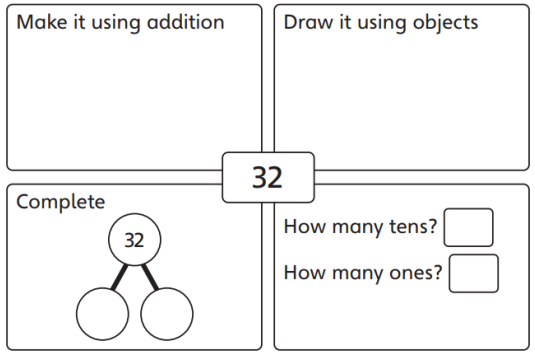
- Play 'guess my number' (yes/no answers) and encourage children to ask mathematical questions e.g. my number is between 20 and 30.
  - Q-is it an odd number?
  - Q-does it have 2 tens?
  - Q-is it in the 2 times table?

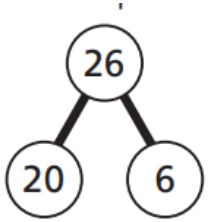
- Develop the ability to estimate-ask a child to guess how many items are on a tray, in a box of toys or a marble jar will help to develop this. Always count them out together afterwards, so that the child can see how close he or she was.

- Use resources to make/build a number or 'prove' to you that 1 less than 24 is 23.



- Use part whole models to practise fact families

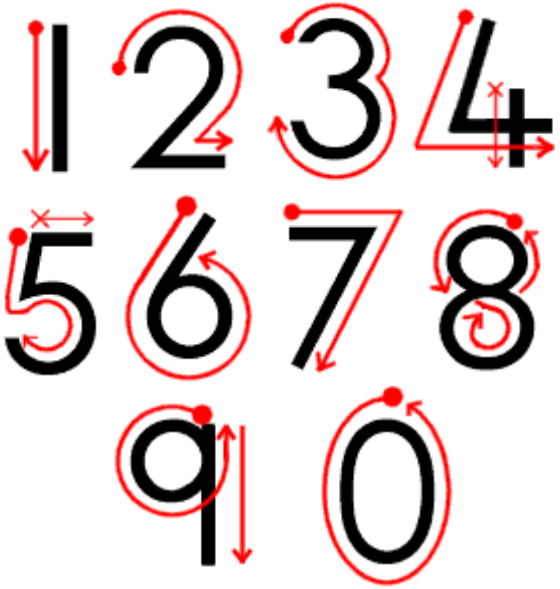
20 + 6 = 26
6 + 20 = 26
26 – 6 = 20
26 – 20 = 6



Number Formation Guide

Encourage your child to form numbers in the standard way. Bad habits are difficult to break, so following our simple guide can help to prevent problems at a later stage.

Spots indicate the starting position of the pencil. The pencil should remain on the paper, following the arrows. For the numbers four and five, the pencil must be raised before completing the second part of each number. **Crosses** indicate the second starting positions.



Marwood C.E. Infant School

Year 1

Numbers to 50

Introduction

Thank you for taking the time to read further on how to help your child in maths.
In this unit, year 1 children will begin to count beyond 20 to 50, counting objects as they go. They will learn that it is easier to count in 10s and 1s, rather than just in 1s. Children will discuss the patterns we notice in the numbers we say when counting beyond 20, for example, 20, 21, 22 … 30, 31, 32 … and which digits are the same or different. Children will be encouraged to use their knowledge of counting in 10s and 1s to partition numbers (split them apart) and represent them on a part-whole model. Finally, they will use their knowledge of the counting sequence to find one more and one less than a number less than 50.

Key vocabulary

subtract	take away
find the difference	tens
How many are left?	ones
number bond	part-whole
fact family	digit(s)
partition	compare
greater than (>)	order
less than (<)	
equal to/the same as (=)	

Stem sentences

__ is greater than __.
__ is less than __.
I know that _____ because _____.
____can be partitioned into _____ tens and ____ ones.

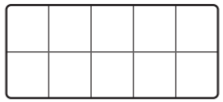
Stem sentence example

32 is greater than 22 because it has more tens.

Structures and representations that will be used to support our understanding in this unit.

STRUCTURES AND REPRESENTATIONS

Ten frame: This model helps children to develop a sense of 10. It helps children know when they move to the next 10. It also makes counting in 10s and 1s much easier.



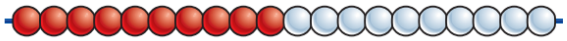
Number grid: This helps children count to 50 and partition numbers into blocks of 10.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

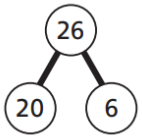
Number track: Like a number line, a number track helps children represent the order of numbers. A number track can support children in counting and finding one more and one less.

1	2	3	4	5	6	7	8	9	10

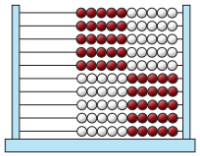
Bead string: The bead string offers children the opportunity to manipulate different numbers.



Part-whole model: This model helps children understand that two or more things combine to make a whole. In this unit, it is especially useful for showing how a number is made up of 10s and 1s.



Rekenrek: A rekenrek is a tool that helps children count in 10s and 1s.



Ways to support your child with their learning.

- Practice securing your child's counting with number names up to 20, including 'teen' numbers.
- Practise counting forwards and backwards when out and about, count footsteps, birds, doors, anything and everything.
- Practise counting backwards and forwards from a given number-what comes after 29? What's one less than 43? What's one more than 37?
- Play games and boardgames with numbers e.g. snakes and ladders, bingo, cards, dominoes-how many do you have altogether?
- Point out the maths around you-what number is on that house? How much does is that? Can you spot the number…?
- Make arrays out of toys to practise counting in 2s and 10s.