Year 1 maths – Summer 2 Week beginning: 01.06.20

Theme	Lesson 1 (of 5) Sharing	Lesson 2 (of 5) Finding halves and quarters	Lesson 3 (of 5) Finding halves and quarters	Lesson 4 (of 5) Counting to 100	Lesson 5 (of 5) Counting to 100
Factual fluency (to aid fluency)	Doggy division	Halves Select halves and then halves to 10	Fraction game	Find a number Select direct, 1 to 50	Basketball Select numbers up to 49
Problem/ activity of the day **Remember, just like in class, you can still show the depth of your knowledge** LINK	**(Lesson 1 resources below)** **MAKING LINKS:** Last week we were looking at halves and quarters and how we can rearrange quantities. **THINK: (support below)** Can you help me with this problem? Four people need to share a box of 12 chocolates. How many chocolates will they get? Finished? Explain how you worked that out to a family member. **SEE: (model below)** SEE model below **DO:** Use what you have learnt today to solve the problems below.	**(Lesson 2 resources below)** **MAKING LINKS:** Yesterday we learnt to find half of a set of objects. **THINK: (support below)** Can you help me with this problem? My friend has 6 coins. They say I am only allowed half of the coins. How many coins will I get? Finished? Can you half the coins again to find a quarter? Is this possible? **SEE: (model below)** SEE model below **DO:** Use what you have learnt today to solve the problems below.	**(Lesson 3 resources below)** **MAKING LINKS:** Yesterday we learnt to find one half and one quarter of a set of objects. **THINK: (support below)** Can you help me with this problem? My friends have two different opinions about a shape. How can I work out which one is correct? Finished? Show me the other ways you could split a rectangle into quarters. **SEE: (model below)** SEE model below **DO:** Use what you have learnt today to solve the problems below.	**(Lesson 4 resources below)** **MAKING LINKS** In year one we have made numbers using tens and ones. We have also learnt how to count in 10s. **THINK: (support below)** Can you help me with this problem? My friend has some coloured pens. How many pens do they have? Count in 10s. Keep counting in 10s to 100. Finished? Count forwards in ones to 100 from any number. Count backwards from 100 in ones to any number. **SEE: (model below)** SEE model below **DO:** Use what you have learnt today to solve the problems below.	**(Lesson 5 resources below)** **MAKING LINKS:** Yesterday, you learnt to count to 100 using tens and ones. **THINK: (support below)** Can you help me with this problem? My friend has made some numbers out of tens and ones. What numbers have they made? Use your tens and ones from yesterday to solve this problem. Finished? Write an addition equation for each number. **SEE: (model below)** SEE model below **DO:** Use what you have learnt today to solve the problems below.
Methods, tips, clues & checks	See answer sheet below.	See answer sheet below.	See answer sheet below.	See answer sheet below.	See answer sheet below.

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

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DAY 1 resources:

THINK:

SEE:

I gave each person one chocolate at a time until there were no chocolates left in the box.

Each person gets 3 chocolates.

DO:

1. Gather 20 items around your house (such as toys, pasta or Lego.)

2. Try and share the items so that you and a friend have half each.

3. Try out different amounts less than 20.

Example:

I have 20 pieces of pasta.

I have 10 and my friend has 10. Half of 20 is 10.

Now I will try 18 pieces of pasta.

DAY 2 RESOURCES:

THINK:

SEE:

I shared the coins one at a time into each group.

Me	My friend
	

Each person gets 3 coins.

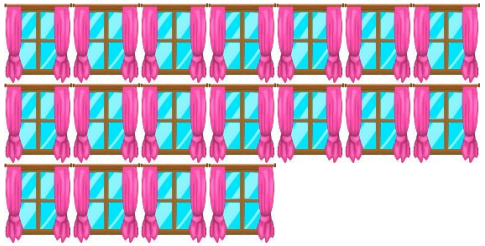
To find one quarter of the coins, I would need to share them between four people, or I could half the coins again.

Me	My friend
	
My second friend	My third friend
	

It isn't possible to find one quarter of 6 coins. The groups are not equal.

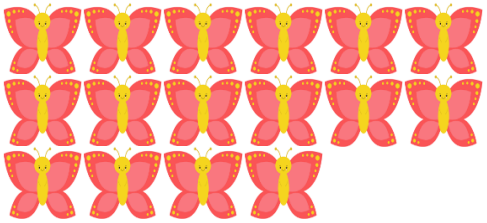
DO:

There are 18 windows.
Half of them get smashed by a football.
How many of them are smashed?



