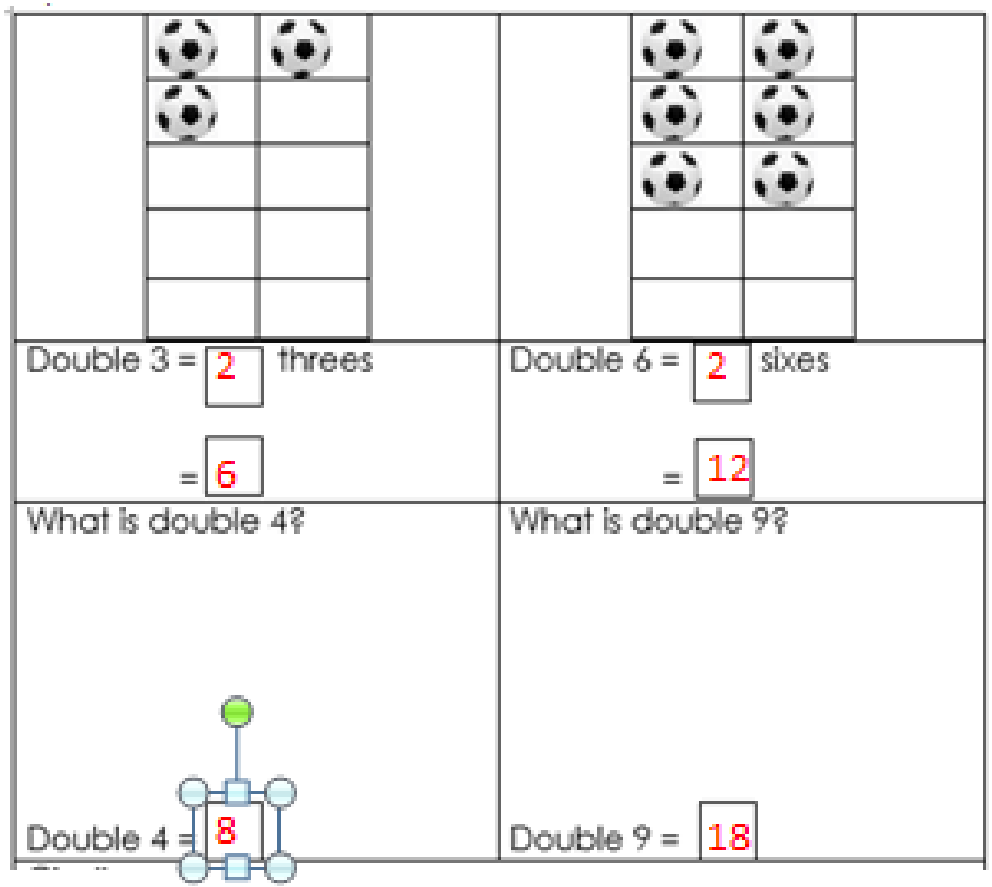


Day 2 answer sheet

Fill in the blanks.



Day 4 answer sheet



Double 3 = 2 threes

= 6

Double 6 = 2 sixes

= 12

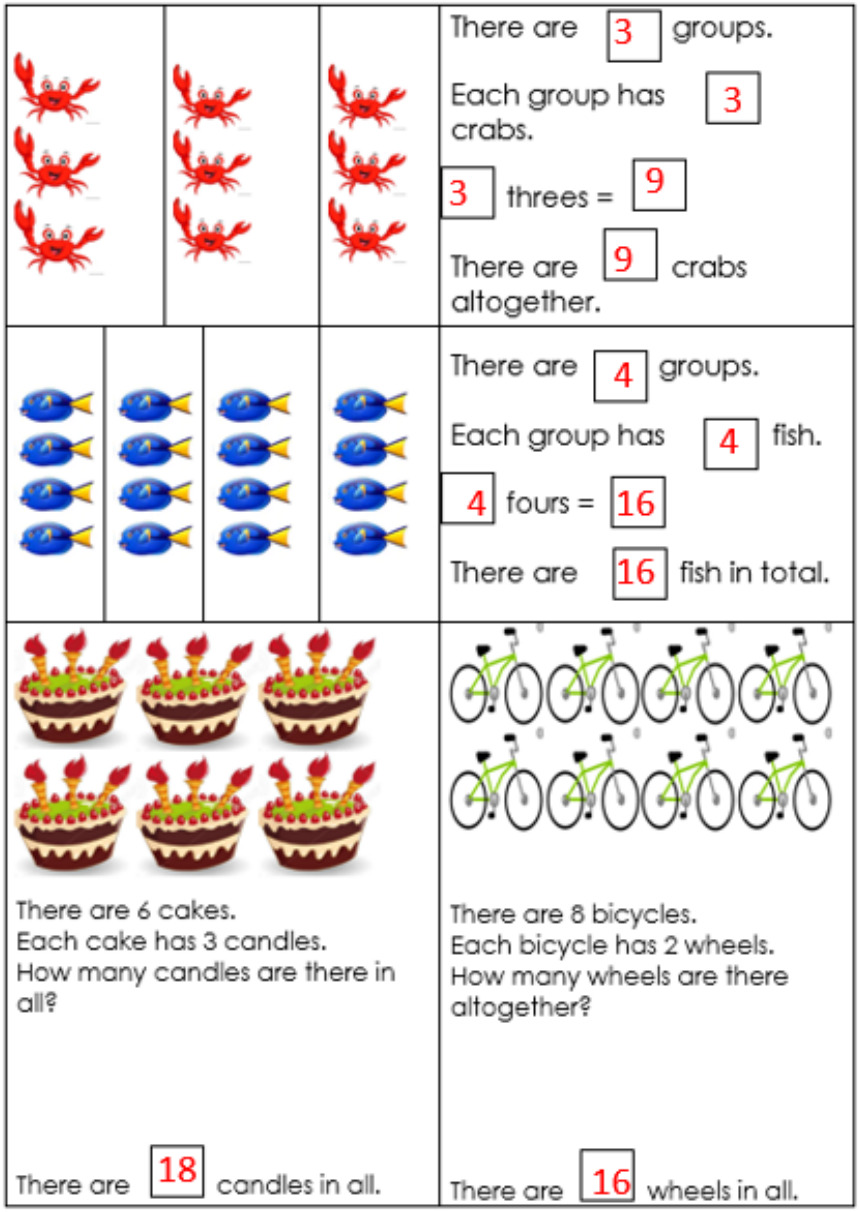
What is double 4?

Double 4 = 8

What is double 9?

Double 9 = 18

Day 5 answer sheet



There are 3 groups.

Each group has 3 crabs.

3 threes = 9

There are 9 crabs altogether.

There are 4 groups.

Each group has 4 fish.

4 fours = 16

There are 16 fish in total.

There are 6 cakes.
Each cake has 3 candles.
How many candles are there in all?

There are 18 candles in all.

There are 8 bicycles.
Each bicycle has 2 wheels.
How many wheels are there altogether?

There are 16 wheels in all.