

Mastering Number at Home

Year 1



Aims of the session

- To share with you some of the things your child will be learning in school
- To improve your confidence in helping your child with maths
- To create some games and activities for use at home
- To share with you the home learning activities

Why work with your child?

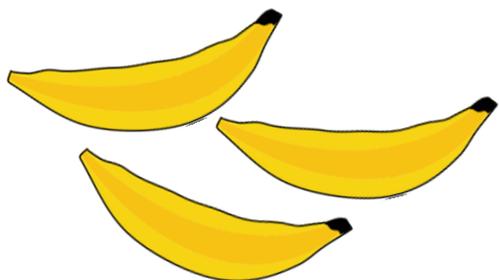
The help that parents give their children at home has a very significant impact on their learning.

Development Matters (2023)

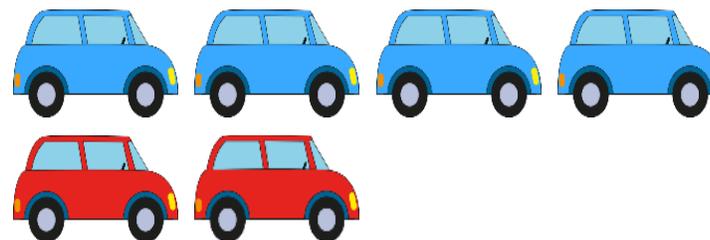
How does Mastering Number help us to teach maths in school?

The Mastering Number Programme in Year 1 will help your child to develop good *number sense*.

Some of the things they are learning include:



Recognising small numbers of objects without having to count them

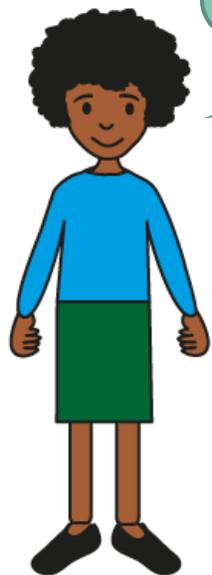


Know different ways to 'make' (compose) a number

How do we develop good number sense?

Knowing how numbers are 'made' will help children later on with calculations.

I know that 6 is made of 4 and 2 so I will also know...



$$6 - 2$$

$$60 - 20$$

$$0.4 + 0.2$$

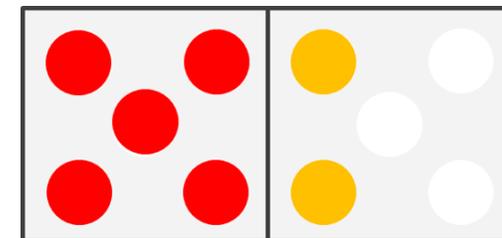
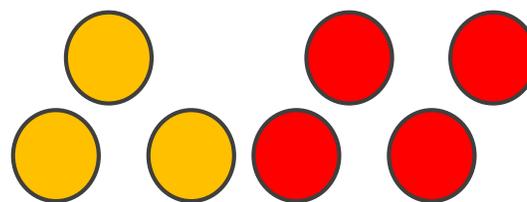
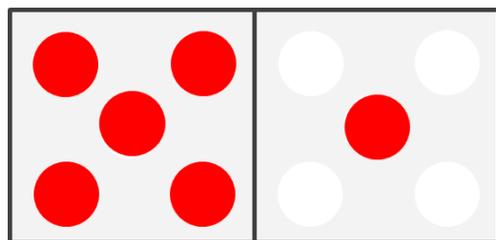
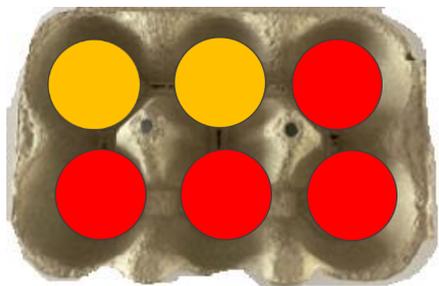
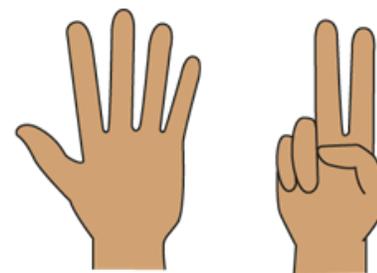
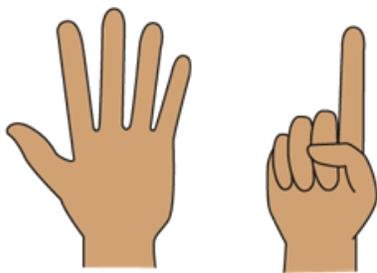
$$40 + 20$$

$$400 + 200$$

$$0.6 - 0.2$$

Let's look at 6 and 7!

Finding all the ways that 6 and 7 are 'made' and then doing activities that give them a chance to practise will help children.



Recognising small 'numbers'

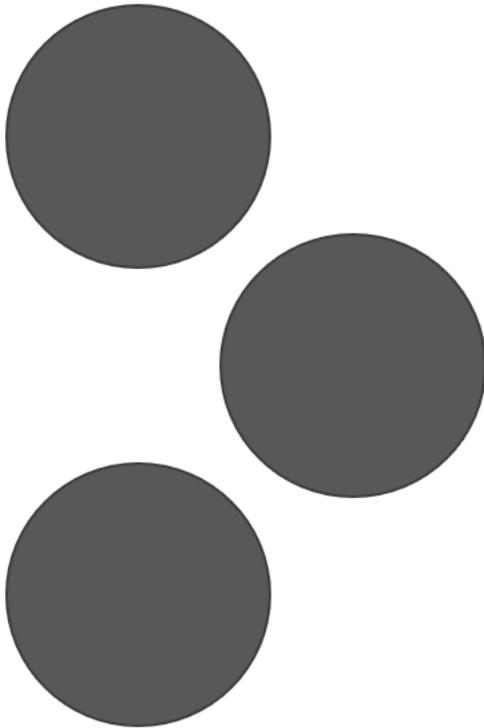
For all of the activities you will be doing at home, we want children to use a special skill called 'subitising'.



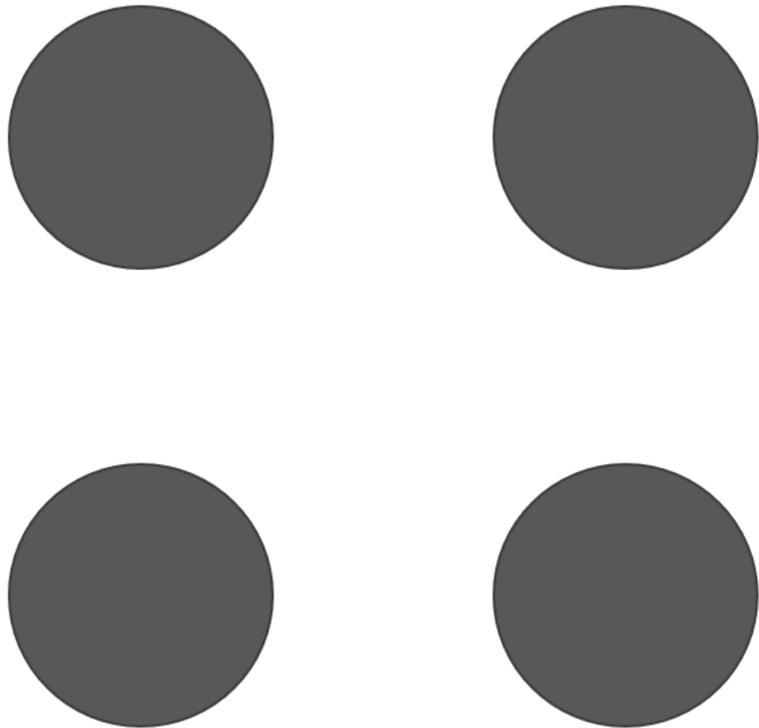
Get your fast eyes ready!
Show on your fingers and tell your grown-up how many dots you can see!



