Year 1 maths - week beginning: 27.4.20					
Theme	**Word problems: addition**	**Word problems: subtraction**	**Word problems: addition and subtraction**	**Multiplication: making equal groups**	**Multiplication: making equal groups**
Factual fluency (to aid fluency)	**https://coolsciencelab.com/math_magician_addition.html select level 1**	**https://www.topmarks.co.uk/maths-games/mental-maths-train select subtraction, select up to ten**	**https://www.topmarks.co.uk/number-facts/number-fact-families select up to 20 in the first column**	**Repeated addition (questions below)**	**Repeated addition (questions below)**
Problem/ activity of the day	**(Lesson 1 resources below)** **MAKING LINKS:** We have learnt about addition in year 1. What happens when we add numbers together? What strategies can you use to help you solve addition questions? **THINK: (support below)** Can you help me with this problem? There are 8 pieces of pasta in a bowl. I am holding 2 more. Do we add or subtract to find out the total number of pieces of pasta? How do you know? **SEE: (model below)** **DO:** Use what you have learnt today to solve these problems (below).	**(Lesson 2 resources below)** **MAKING LINKS:** We have learnt about subtraction in year 1. What happens when we subtract? What strategies can you use to help you solve subtraction questions? **THINK: (support below)** Can you help me with this problem? Jen had 20 sweets. If she gives 6 away, how many will she have left? **SEE: (model below)** **DO:** Use what you have learnt today to solve these problems (below).	**(Lesson 3 resources below)** **MAKING LINKS:** This week we explored addition and subtraction word problems. **THINK: (support below)** Can you help me with this problem? Look at the numbers below. **13 5** Use the numbers to make your own word problems. Show how you could solve the word problem. Draw objects to help you add or subtract. **SEE: (model below)** **DO:** Use what you have learnt today to solve these problems (below).	**(Lesson 4 resources below)** **MAKING LINKS:** The word equal means the same. When have we used this work before? **THINK: (support below)** Can you help me with this problem? Rosie and Matt have shared crackers into groups. Who has made equal groups, Matt or Rosie? (see photo below) How do you know? **SEE: (model below)** **DO:** Get 10 objects (pasta, pieces of cereal etc.) Get containers (plates, pots or bowls) Make equal groups using different amounts of objects. Describe your groups like this: There are ___ groups. Each group has _____objects. Complete the activity below if you do not have these resources.	**(Lesson 5 resources below)** **MAKING LINKS:** Yesterday we made equal groups. Each group had the same amount. **THINK: (support below)** Can you help me with this problem? My friend baked some chocolate brownies. They put them into groups. Are their groups equal? How do you know? **SEE: (model below)** **DO:** Use what you have learnt today to solve these problems (below).
Methods, tips & clues	See model below. Use pieces of pasta or any other object to solve this problem.	See model below. Use sweets or any other object to solve this problem.	See model below. Count 13 objects and 5 objects then add together. Count 13 objects then take away 5. Say a story out loud as your do this.	See model below. Count each group separately. Do they all have the same amount of objects?	See model below. Count each group separately. Do they all have the same amount of objects?
Time to check	Cars: 6 + 9 = 15 Dog: 11 + 5 = 16 Balls: 12 + 8 = 20 Flowers: 7 + 6 = 13	Birds: 7 – 3 = 4 Chocolates: 13 – 2 = 11 Monkeys: 17 – 8 = 9 Stickers: 14 – 6 = 8	Zoo: 12 Apple: 16 Beads: 8 Chef: 8	Use objects like pasta, toys or magnetic letters to check that your groups are equal.	Box 1 and 3 should have a tick. Each group has 5. 3 groups Each group has 2. 5 groups Each group has 4. 3 groups.

