

Home Learning Ideas

Mathematics Stage 1*

Place Value	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals.	Count together on car journey etc.	Read numbers on digit cards (to buy) / paper.	Count sets of objects (Lego, pasta etc.)
	Count in multiples of twos, fives and tens.	Odd and even	Counting by twos song	Duck shoot
	Given a number, identify one more and one less.	Oral questioning, with or without objects / written numbers.		Write missing nos. in sequences.
	Identify and represent numbers using objects and pictorial representations inc the number line, and use the language of: equal to, more than, less than (fewer), most, least.			Helicopter rescue
	Read and write numbers from 1 to 20 in numerals and words.	Post the letter	Caterpillar ordering	Teddy numbers

Add and Sub	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	Write / paint / chalk outside etc. own number sentences.	What is a number line?	
	Represent and use number bonds and related subtraction facts within 20.	Oral Questions (digit cards : no. bonds to 5, 10 & 20.		
	Add and subtract one-digit and two-digit numbers to 20, including zero.	Add / subtract numbers on dice or spinners.	ICT Games	
	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.	Calc. methods videos	Model problems with objects (Lego, pasta etc.)	

Mult.	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial reps and arrays with the support of the teacher.	Calc. methods videos	Coconut multiples	Set out objects in lines to count in 2s, 5s, 10s etc.
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Fractions	Recognise, find and name a half as one of two equal parts of an object, shape or quantity.		Shade / cut / fold halves and quarters of shapes, making sure halves are of equal size. Divide groups of objects into halves and quarters.	
	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.			

Measure	Compare, describe & solve pract probs for: lengths/heights (short/tall, half/double); mass/weight (heavier/lighter); cap/vol (full/empty, more/less); time (quicker/slower/later)	Order several household or natural objects or containers by height, length, weight, capacity etc.		Make up some fun challenges, eg races, involving use of time vocab: quicker, slower. Time how many seconds to run around garden or up & down stairs.
	Measure and begin to record the following: lengths/heights; mass/weight; capacity/volume; time (hours, minutes, seconds).	Record the above using metric units (eg, cm, m, g, kg, ml, l).		
	Recognise and know the value of different denominations of coins and notes.	Children use money when shopping. For real or role-play.		Online money games
	Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.	Plan and discuss a weekend's events using the listed vocabulary.		Write or draw a short story with children using the listed vocabulary.
	Recognise and use language relating to dates, including days of the week, weeks, months and years.	Talk to children about what they do on certain days of the week, when family birthdays are etc. Use calendar.		
	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	Put a clock in child's bedroom and discuss regularly.		Telling the time
Geometry	Recognise and name common 2-D shapes (e.g. rectangles, circles and triangles) and 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).	Look for and name shapes around the home.		Online shape games
	Describe position, directions and movements, including whole, half, quarter and three-quarter turns.	BBC video for Discussion starter.	Take turns at giving instructions to guide someone through a course.	Turning man

*Stages relate to year group expectations, however, it will be appropriate for some children to be working at stages higher or lower than their year group.

Please note, some online activities will require a browser supporting Flash content.