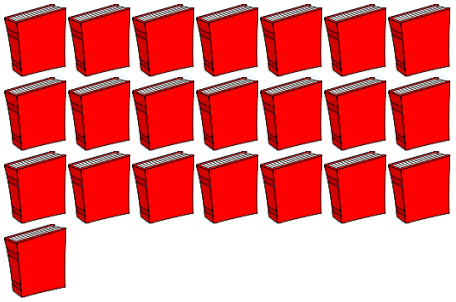
There are ☐ smashed windows.

There are 16 butterflies.
One quarter of them fly away.
How many butterflies fly away?



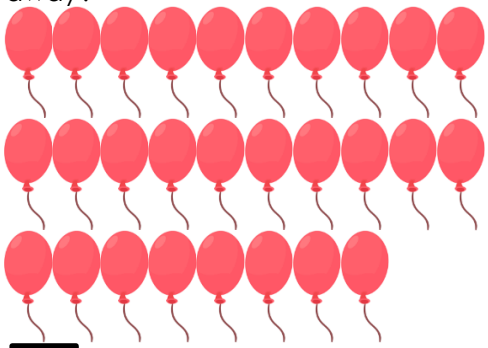
☐ butterflies flew away

There are 22 books.
Laura reads half of them.
How many books are not read?



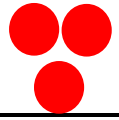
There are ☐ books left to read.

There are 28 balloons.
The clown gives a quarter of them away.
How many balloons does he give away?



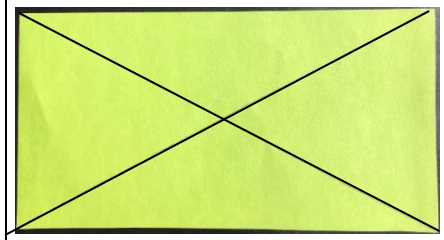
☐ balloons were given away.

Deepening:
I have coloured in some circles. Draw more circles so that the coloured circles are one quarter of all the circles.



DAY 3 RESOURCES:

THINK:

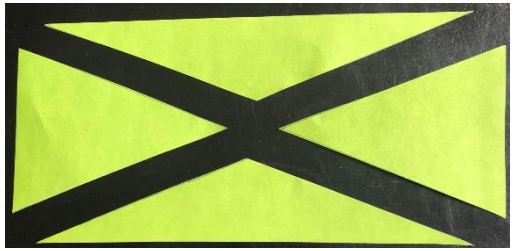


Laura thinks that this shape is split into quarters because there are four parts.

Daisy disagrees and thinks this shape is not split into quarters because they are not equal.

SEE:

The best way to understand this question is to cut the shape along the lines. This helps us to see whether the parts are equal.



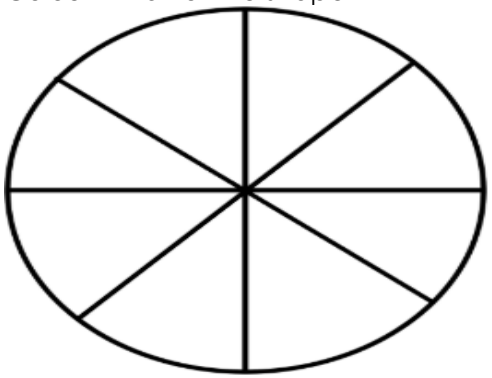
When I line them up side by side, I can see that they are not equal.

It's also helpful to put them on top of each other to see that they are not equal.

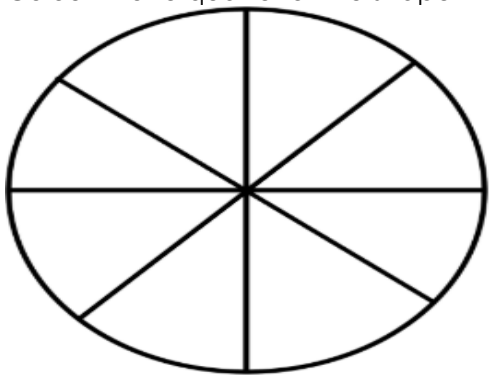
Daisy is correct.

DO:

Colour in half of the shape



Colour in one quarter of the shape



There are 16 peppers.
Half of them are red.
How many peppers are red?

There are ☐ red peppers.

There are 20 shirts.
One quarter of them are blue.
How many shirts are blue?