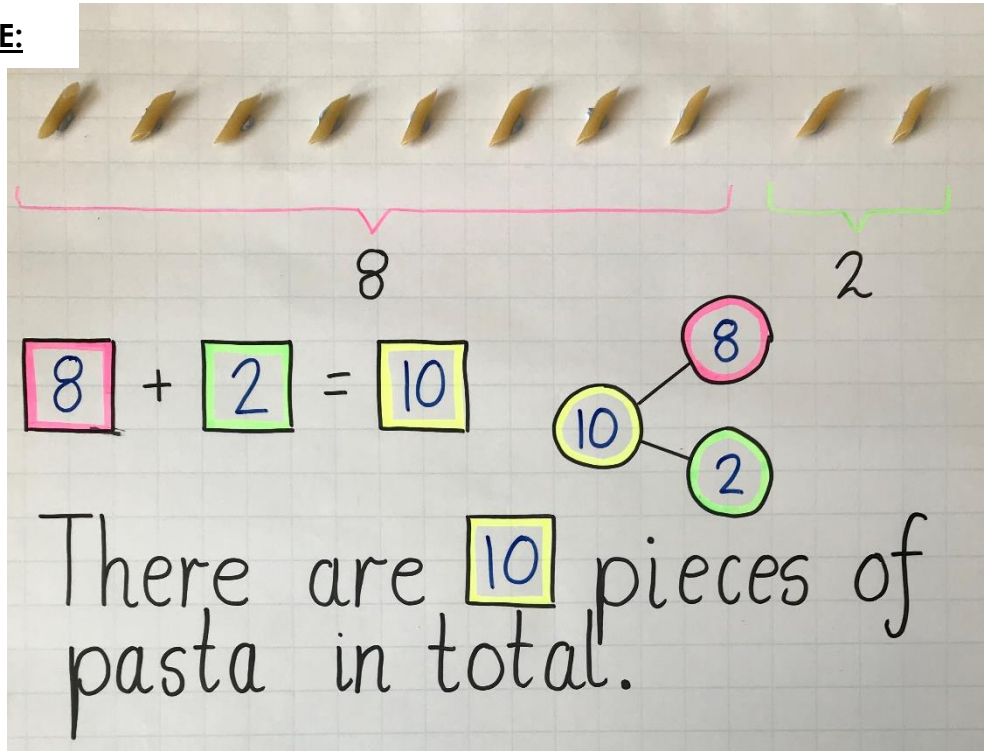
See below for resources to support you to THINK-SEE-DO

Quality First Education Trust

DAY 1 RESOURCES:

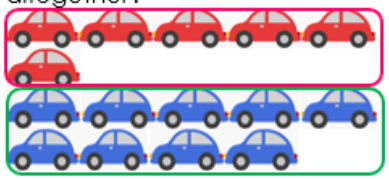
THINK:

SEE:



DO:

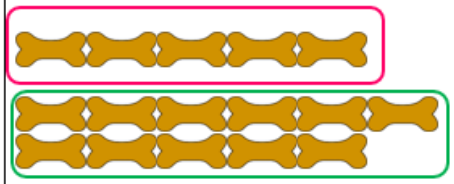
There are **6** red cars.
There are **9** blue cars.
How many cars are there altogether?



□ + □ = □

There are □ cars altogether.

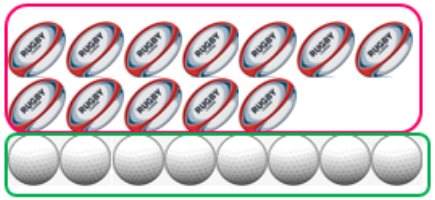
A dog has **5** biscuits.
His owner gives him **11** more biscuits.
How many biscuits does the dog have now?



□ + □ = □

There are □ dog biscuits.

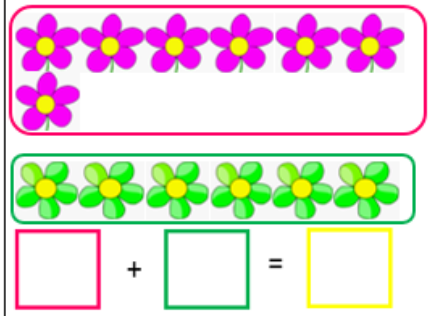
12 rugby balls are in a basket.
8 golf balls are in the same basket.
How many balls are there in the basket?