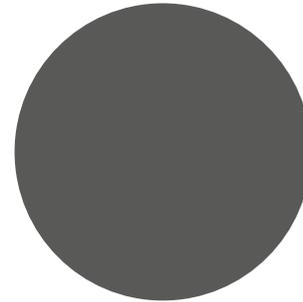
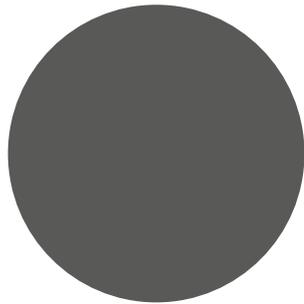
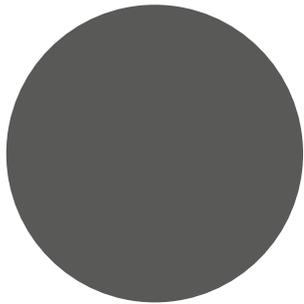
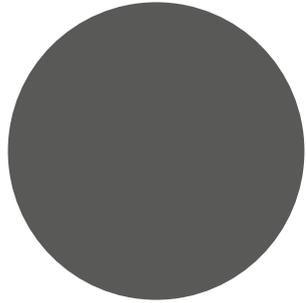




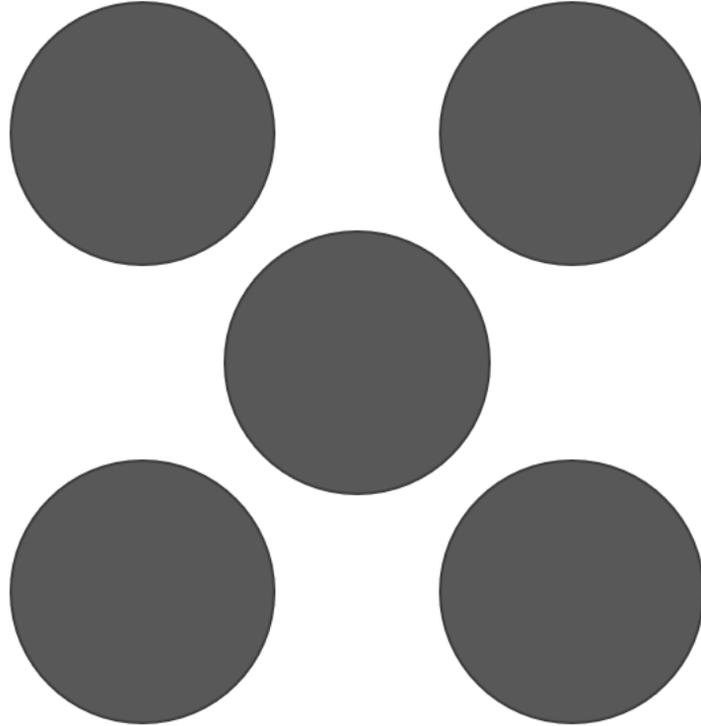




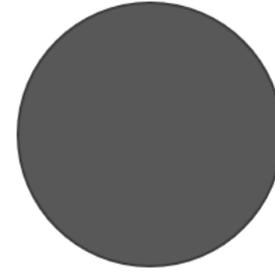
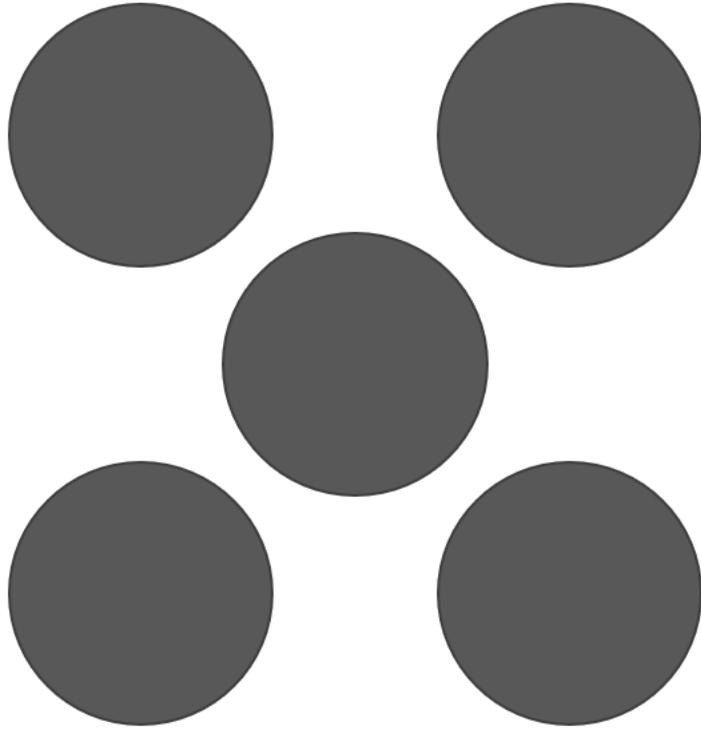












Home-learning tasks

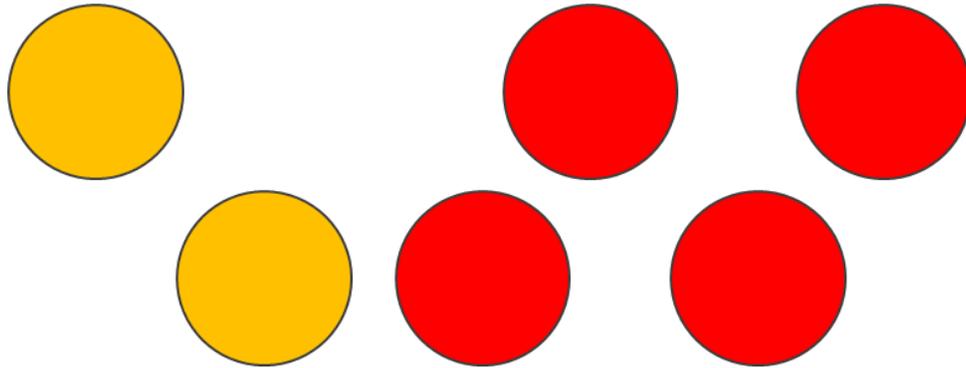
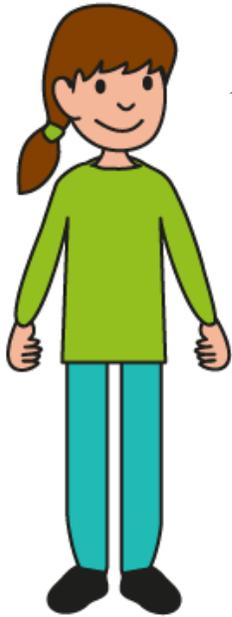
Each week, you will be given a sheet that explains some activities that children can do with their grown-up.

In Year 1, the tasks will all be about finding ways to make 6 and 7, but these tasks could be used for other numbers later on.

In all of the tasks, children should be encouraged to ‘see’ the amount of objects without counting – just as they did in the previous activity.

