

Tuesday 12<sup>th</sup> September 2023  
Study Support Session  
Parent Maths workshop



# Welcome to Year 1's study support session

You will find out about:

- Staffing
- Expectations
- Behaviour
- Curriculum
- Homework
- FAQs



# Staffing in Year 1:

## Teachers

**Mrs Rabbani:** Monday, Tuesday, Wednesday and Thursday. (AM)

**Mrs Rogerson:** Thursday and Friday.

## Teaching assistants

**Miss Harvey:** all week.

**Mrs Rawson:** Monday, Tuesday and Wednesday.

**Mrs Bakkas:** Thursday and Friday.

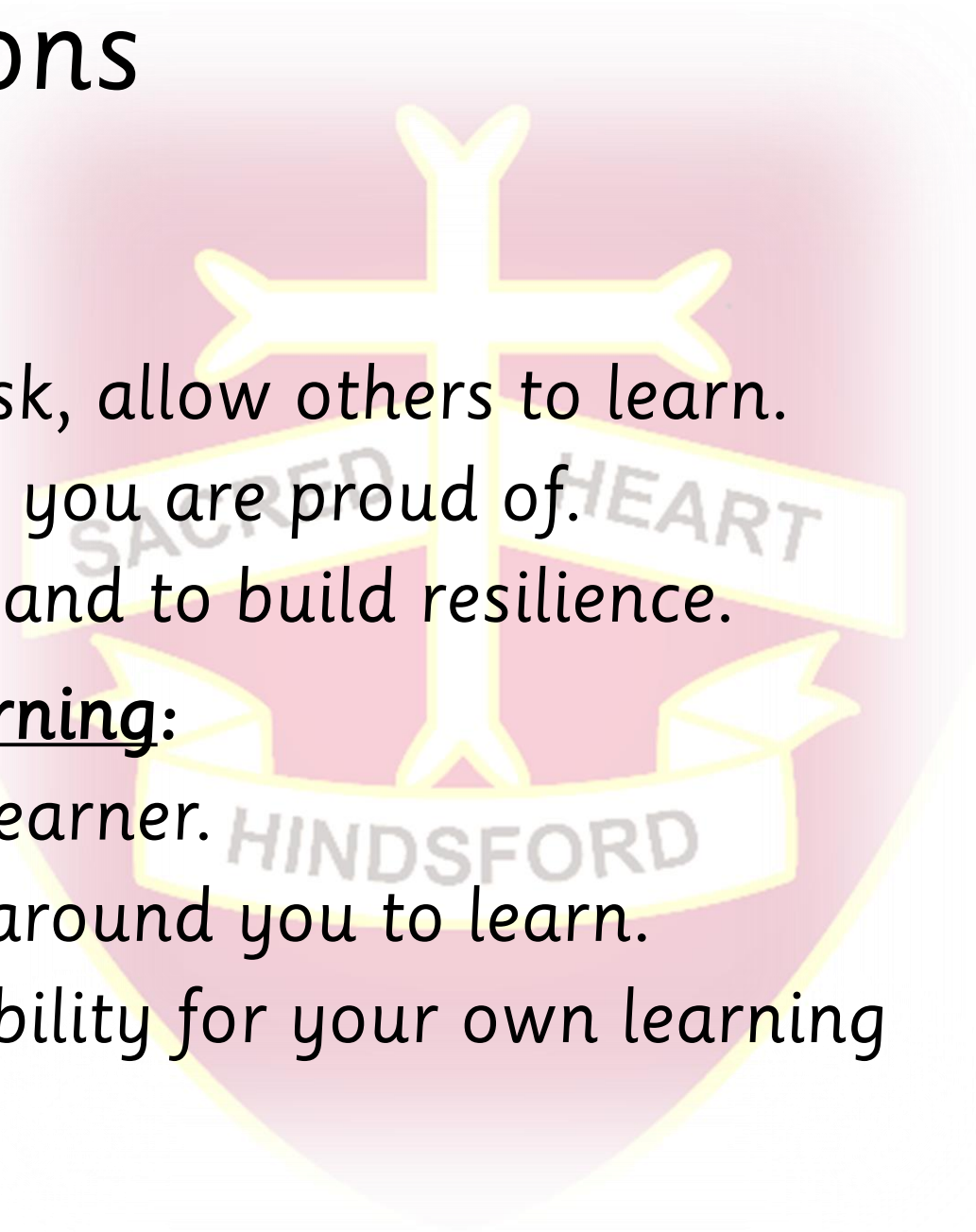
# Expectations

## Work:

- Remain on task, allow others to learn.
- Produce work you are proud of.
- Try your best and to build resilience.