□ + □ = □

There are □ balls in the basket.

There are **7** pink flowers and **6** green flowers.
How many flowers are there altogether?



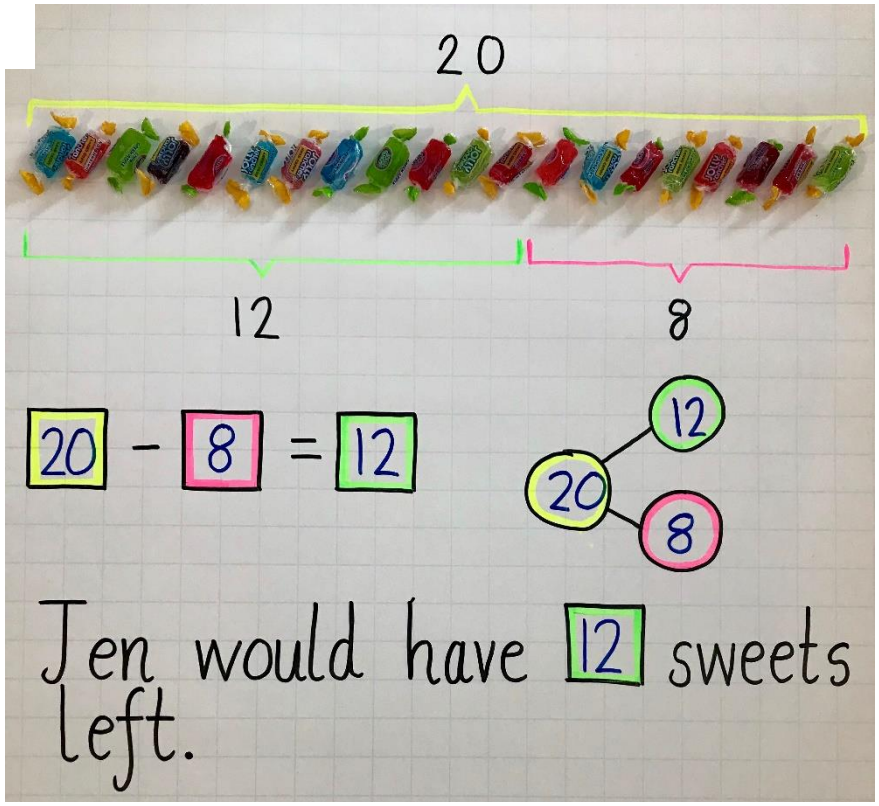
□ + □ = □

There are □ flowers altogether.

DAY 2 RESOURCES: THINK:

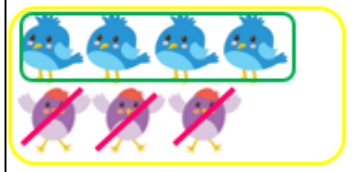
THINK:

SEE:



DO:

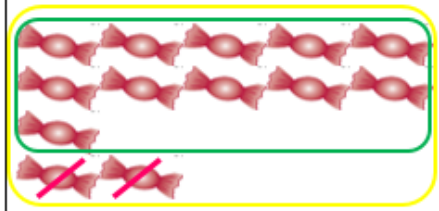
There are **7** birds.
3 of them fly away.
How many birds are left?



□ - □ = □

There are □ birds left.

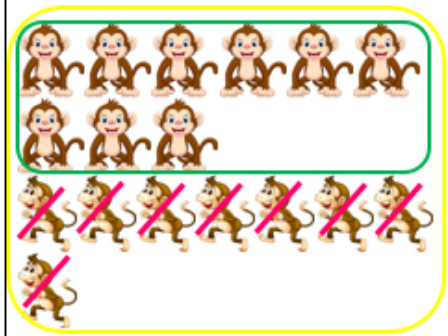
There are **13** chocolates.
Sally eats **2** of them.
How many chocolates are there now?



