Maths - Year 1

Securing Foundations 8: Beginning subtracting, sorting, more number patterns
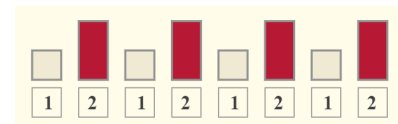
Key Vocabulary

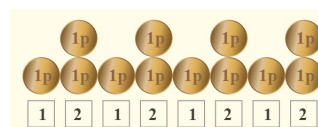|	
Positional language	E.g. next, before, after, in, last, in between, forwards, backwards, previous, following.
Order	Arranging numbers, shapes or objects into a sequence or pattern.
Sequence	An ordered list of numbers, shapes or objects.
Comparative words	Smaller, larger, next bigger, next smaller etc.
Numeral	A symbol or group of symbols that represent a number.
Take away	Take one or more things from another.
Leaves	What is left over when something is taken away.
Equals/makes	The same in number or amount.
Compare	To notice the similarities and differences between two items.

Mathematical Skills

- Assign numerals to own patterns.
- Build patterns with 1p and 2p coins.
- Explain why certain elements are in a given set and describe their characteristics.
- Build Numicon shape patterns to show numbers 1—20.
- Write numerals for teen numbers.
- See the value or Numicon shape pattern left, without counting the holes, when subtracting using Numicon shapes.
- Understand that subtracting results in a smaller amount being left compared with the starting amount.
- Say a number sentence or number story clearly while illustrating it with objects or structured apparatus.
- Begin to generalise using number names as nouns, e.g. '5 take away 2 equals 3', and know when to do this.
- Know when to subtract within their daily routines and when faced with mathematical problems.
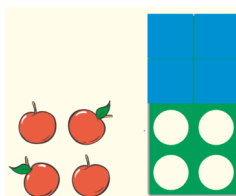
Mathematical Methods
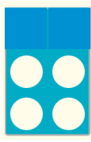
- Patterns with number rods and numerals.

- Patterns with 1p and 2p coins.

- Sorting coins including 1p, 2p, 5p, 10p and explaining how the coins could be sorted e.g. size, colour, value.

- Sorting items of clothing and explaining how they could be sorted e.g. size, colour, types of clothing, sleeves etc.

- Exploring subtracting opportunities e.g. 'There are eight apples. If four children eat an apple each, how could we find out how many apples will be left?'

- Taking away e.g. There were six chicks in the farmyard. Two went into the henhouse. How many were left?

Can you..?

- Continue the pattern.

- We had a set of six books. Two have been borrowed. How many books are left?

- I have 7 sweets. If I eat 3 sweets, how many sweets will I have left? Tell me the number sentence.