## Attitude to Learning:

- Be an active learner.
- Allow others around you to learn.
- Take responsibility for your own learning

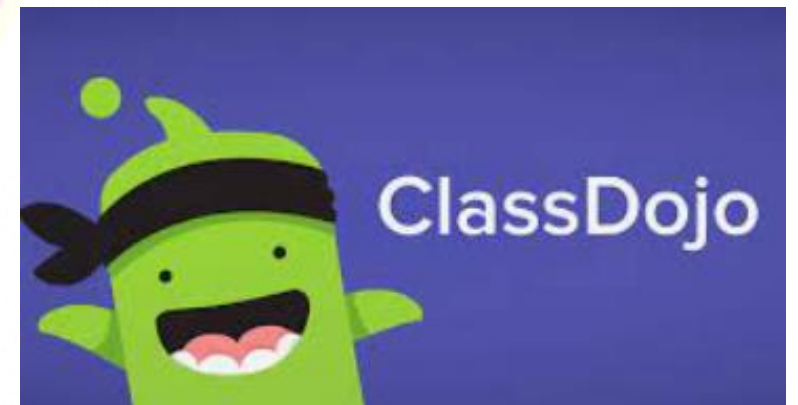


# Behaviour

We use Dojo points.

Every day the children have 3 points for the classroom and 2 points for the playground. (the behaviour policy which can be found on the school website explains this in greater detail)

At the end of each half term children are awarded certificates for their behaviour. To celebrate their achievements, we have a class team treat.



# Maths Curriculum

**Key Areas of Learning:** counting to 10/20, ordering numbers, writing numbers in numerals and words, number bonds to 10/20, develop number sense. Apply new skills to other areas such as shape and money.

## 5part lesson: Teaching

- Review and Do (recap previous learning)
- Learning Hook (reasoning tasks to encourage collaborative problem solving)
- Teaching and refining based on Assessment for Learning during learning hook
- Independent practice
- Review of learning and AfL
- CP available throughout the day to re-cap previous learning.



# English Curriculum:

Key Areas of Learning: daily supersonic phonics lesson, write simple sentences with a capital letter and full stop, apply their knowledge of phonics to read and write new words, use finger spaces, develop sentence structure, orally rehearse sentences, read with greater fluency and expression.

We are continuing to use Drawing club which was started towards the end of Reception.

This develops drawing, oracy and writing skills. Each week we focus on a book. We also focus on key skills such as finger spaces, formation of letters and writing simple sentences.

**SUPERSONIC**  
**Phonic Friends**

**Your Enchanted Adventure**

## Reading

Reading books are based on Super Sonic Friends phonics. They are changed every Monday. We encourage children to read daily at home and it is a school requirement that children have at least 3 adult signatures each week in their reading records to indicate that they have read at home.

The books contain phonemes we teach at school, so that the children can practise these at home.

Once we have completed a group, we will send home a newsletter with activities you can complete with your child, this contains a recap of the phonemes we have covered.





# SUPERSONIC

Phonic Friends

Parent Newsletter

The Basics 4 Group 1

CVCC – Adjacent Consonants



### Previous spellings

s a t p i m n d g o c k c k e u r h b f l  
ll ff ss j v w x y z zz ch sh th ng ai ee  
igh oa oo oo ar or ur ow oi er ure air  
ear  
3 sounds

### Tess' Tricky Words

I is the to no go has his as of into  
her was you he she we me be  
they my by are all some come so do  
little out



were what like have

### Adjacent Consonants – 4 sounds

### CVCC

### Build, Read & Write

sand hand tent dent wink wind milk belt tilt camp damp lamp pond pink  
sink daft mask gift lift bank tank bulb melt golf nest tusk bump jump pump  
limp



### Caption and Sentence Read or Write



Can you see the hand in  
the sand?



The tower is at a tilt.



Jack likes milk!

### Challenge

Can you make up a silly sentence using the words above?  
Can you make up a story with the Supersonic Phonic Friends and the words  
above?

How many words can you read in a minute? How many words can you  
write in a minute?

Next up- More The Basics 4 CCVC and Polysyllabic

# Home learning

Home learning will be set on Google Classroom on a Thursday and children are given a week to complete this work. It is important that children complete this work as it supports the learning that in class. Please check reading records as we will stick all passwords in them so that you can access the various platforms we use.