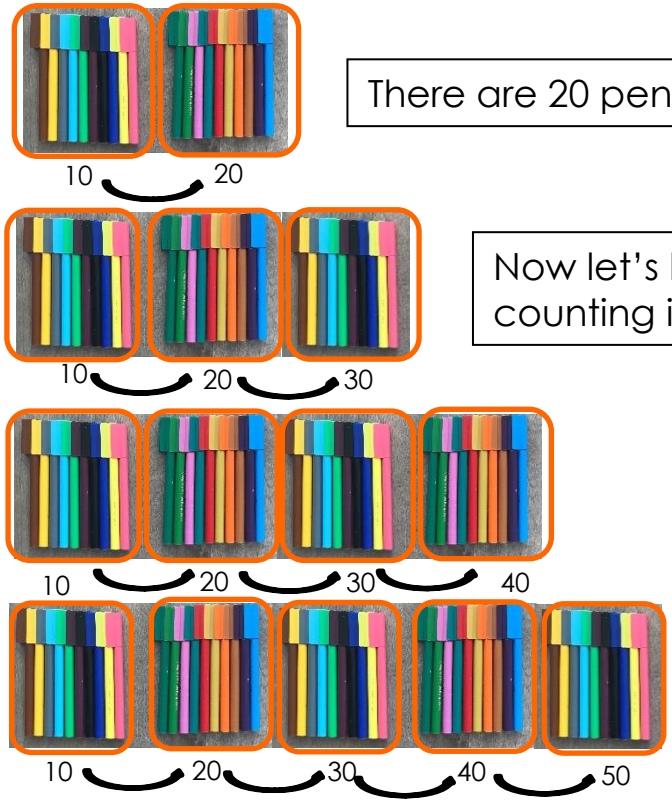
There are ☐ blue shirts.

Deepening:
Daisy coloured some triangles. Draw more triangles so that the coloured triangles are half of all the triangle.

DAY 4 resources:

THINK:

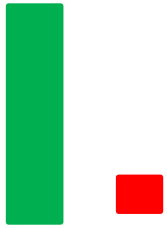
SEE: Group and count in tens 10 ones = 1 ten



Keep counting in 10s to 100

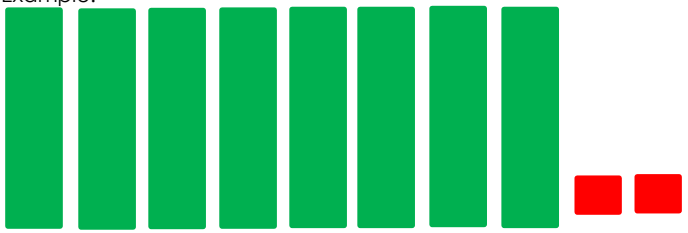
DO:

1. Make 9 tens sticks and 9 square ones out of paper.



2. Choose a number between 80 and 90.
   Example: 82

3. Make that number using your tens and ones.
   Example:



4. Count on from the number you have made to 100.
   Example: 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

5. Count backwards from 100 to your number.
   Example: 100, 99, 98, 97, 96, 95, 94, 93, 92, 91, 90, 89, 88, 87, 86, 85, 84, 83, 82

6. Repeat using different numbers.

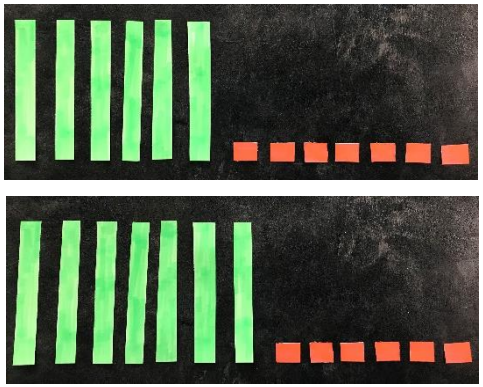
Deepening:

My friend made the number 88.

How many more tens and how many more ones would they need to reach 100?

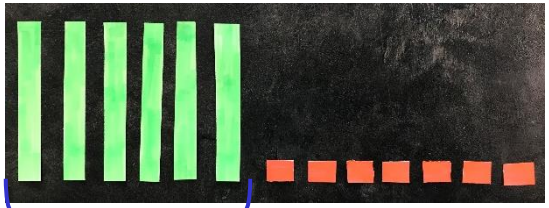
DAY 5 resources:

THINK:



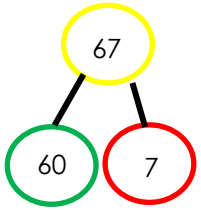
SEE:

Count in tens and ones.

