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

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DAY 1 RESOURCES:

THINK:

SEE:

$8 + 2 = 10$

There are 10 pieces of pasta in total.

Addition word problems
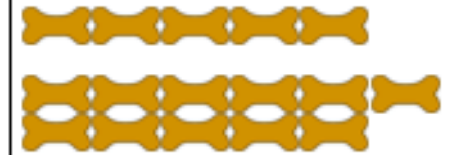
There are 6 red cars.
There are 9 blue cars.
How many cars are there altogether?

☐ ◯ ☐ = ☐

There ☐ are cars altogether.

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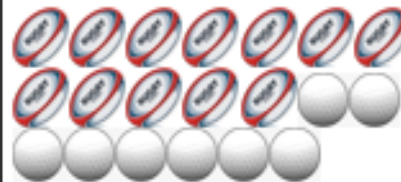His owner gives him 11 more biscuits.
How many biscuits does the dog have now?
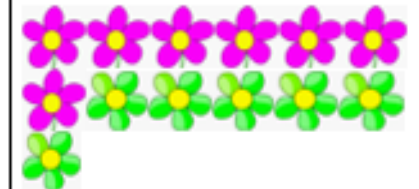

☐ ◯ ☐ = ☐

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.

Challenge
Write your own addition word problem and see if someone in your home can answer it. Make sure your answer is not bigger than 20.

_____

_____

_____

SEE:

20

12   8

20 − 8 = 12

12
20
8

Jen would have 12 sweets left.

Do:

Subtraction word problems

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?

☐ ○ ☐ = ☐
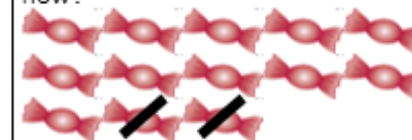
There ☐ are chocolates left.

There are17 monkeys in a cage.
8 monkey ran out of the cage.
How many monkeys are left in the cage?

☐ ○ ☐ = ☐

There ☐ are monkeys left.

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

☐ ○ ☐ = ☐

Jane had ☐ stickers.

Challenge

Write your own subtraction word problem and see if someone in your home can answer it.
Make sure your answer is not bigger than 20.
_____
_____
_____

THINK:

13   5

SEE:
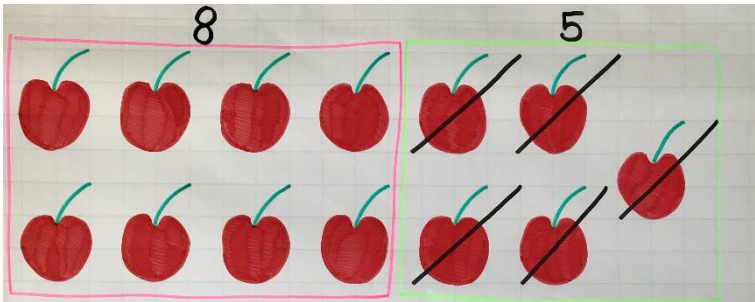
There were 13 cherries on a plate.
5 were eaten.
How many were left on the plate?

13 − 5 = 8
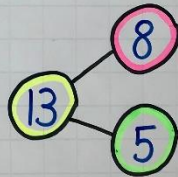
There were 8 cherries left on the plate.

Do:

Word problems. Use the space provided to show your working out.

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.
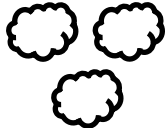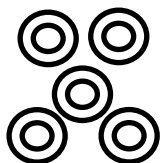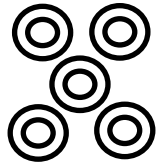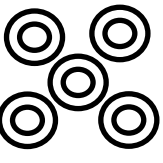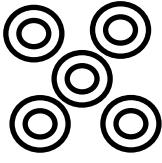
Challenge
Choose two numbers to make your own word problems. Show how you could solve the word problem. Draw objects to help you add or subtract.
_____
_____
_____
_____