One piece of English and Maths will be set weekly, RE home learning will be set once per topic which is every 3 weeks.

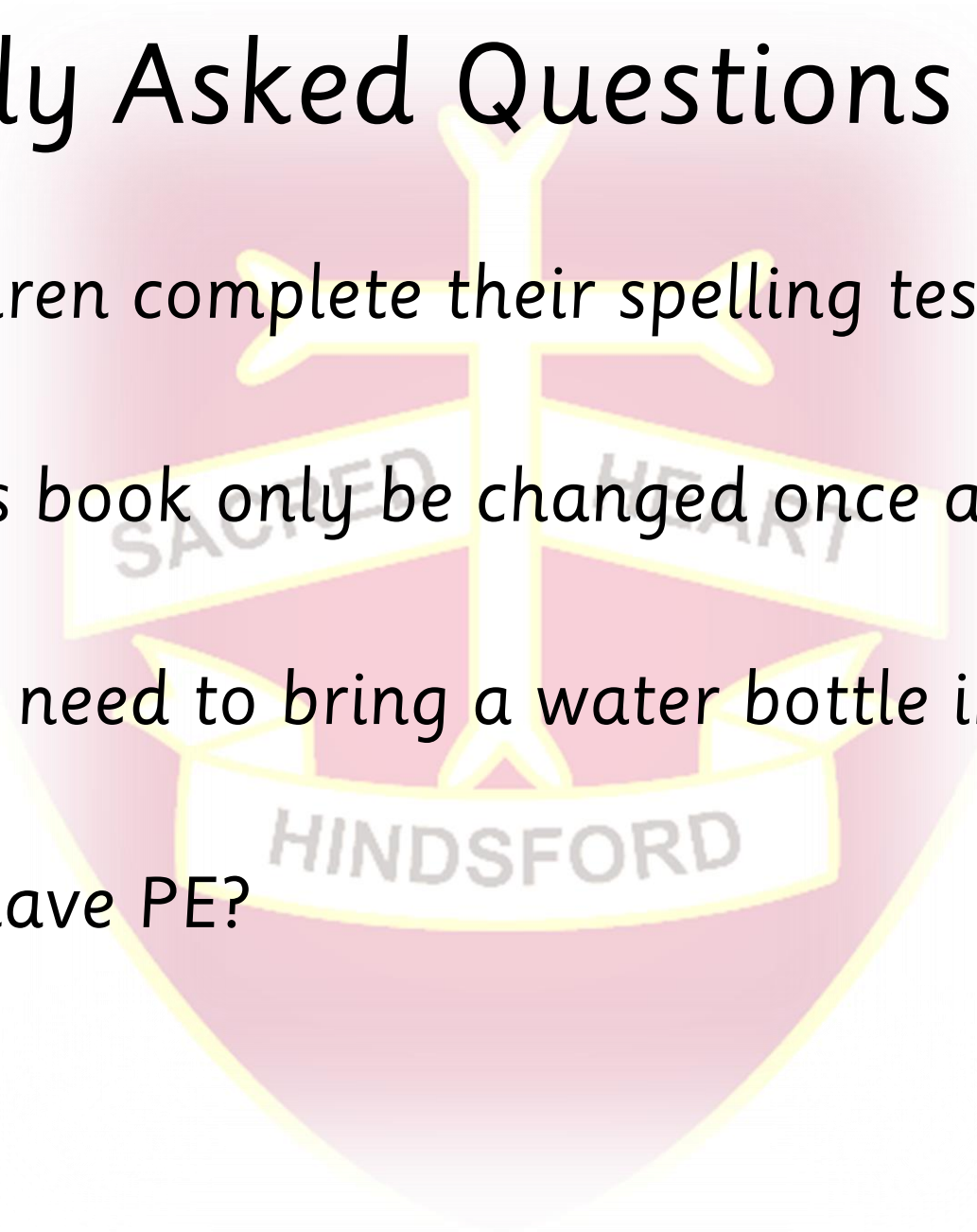
# Frequently Asked Questions

When do children complete their spelling test?

Will my child's book only be changed once a week?

Does my child need to bring a water bottle in every day?

When do we have PE?



# Welcome to Number sense workshop

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- What is number sense?
- How you can help your child develop number sense.
- What we do in school to develop number sense.



## Developing Number Sense.

A solid foundation in number properties is central to pupils' success in developing and applying mental maths strategies.