□ - □ = □

There are □ chocolates left.

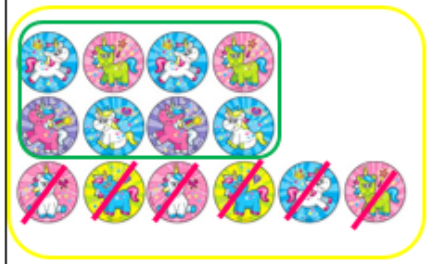
There are **17** monkeys in a cage.
8 monkeys ran out of the cage.
How many monkey are left in the cage?



□ - □ = □

There are □ monkey in the cage.

Sam had **14** stickers.
Jane had **6** less than him.
How many stickers did Jane have?



□ - □ = □

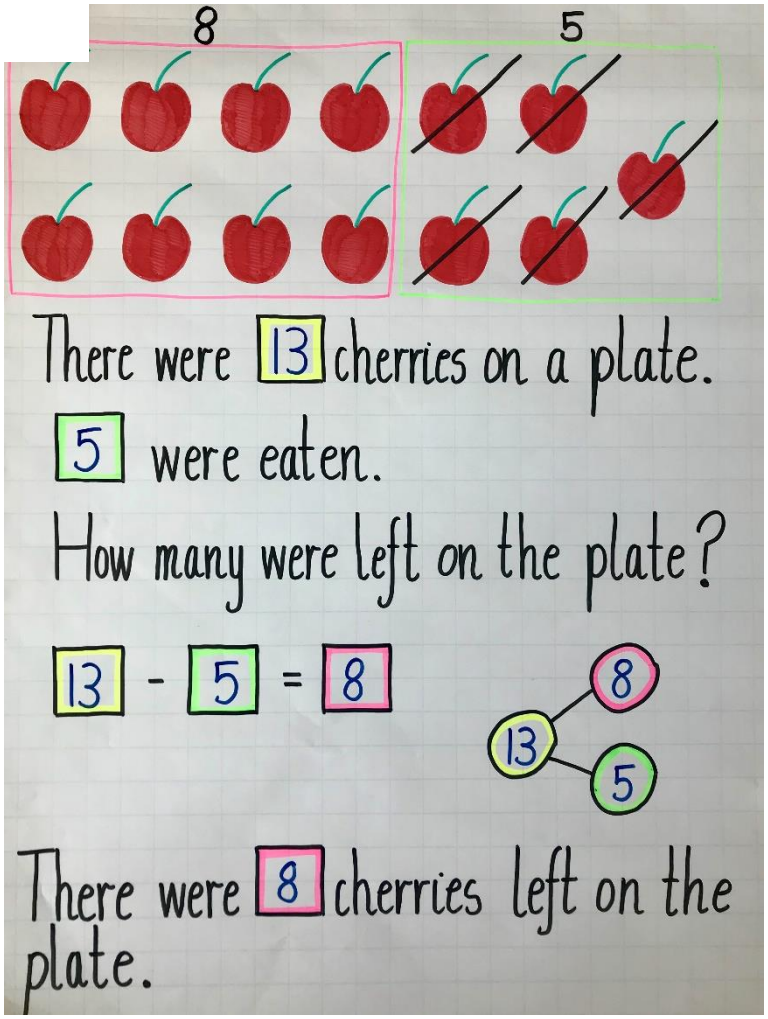
Jane had □ stickers.