Play 'Drop the counters'

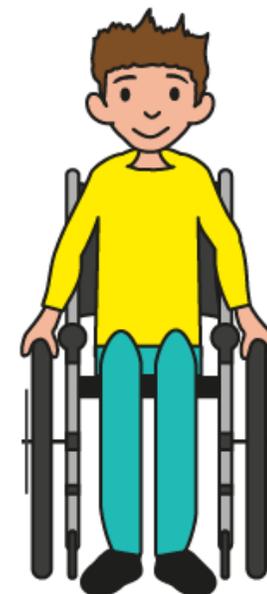
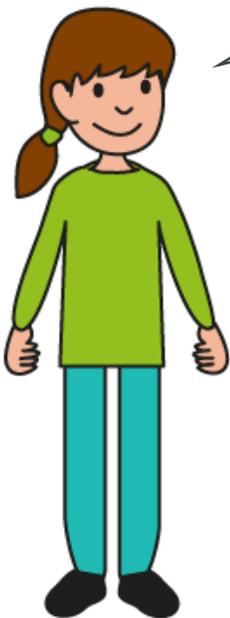
You will need 6 double-sided counters to play.



6 is made of ____ and ____;
____ and ____ make 6.

Play 'Drop 6 counters' with
a grown up! How quickly
can you say what you see?

6 is made of 4 and 2;
4 and 2 make 6!



6 is made of ____ and ____;
____ and ____ make 6.

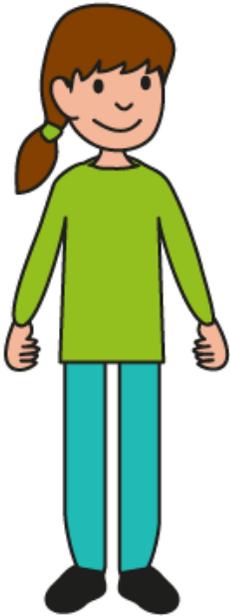
Year 1, Week 1 – Drop the counters

Monday				Wednesday				Friday			
Player 1		Player 2		Player 1		Player 2		Player 1		Player 2	
Colour 1	Colour 2	Colour 1	Colour 2	Colour 1	Colour 2	Colour 1	Colour 2	Colour 1	Colour 2	Colour 1	Colour 2
..red...	yellow...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	1	5	1	5	1	5	1	5	1	5	1
4	2	4	2	4	2	4	2	4	2	4	2
3	3	3	3	3	3	3	3	3	3	3	3
2	4	2	4	2	4	2	4	2	4	2	4
1	5	1	5	1	5	1	5	1	5	1	5



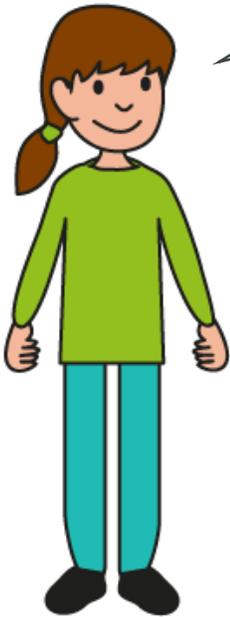
Play 'Egg Box 6' with counters

Use your stem sentence strip again, this time using your egg box and counters.



6 is made of ____ and ____;
____ and ____ make 6.

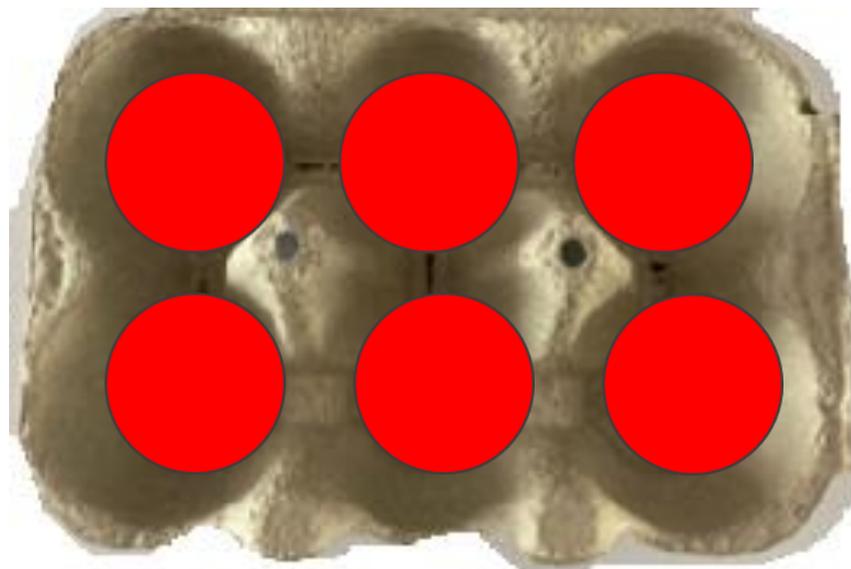
Let's work in order to find the ways to make 6.



6 is made of ____ and ____;
____ and ____ make 6.

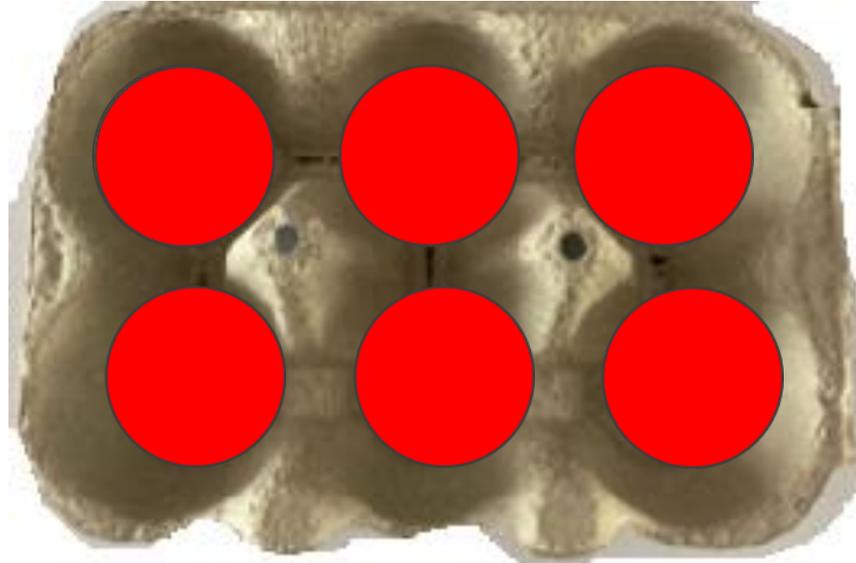
Place all counters red side up

How many
red
counters?



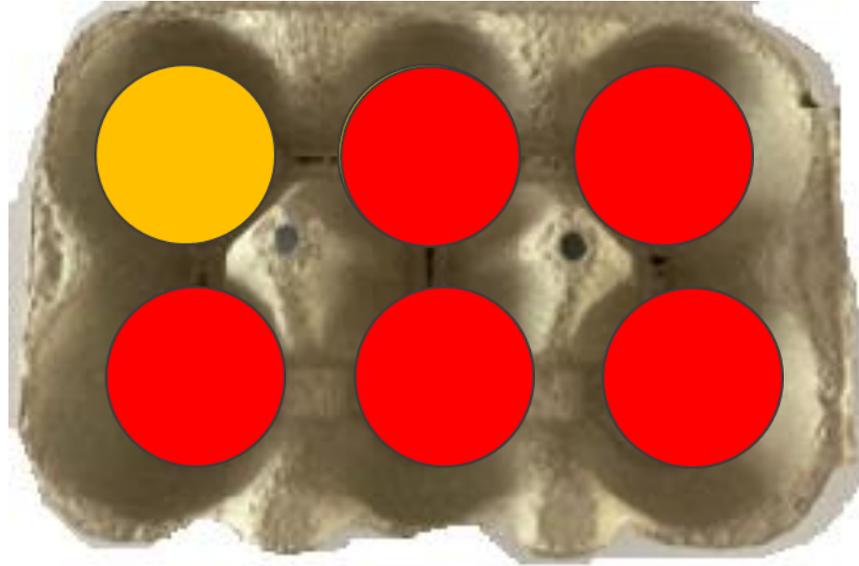
How many
yellow
counters?