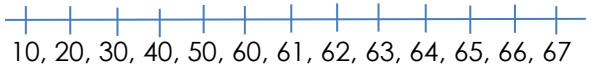


60 and 7

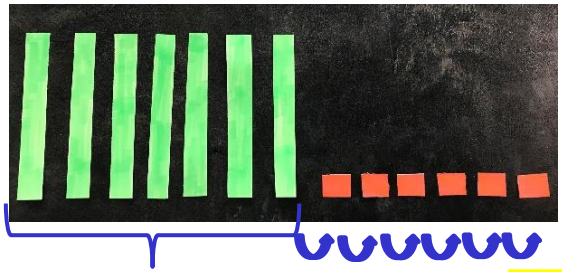
Make 67



60 61 62 63 64 65 66 67

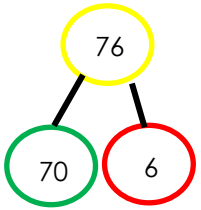


10, 20, 30, 40, 50, 60, 61, 62, 63, 64, 65, 66, 67

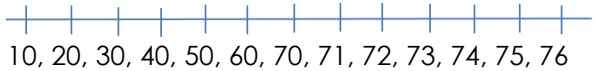


70 and 6

Make 76



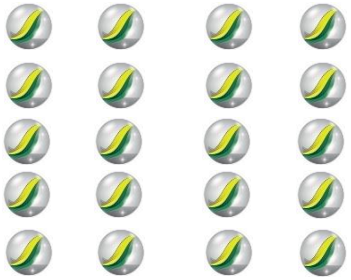
70 71 72 73 74 75 76



10, 20, 30, 40, 50, 60, 70, 71, 72, 73, 74, 75, 76

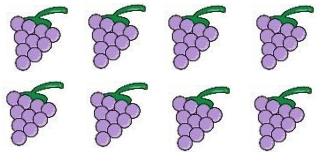
DO:

Draw then circle to make 10.



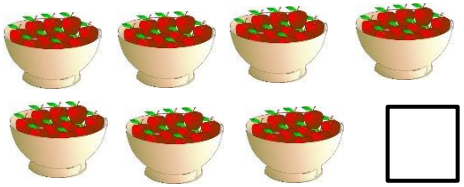
☐ Tens= ☐

Count in 10s



☐

Count in 10s



☐

Draw 58 in tens and ones.

☐ tens and ☐ ones

make ☐

Draw 91 in tens and ones.

☐ tens and ☐ ones

make ☐

Deepening:

My friend told me that the number 98 can be made by adding 8 tens and 9 ones. Are they right? Explain your answer by writing and drawing.

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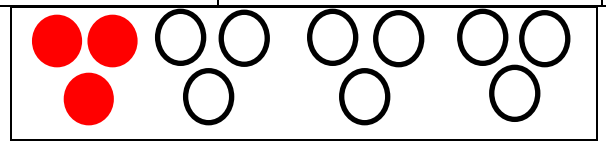
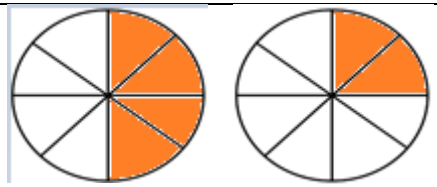
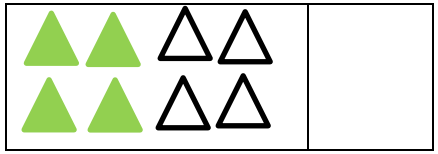
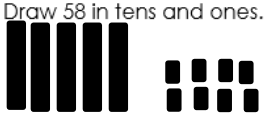
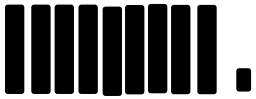
Answers

<table>
<tr><td>Day 1</td><td>Half of 20 = 10
Half of 19 = not possible
Half of 18 = 9
Half of 17 = not possible</td><td>Half of 16 = 8
Half of 15 = not possible
Half of 14 = 7
Half of 13 = not possible</td><td>Half of 12 = 6
Half of 11 = not possible
Half of 10 = 5
Half of 9 = not possible</td><td>Half of 8 = 4
Half of 7 = not possible
Half of 6 = 3
Half of 5 = not possible</td><td>Half of 4 = 2
Half of 3 = not possible
Half of 2 = 1
Half of 1 = not possible</td></tr>
<tr><td>Day 2</td><td colspan="5">9, 4, 11, 7  </td></tr>
<tr><td>Day 3</td><td colspan="5"> 
8 red peppers
5 blue shirts  </td></tr>
<tr><td>Day 4</td><td colspan="5">Deepening: 1 ten and 2 ones</td></tr>
<tr><td>Day 5</td><td colspan="5">Draw then circle to make 10. 
2 Tens= 20
Count in 10s 
80
Count in 10s 
70
Draw 58 in tens and ones. 
5 Tens and 8 ones
make 58
Draw 91 in tens and ones. 
9 Tens and 1 ones
make 91
Challenge:
My friend told me that the number 98 can be made by adding 8 tens and 9 ones. Are they right? Explain your answer by writing and drawing.
They are not correct. 98 is made with 9 tens and 8 ones.</td></tr>
</table>

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