DAY 3 RESOURCES:

THINK:

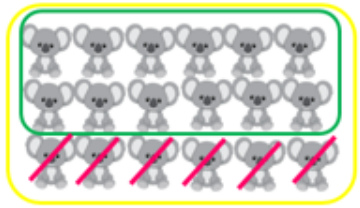
13 5

SEE:



Do:

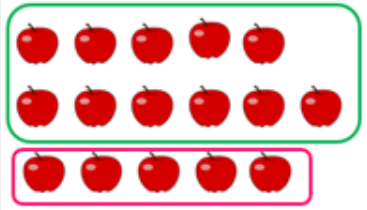
There are **18** koalas in Zoo A.
6 koalas are given to Zoo B. How many koalas are left in Zoo A?



□ - □ = □

There are □ koalas left in Zoo A.

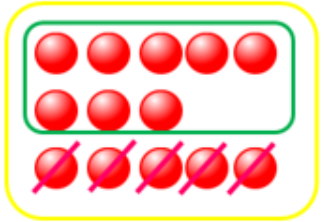
Adam has **11** apples.
Luke has **5** more apples than Adam has.
How many apples does Luke have?



□ + □ = □

Luke has □ apples.

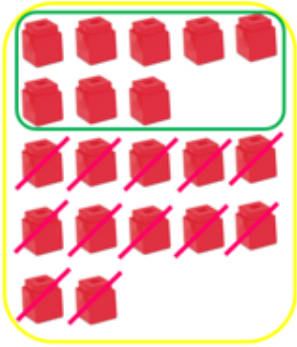
Laura has **13** beads.
Emma has **5** less beads than Laura.
How many beads does Emma have?



□ - □ = □

Emma has □ beads.

A chef made **20** cupcakes.
He also make **12** doughnuts.
What did the chef make fewer of?
How many fewer did he make?

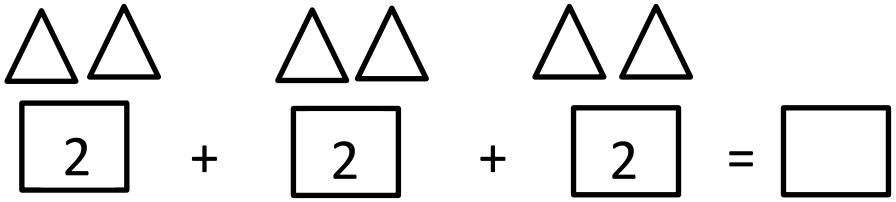


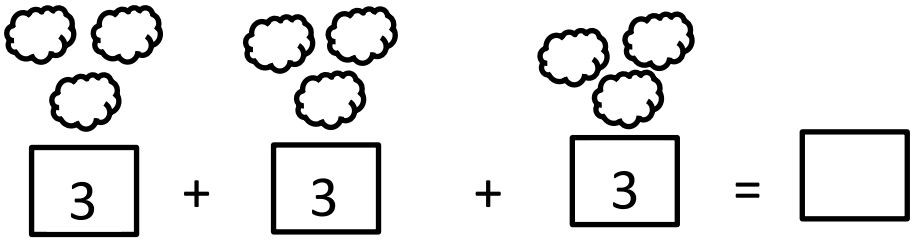
□ - □ = □

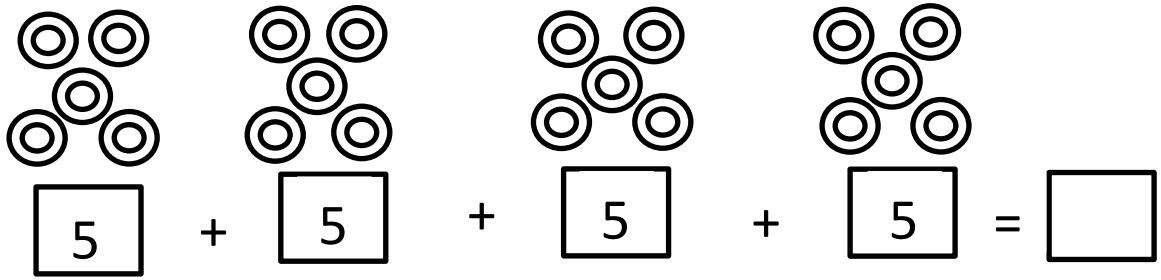
There □ fewer doughnuts.