Turn over one counter at a time so you can see the yellow side

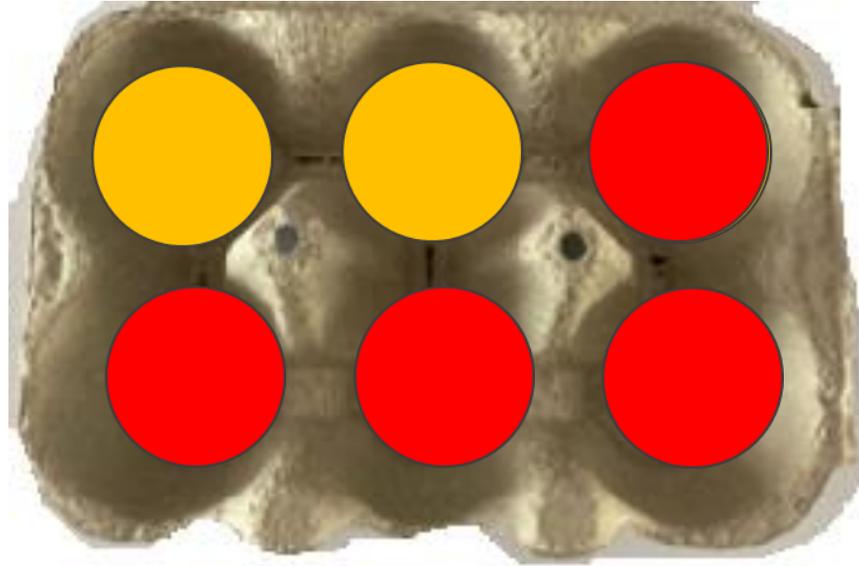


6 is made of 1 and 5;
1 and 5 make 6!

6 is made of ____ and ____;
____ and ____ make 6.



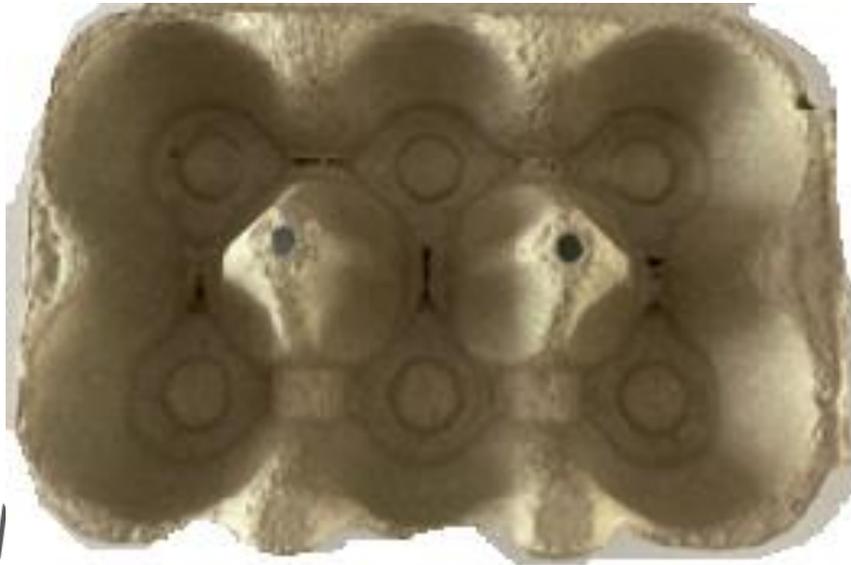
6 is made of ____ and ____;
____ and ____ make 6.



6 is made of ____ and ____;
____ and ____ make 6.

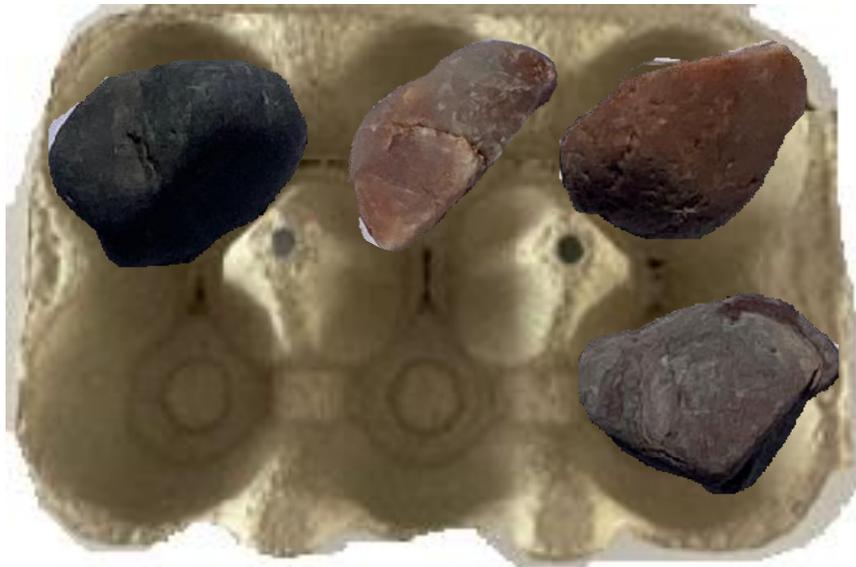
Play 'Egg Box 6' with objects

Gather 6 objects that can fit in the spaces in the egg box.



Put some of the objects in the egg box and hide the others.

How many more to make 6?



