



Year 1: Summer term 1

Topics studied this half term:

- Multiplication and division
- Fractions
- Position and direction

Within multiplication and division, your children will be learning to:

- Count in 10s
- Make equal groups
- Add equal groups
- Make arrays
- Make doubles
- Make equal groups – grouping
- Make equal groups – sharing

Within fractions, your children will be learning to:

- Find a half
- Find a quarter

Within position and direction, your children will be learning to:

- Describe turns
- Describe position

Tips for good homework habits:

Talk to your child about maths and use a wide range of vocabulary.

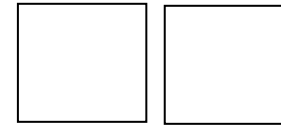
Multiplication and division

HERE'S THE MATHS

Your child has been sharing objects into equal groups and using this skill to solve problems involving sharing.



shared between



is .

12

shared between

2

is 6.

ACTIVITY

- Both write the numbers 2, 3, 4, 5 and 10 on pieces of paper in front of you.
- Shuffle the number cards and place them face down in a pile in between you.
- The numbers on the individual cards are the number of objects to be shared. The numbers written on your piece of paper are the number of groups to share the objects into.
- Take turns to turn over the top card to reveal a number of objects. The player who turns over the card must then choose a group size to share the objects between.
- Say a sentence out loud: 'X shared between Y is Z'.
- Cross the number of groups off your list if your sentence is correct.
- The player who is first to cross off all of the groups on their piece of paper, or has the most crossed off when all cards have been turned over, is the winner.

You will need:

- pencil and paper
- 13 small pieces of paper (with 2, 4, 5, 6, 8, 9, 10, 12, 14, 15, 16, 18, 20 written on them)
- 20 small objects, such as coins, buttons, building bricks, dried beans

QUESTIONS TO ASK

If I share X equally between Y groups, how many will there be in each group?

What is X shared between Y groups?

How can you check that you have correctly shared the objects into equal-sized groups?

Position and direction

HERE'S THE MATHS

Your child has been using the terms 'around', 'near to', 'close to' and 'far from' to position objects, such as:

- The square is near to the triangle.
- The circle is far from the square.
- The circle is around the rectangle.
- The cylinder is close to the cube.

ACTIVITY

What to do

- Take turns to give each other instructions for where to put each of the objects. Use the position terms 'around', 'near to', 'close to' and 'far from' as well as any others that are useful. Write any extra position terms on this sheet.
- Check that the other person has followed your instruction correctly even if it isn't exactly where you would have placed the object!

You will need:

- a collection of approximately 10 small everyday objects such as toys
- small table, rug or other defined area on which to place objects

Variation

- Look at an everyday arrangement of items (e.g. a table laid for dinner, items around the edge of the bath, toys on the floor) and challenge your child to use the position terms to describe where objects are in relation to each other.

QUESTIONS TO ASK

What is around/near to/close to/far from X?

Put X around/near to/close to/far from X.

Where is X?

Move all of the objects so that they are as close to/far from each other as possible.