


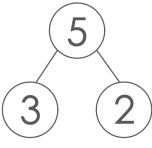
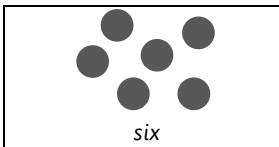
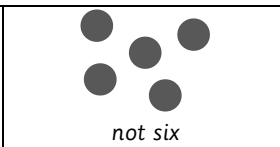
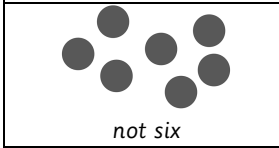
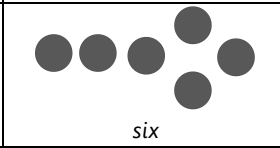
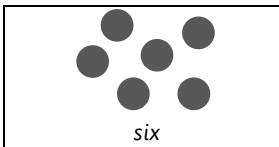
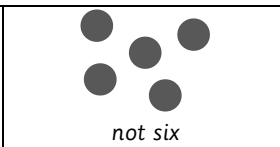
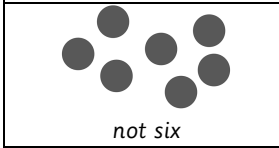
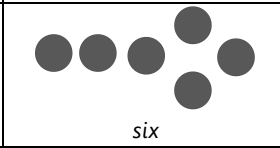

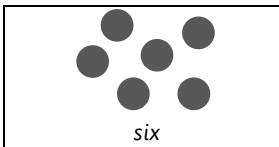
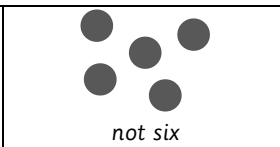
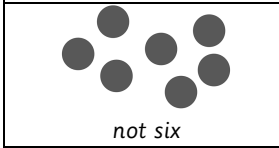
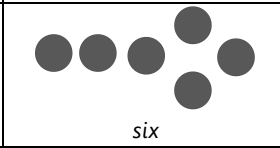
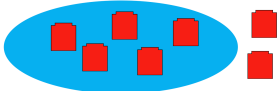


Year 1 Number Knowledge – Summer 1

Each week, we would like you to choose one of the following activities to complete at home to help your child with their understanding of number.

<p>Choose two numbers between 0 and 20. Ask your child to use at least one of the following sentence stems to describe them:</p> <p>___ is greater than ___ ___ is less than ___ ___ is equal to ___</p> <p><i>E.g. My numbers are 15 and 7. 15 is greater than 7 7 is less than 15</i></p> <p>Encourage your child to use the following symbols as well as the sentence stems.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>1 < 3</p> </div> <div style="text-align: center;">  <p>2 = 2</p> </div> <div style="text-align: center;">  <p>3 > 1</p> </div> </div>	<p style="text-align: center;">Commutativity in addition</p> <p>Use the part-whole model with your child and help them recognise the different addition statements.</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center; margin-right: 20px;">  </div> <div style="margin-right: 20px;"> $3 + 2 = 5$ $2 + 3 = 5$ $5 = 3 + 2$ $5 = 2 + 3$ </div> </div> <p style="text-align: center;">STEM SENTENCE:</p> <p>___ plus ___ is equal to ___ ___ is equal to ___ plus ___</p>				
<p style="text-align: center;">Subitising 6</p> <p>Get a collection of objects and ask your child to close their eyes. Chose some to put in front of them. When they open their eyes, they need to say as quick as they can whether there are 6 or not 6. The aim is that they can do this without needing to count them.</p> <table border="1" style="width: 100%; text-align: center;"> <tbody> <tr> <td> six</td> <td> not six</td> </tr> <tr> <td> not six</td> <td> six</td> </tr> </tbody> </table>	 six	 not six	 not six	 six	<p style="text-align: center;">Understanding tens and ones</p> <p>Choose a number between 10 and 20 and get a collection of objects to represent that number.</p> <p>Use the following sentence stems to describe the number:</p> <p>10 needs ___ to make ___ ___ is made of ___ and ___</p> <p>EXAMPLE: 15 10 need 5 to make 15 15 is made of 10 and 5</p> <div style="text-align: right;">  </div> <p>SUPPORT: ask your child to group the ten together first and then count what is remaining</p>
 six	 not six				
 not six	 six				
<p style="text-align: center;">Subtraction</p> <p>Get a collection of objects and split them into two groups. Put one group on the table. Support your child to use the following stem sentences to describe what they can see:</p> <p>There are ___ objects; ___ are on the table, ___ are not.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>EXAMPLE: There are 7 objects; 5 are on the table, 2 are not.</p> <p>CHALLENGE: write the calculation to match – $7 - 5 = 2$</p>	<p style="text-align: center;">Commutativity in addition</p> <p>Support your child to see that you can add numbers in any order:</p> <p style="text-align: center;">3 plus 4 is the same as 4 plus 3</p> <p>Use objects to represent the numbers to help them see that both equal 7.</p> <p style="text-align: center;">Repeat this with other numbers.</p> <p style="text-align: center;">STEM SENTENCE:</p> <p>___ plus ___ is the same as ___ plus ___</p>				