_____ needs _____ to make 6.

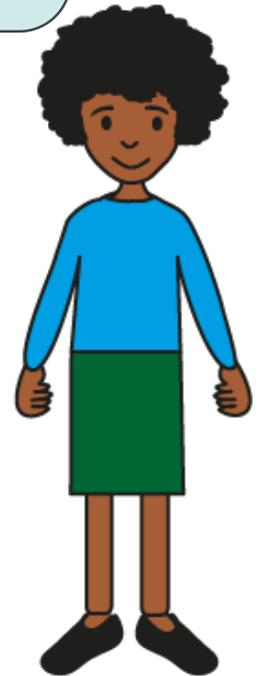
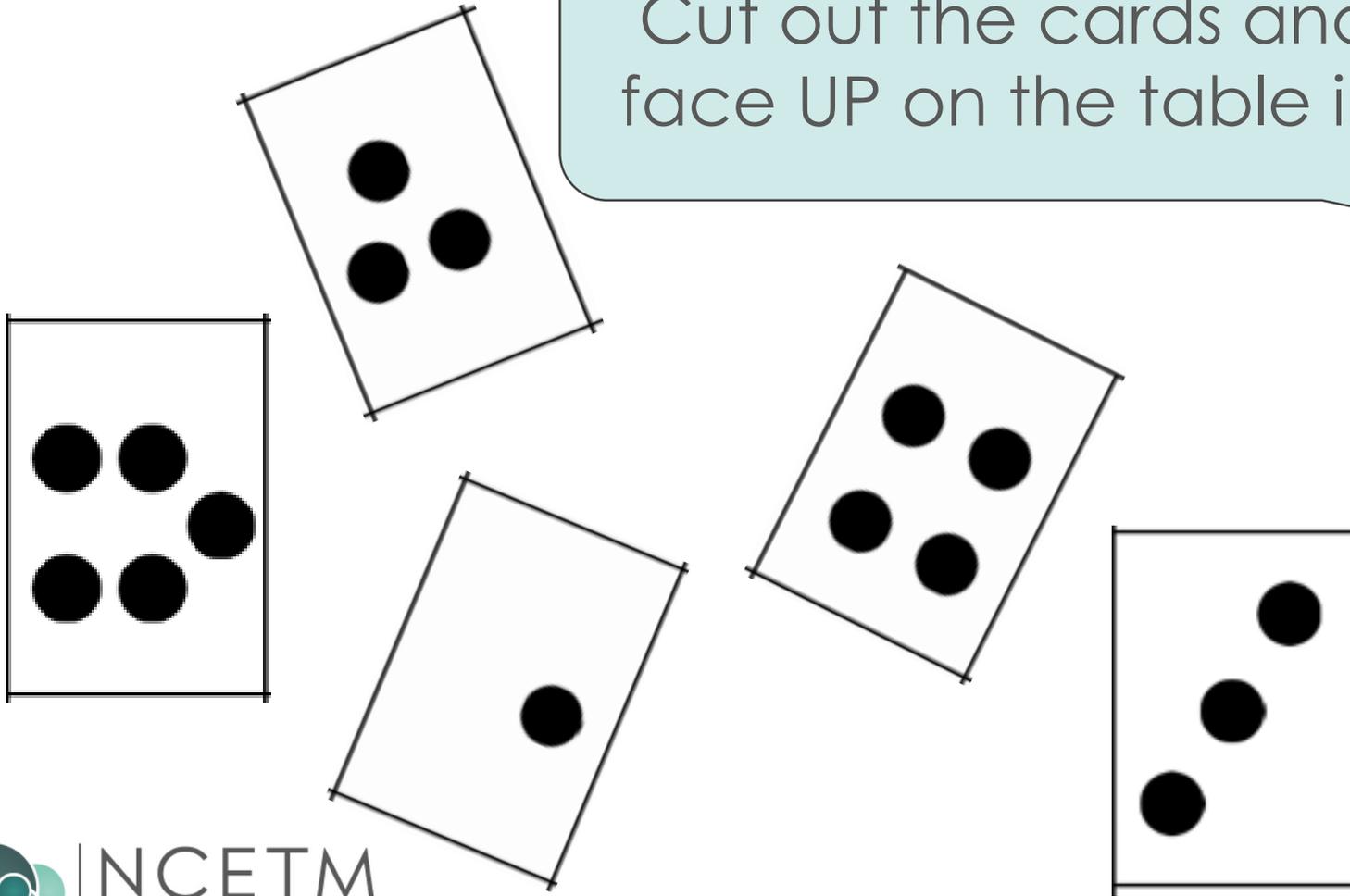
Play this again using different numbers of objects.



_____ needs _____ to make 6.

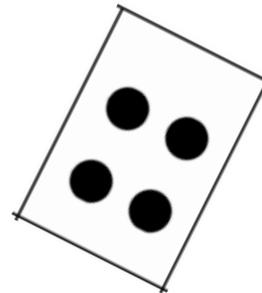
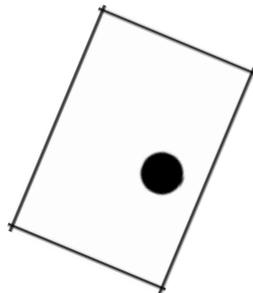
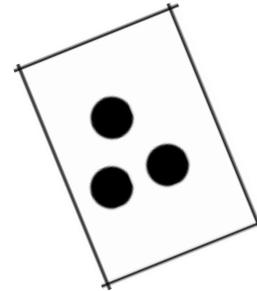
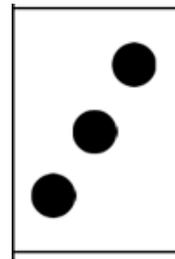
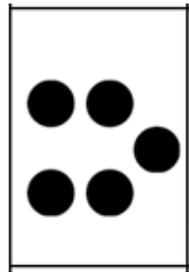
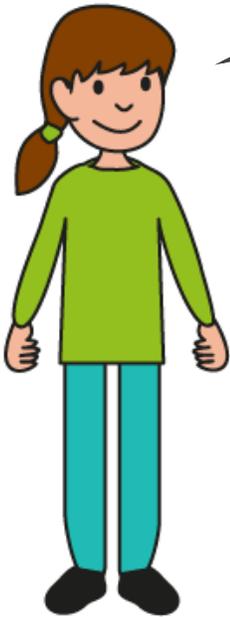
Find pairs to 6 with dots

Cut out the cards and place them face UP on the table in front of you.

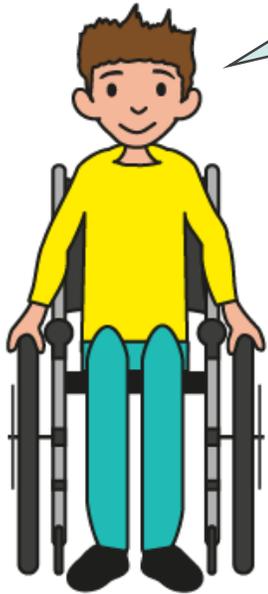


Play: 'Find pairs to 6' with dot cards

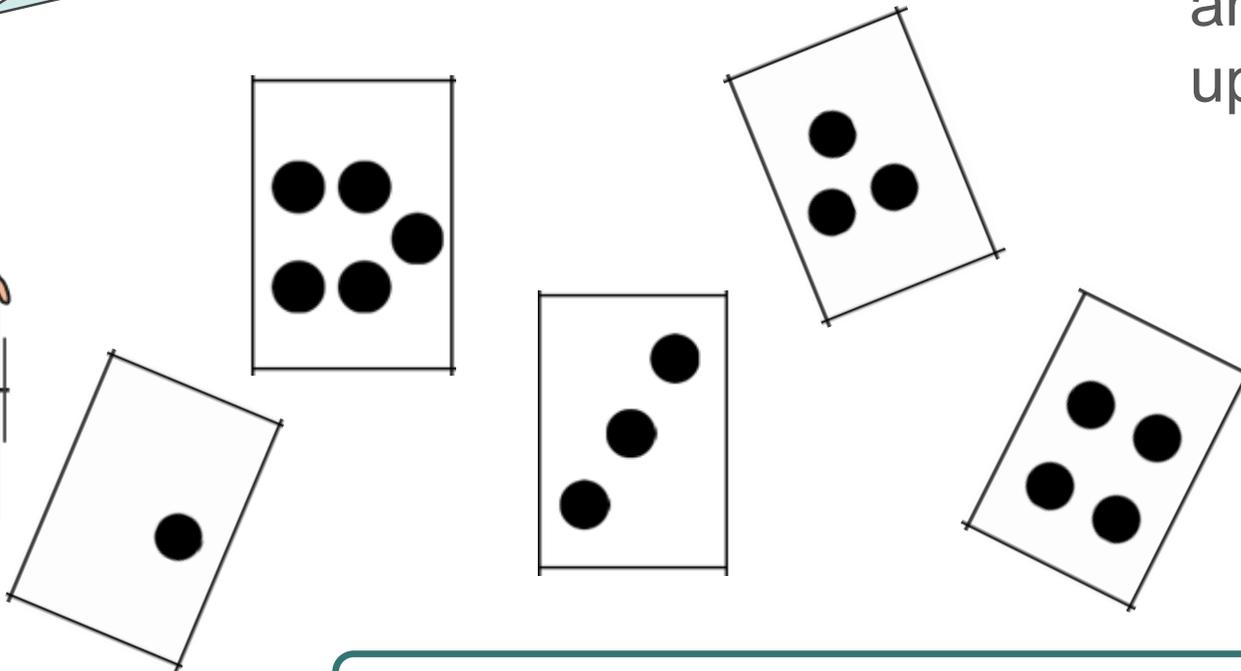
Let's practise remembering the ways that 6 can be made.