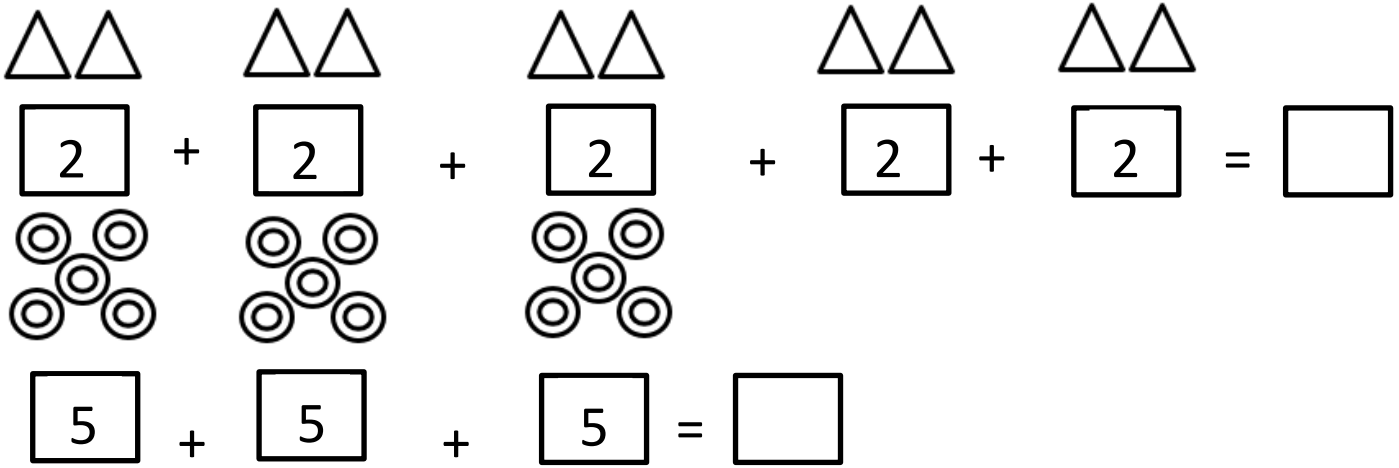
DAY 4 RESOURCES:

Factual fluency: find the total



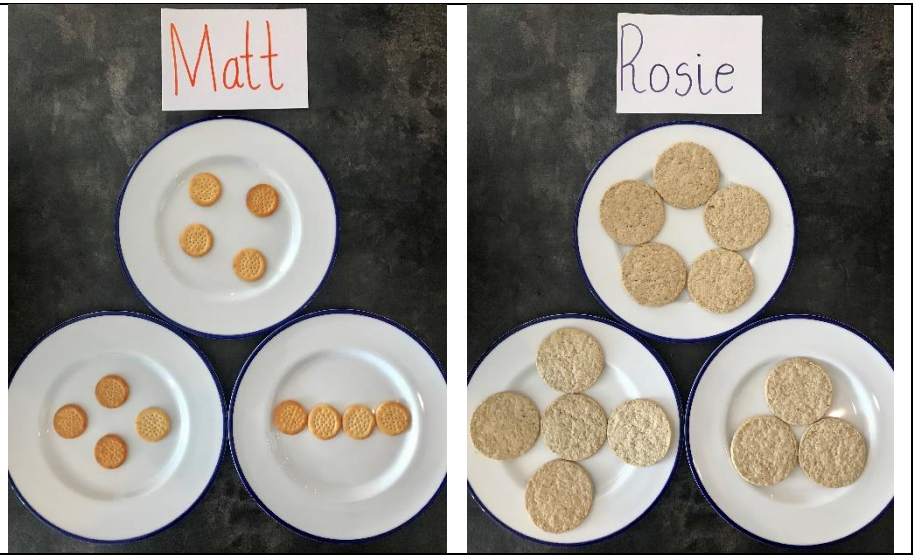




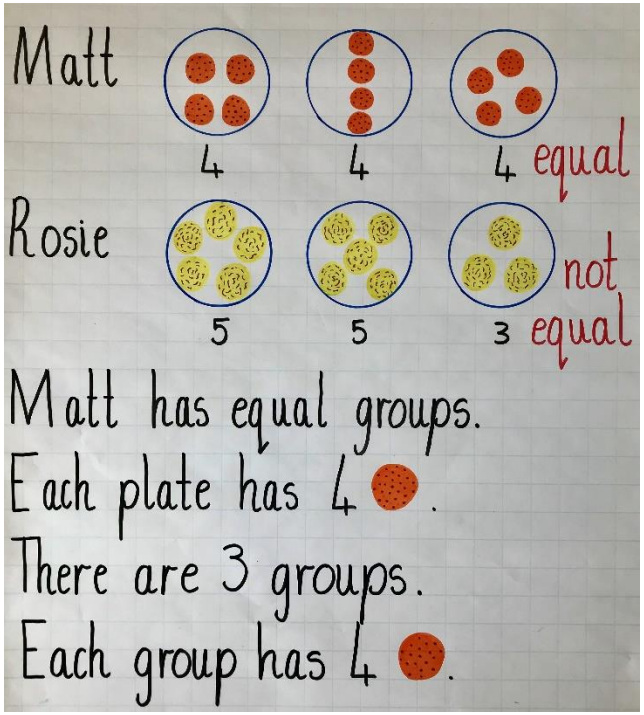


DAY 4 RESOURCES

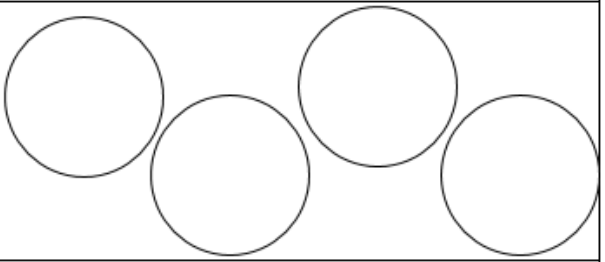
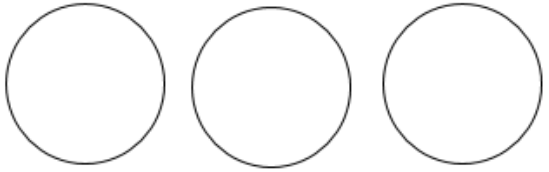
THINK:



SEE:

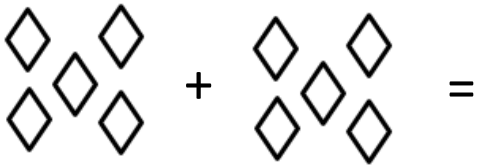


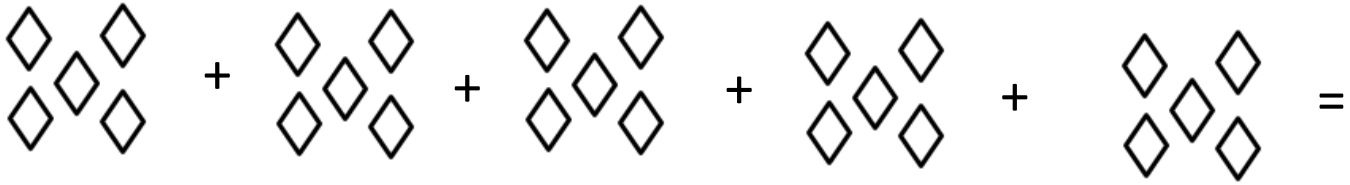
Do:

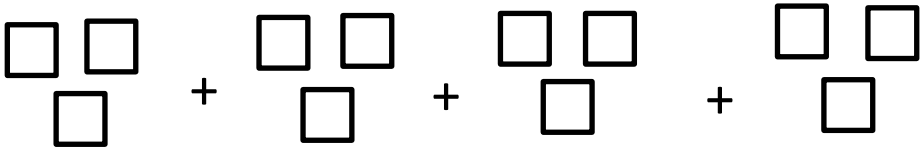
Number I thought of	Equal groups I have made.
4 I will make 3 groups of 4.	
2 I will make 4 groups of 2.	
3 I will make 3 groups of 3.	
I will make	

DAY 5 RESOURCES:

Factual fluency: write the total

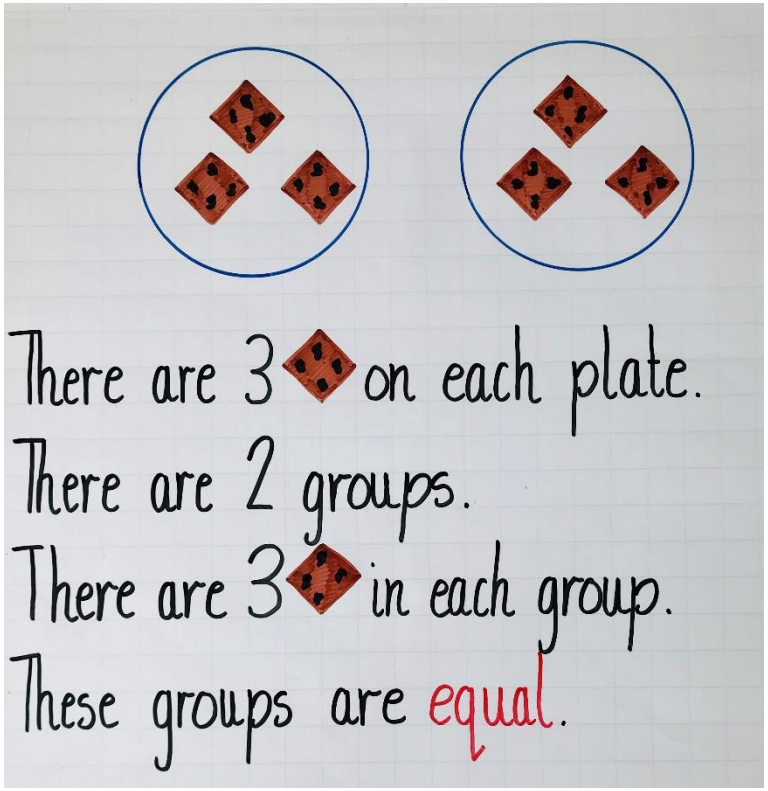






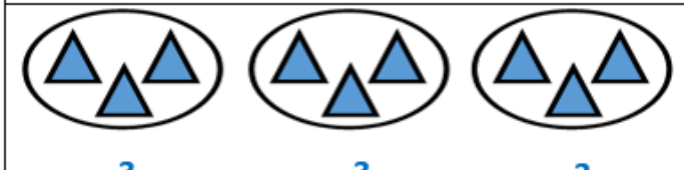
THINK:

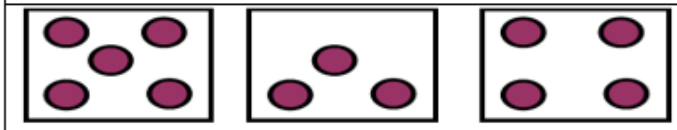
SEE:

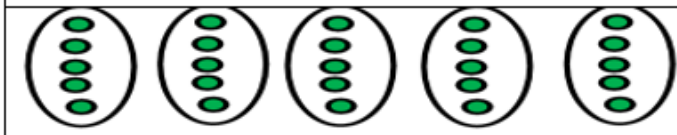


Do:

Tick if the groups are equal.







Write the missing numbers.