Factual fluency: find the total

△△   △△   △△

$\boxed{2}$ + $\boxed{2}$ + $\boxed{2}$ = $\boxed{}$

$\boxed{3}$ + $\boxed{3}$ + $\boxed{3}$ = $\boxed{}$

$\boxed{5}$ + $\boxed{5}$ + $\boxed{5}$ + $\boxed{5}$ = $\boxed{}$

△△   △△   △△   △△   △△

$\boxed{2}$ + $\boxed{2}$ + $\boxed{2}$ + $\boxed{2}$ + $\boxed{2}$ = $\boxed{}$

$\boxed{5}$ + $\boxed{5}$ + $\boxed{5}$ = $\boxed{}$

THINK:

SEE:

Matt

4   4   4 equal

Rosie

5   5   3 not equal

Matt has equal groups.
Each plate has 4.
There are 3 groups.
Each group has 4.

Do:
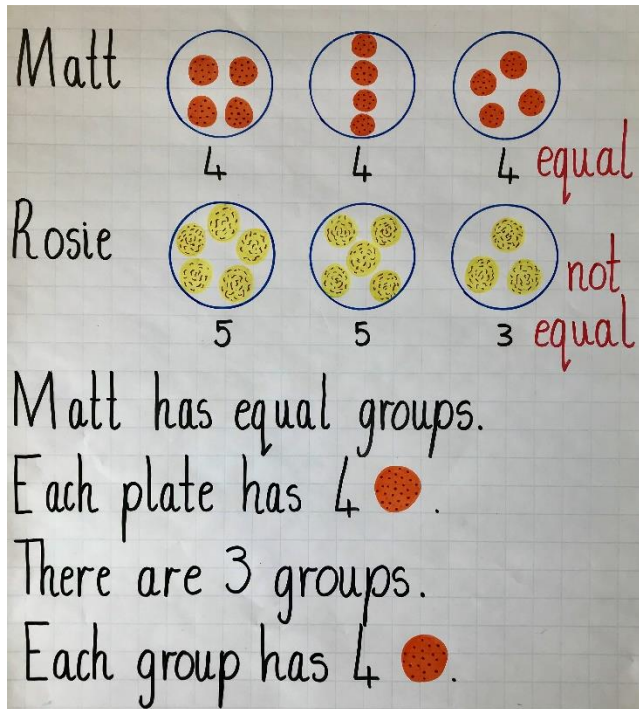
Making equal groups

Think of a number and make equal groups of that number.

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

Factual fluency: write the total

◎◎ + ◎◎ + ◎◎ + ◎◎ =

◇◇◇◇◇ + ◇◇◇◇◇ =

◎◎ + ◎◎ + ◎◎ + ◎◎ + ◎◎ =

◇◇◇◇◇ + ◇◇◇◇◇ + ◇◇◇◇◇ + ◇◇◇◇◇ + ◇◇◇◇◇ =

▢▢▢ + ▢▢▢ + ▢▢▢ + ▢▢▢ =

There are 3 🟫 on each plate.
There are 2 groups.
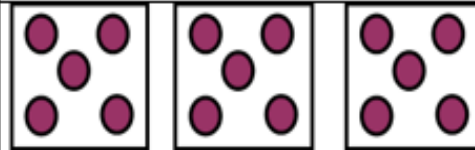There are 3 🟫 in each group.
These groups are equal.

Do:

Making equal groups

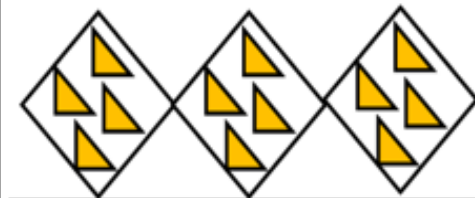Tick if the groups are equal.

Write the missing numbers.

Each group has ☐ 🟣

☐ groups

Each group has ☐ 💙

☐ groups

Each group has ☐ 🔺

☐ groups