Find pairs that make 6.



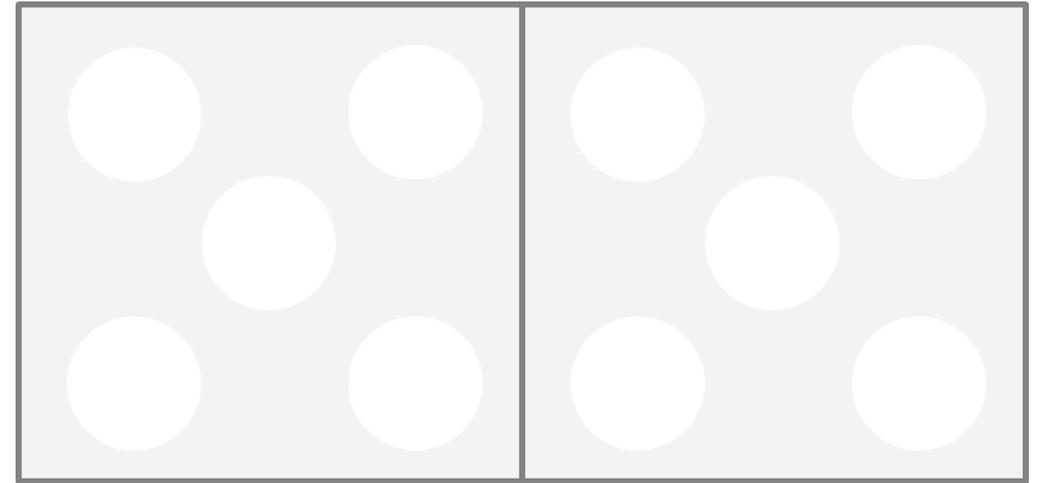
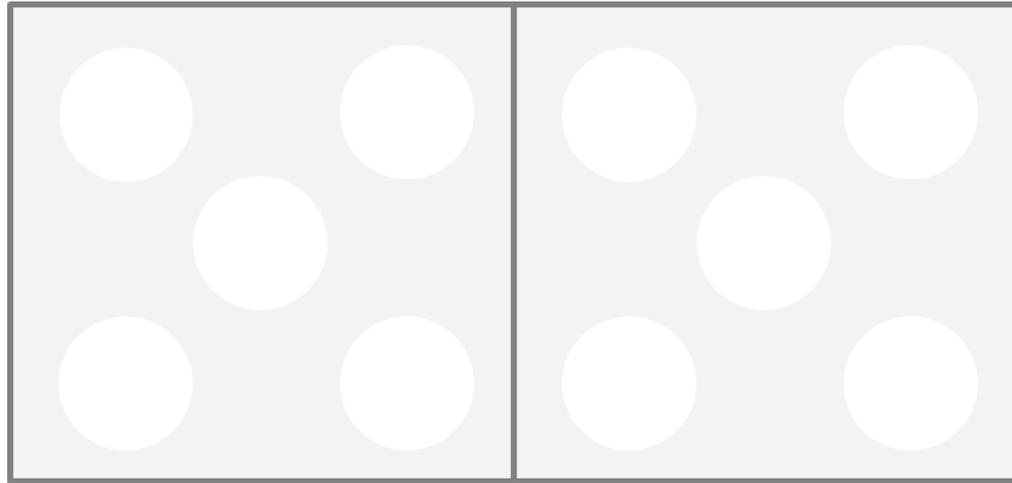
One person will pick up a card, and the other person must pick up the card that will 'make 6'.



Use the stem sentence to support.

_____ needs _____ to make 6.

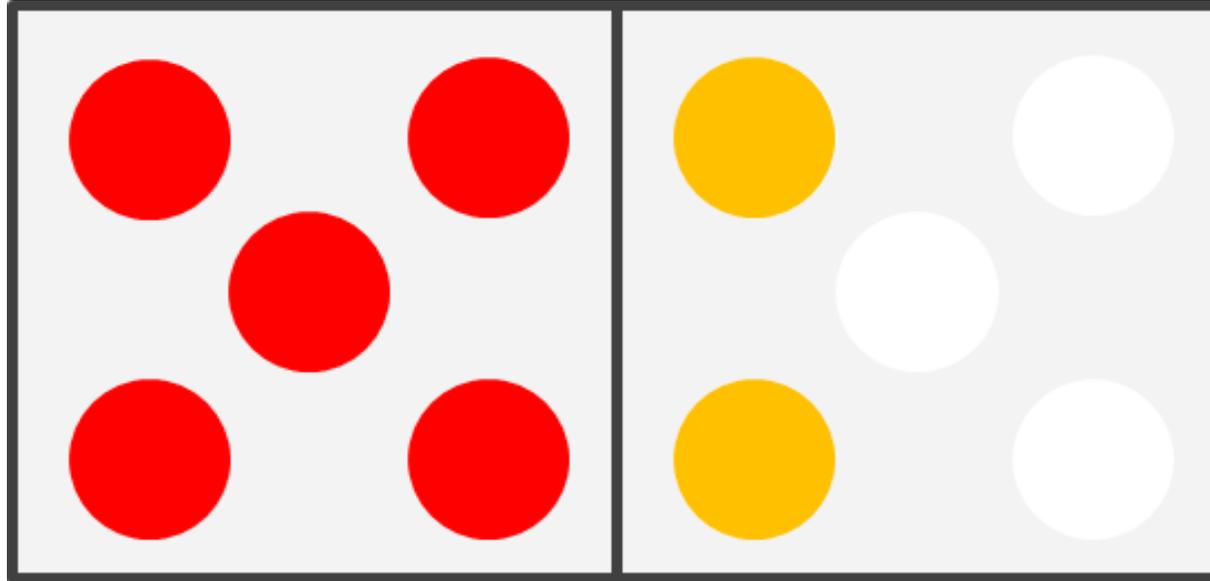
Play 'Copy my 7'



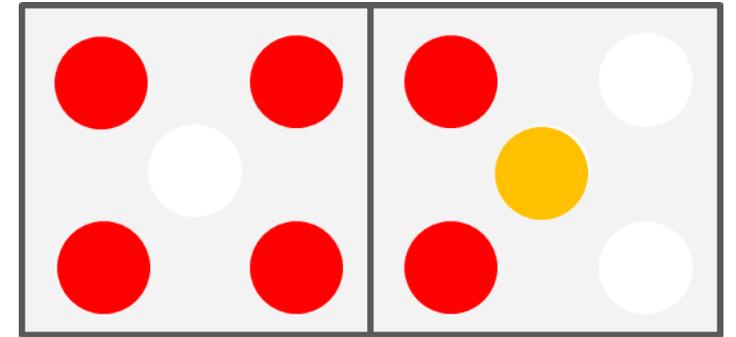
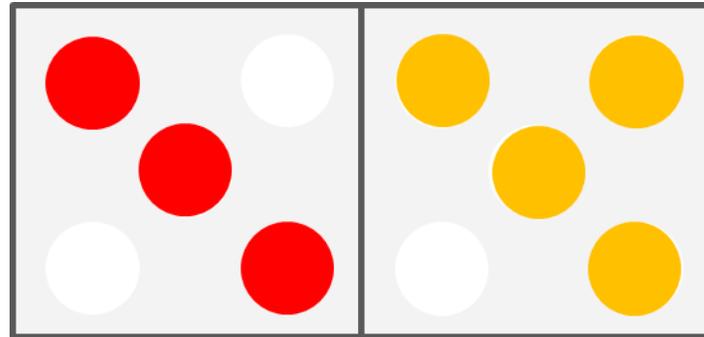
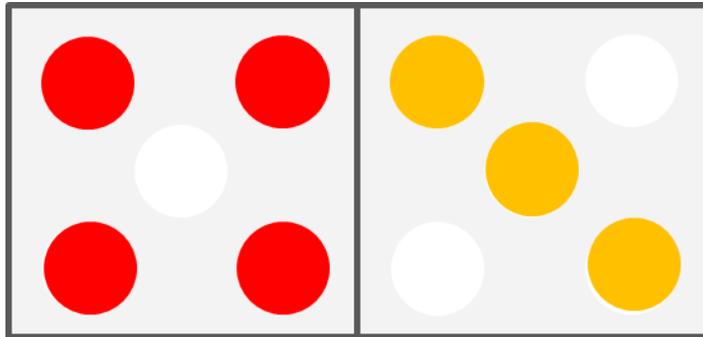
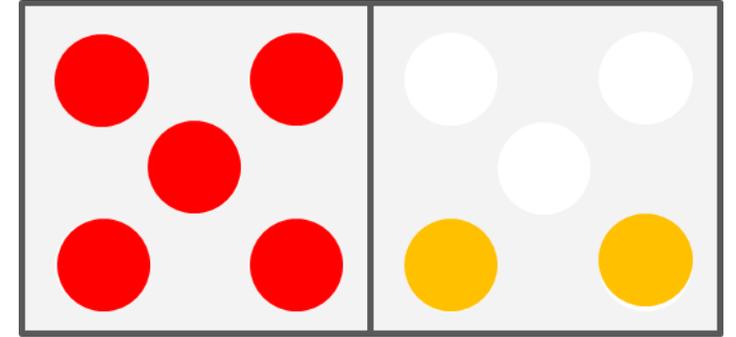
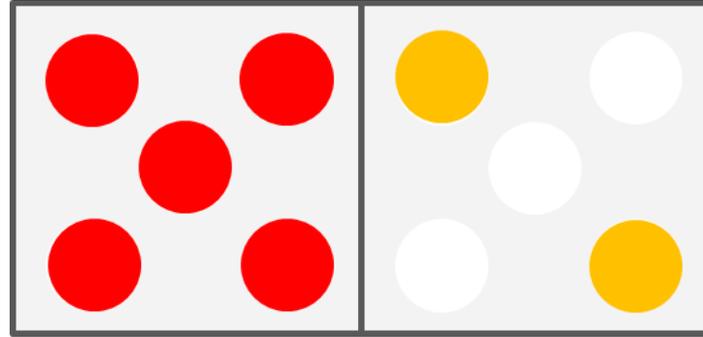
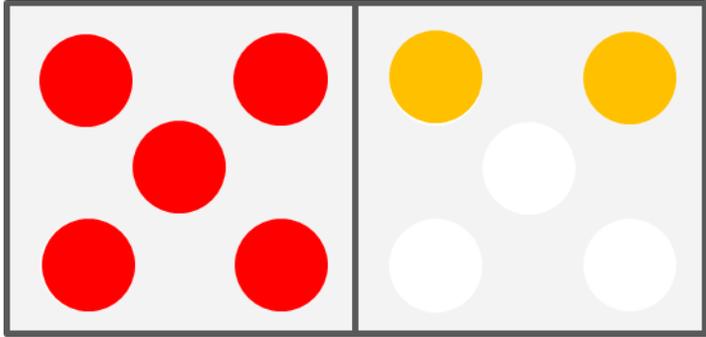
You will need two of these for this activity.

Grown-ups: make this arrangement and briefly show it to your child.

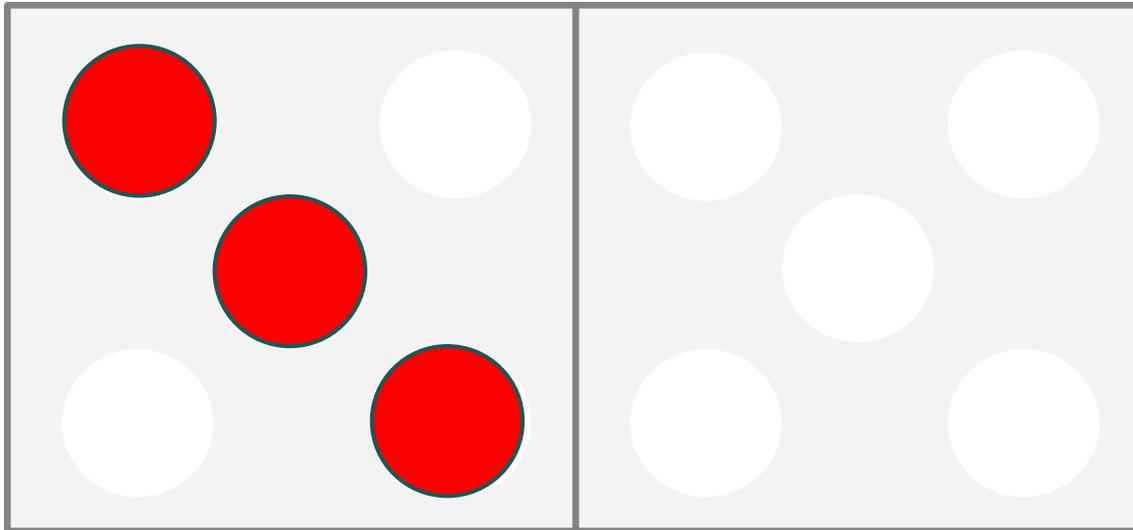
Children: can you copy the arrangement exactly?



Now try some of these arrangements.



Play 'Make it 7'



You will need 10 counters altogether.

Grown-ups – place some counters (up to 5) on one side of the frame.

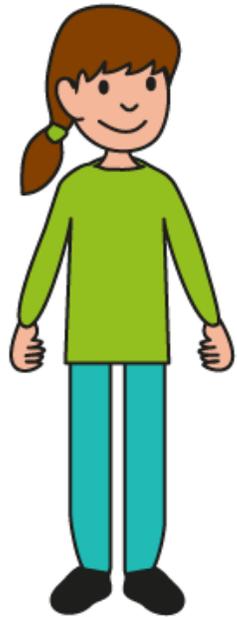
Children – place counters on the other side to make 7.

Week 4

_____ needs _____ to make 7.

Play 'Make it 7'

Each player needs to have some double-sided counters (up to 10 each).



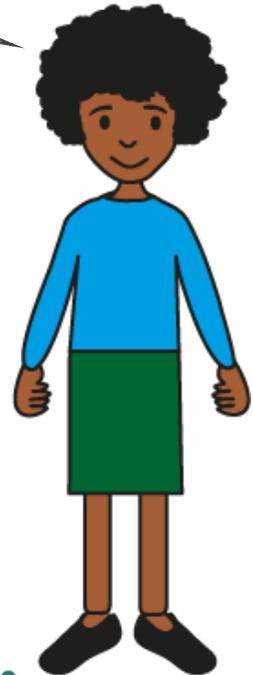
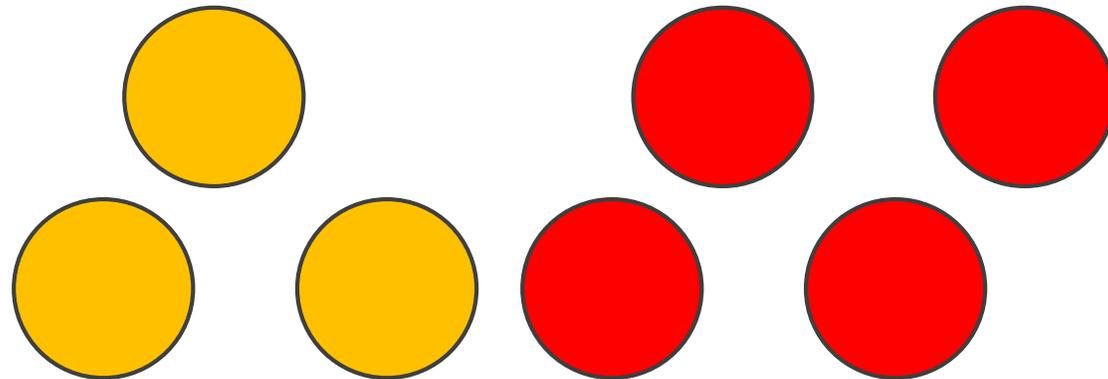
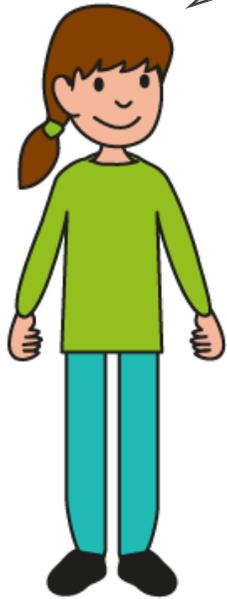
One player should put some counters down on the table.

The second player needs to make 7 by adding the correct number of counters. Can you do it without counting?

Use the stem sentence to say how many more makes 7.

Play 'Make it 7'

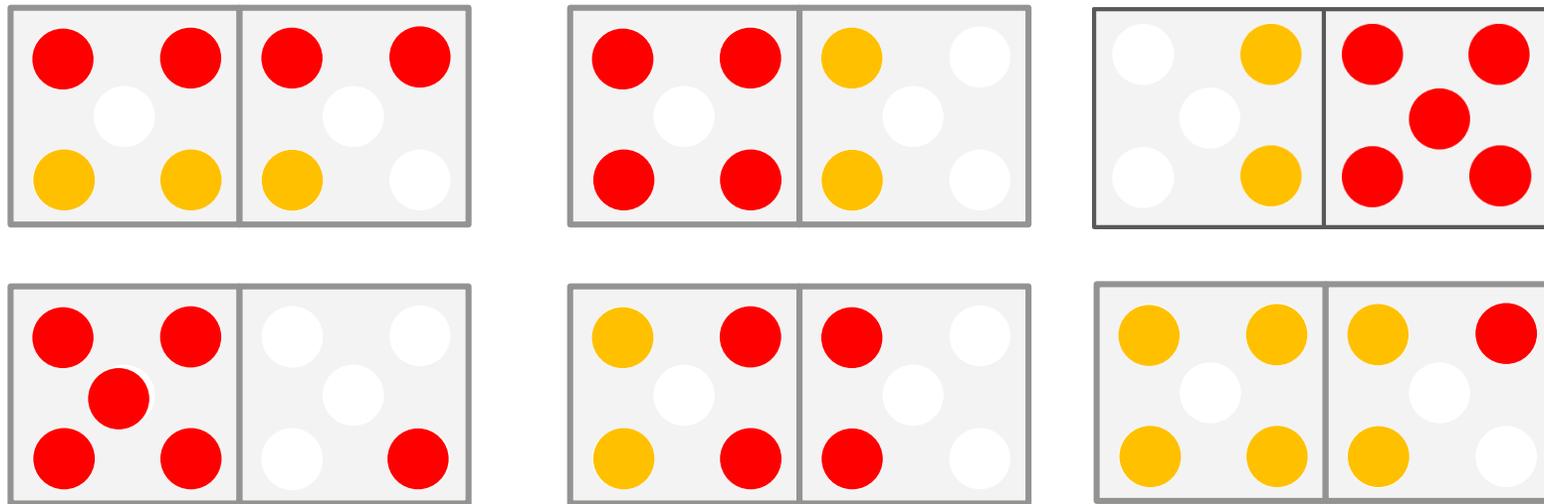
That's 4! I think 4 of 'Make it into 7' needs... 3 to make 7! partner!



___ needs ___ to make 7.

Subitising – 6 or 7

By the end of the five weeks, your children might well be able to subitise patterns with counters and say whether there are 6 or 7.



Week 5

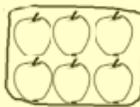
Home learning

You are going to take all the activities we made today home with you to practise.

The home learning for this week is set out on a sheet with instructions.

Mastering Number at Home

Year 1 – Week 1

<p style="text-align: center;">Drop the counters</p>  <p style="text-align: center;">(Monday, Wednesday and Friday)</p> <p><u>How to play</u></p> <ul style="list-style-type: none"> For this game, you will need 6 two-colour counters and the worksheet 'Drop the counters'. Decide who will be player 1 and who will be player 2. Take it in turns to hold 6 counters in your hand and to drop them all at once onto the table. Check how many of each colour are showing. [Note that if all the counters land with the same colour showing, the player misses their turn.] Use the stem sentence to say aloud the way you have made 6. [See the example above and the worksheet 'Stem sentences' for guidance.] On your recording sheet, cross out the way you have made 6 with the counters. Keep playing until either player has crossed out all the ways to make 6 on their sheet. 	<p style="text-align: center;">Egg box 6</p>   <p style="text-align: center;">(Tuesday and Thursday)</p> <p><u>How to play</u></p> <ul style="list-style-type: none"> For this game you will need an egg box and 6 two-colour counters. Place all 6 counters in the empty spaces in the egg box, with the same colour facing up. Turn over 1 counter and use the stem sentence to say the way to make 6 that is shown – "6 is made of 5 and 1..." [See the example above and the worksheet 'Stem sentences' for guidance.] Keep turning over 1 counter at a time and saying the new way to make 6 until you have found <u>all</u> of the ways to make 6.
<p>Other things to try at home</p> <p><u>Noticing packs of 6</u></p> <p>In your home, can you make a list of things you have bought in packs of 6?</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p><u>Things to try outdoors</u></p> <p>Make sets of 6 things you can find in nature, e.g. 6 leaves, 6 acorns, 6 conkers, 6 twigs, and so on. If you see a collection of fewer than 6 things, ask, "How many more will make 6?"</p>	

Mastering Number at Home

My Diary – Year 1 Week 1

Please complete your diary with your grown-up every day.

Name:

Day	Activities completed (please tick)	✓	Grown-ups – comment about your child's learning
Mon	We played 'Drop the counters'.	<input type="checkbox"/>	Played with dad. Sam was able to say see all the parts of 7.
Tues	We used our egg box and stem sentence to work out ways to make 6.	<input type="checkbox"/>	
Wed	We played 'Drop the counters'.	<input type="checkbox"/>	
Thurs	We used our egg box and stem sentence to work out ways to make 6.	<input type="checkbox"/>	
Fri	We played 'Drop the counters'.	<input type="checkbox"/>	

Grown-ups – please indicate how you and your child found the work this week.

Very confident



It was okay



Not too sure



References:

Department for Education: Development Matters (2023) Available at: [Development Matters - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/development-matters) (Accessed 27-09-23)

Thank you!