In Key stage 1 children explore the development of number properties as pre-requisites for the development of mental maths strategies.

i.e. they develop 'Number Sense'

Number sense is **a person's ability to understand, relate, and connect numbers.**

Children with strong number sense think flexibly and fluently about numbers.

<http://buildingnumbersense.blogspot.com/p/number-talks.html>

<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/>



## Why focus on Number Sense?

Children who struggle in maths often lack number sense.

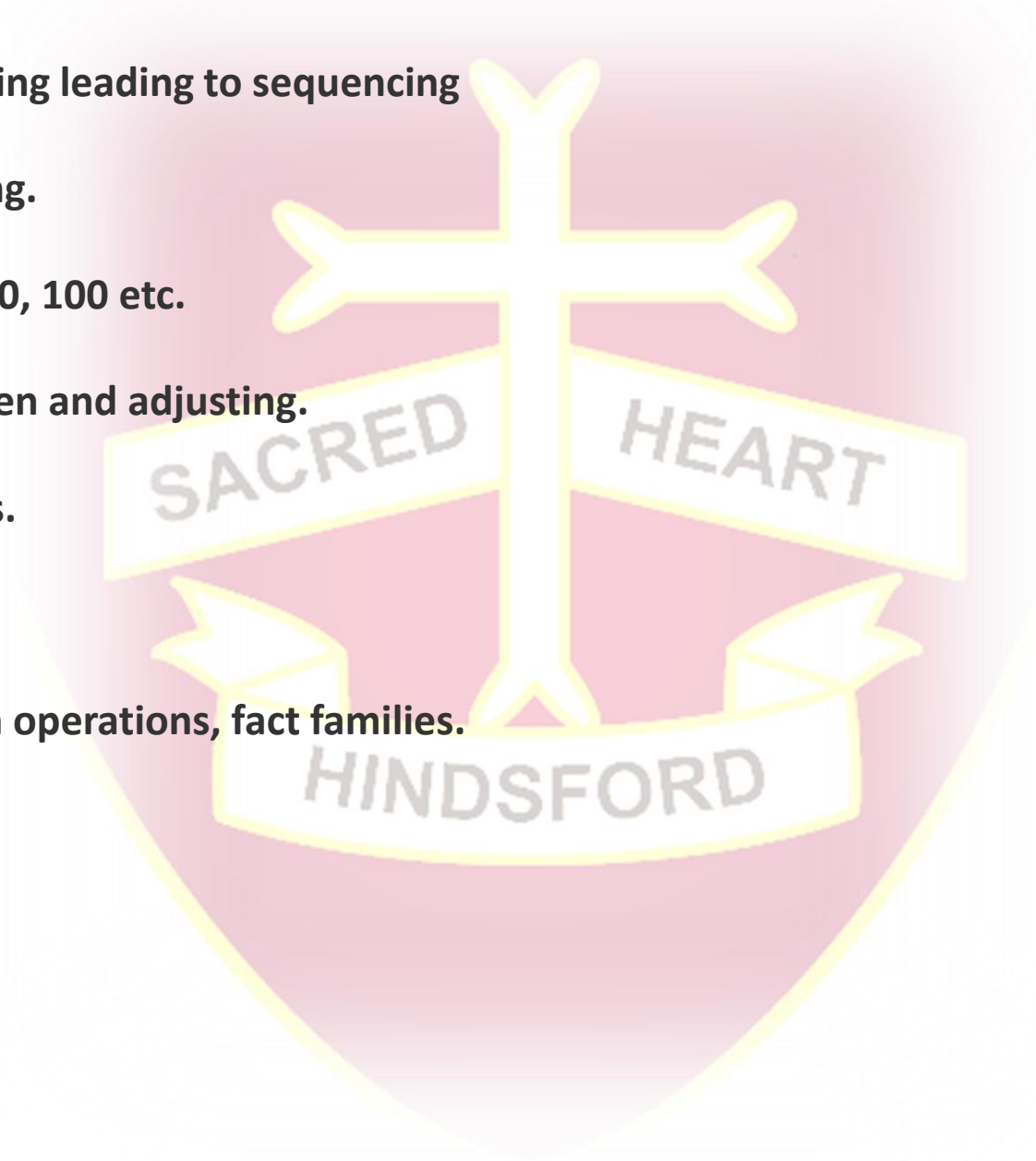
## What is Number Sense?

Children with strong number sense have:

- A sense of what numbers mean.
- Someone with a sense of what numbers mean has a visual model and concrete understanding of quantities.
- An ability to look at the world in terms of quantity and numbers.(i.e. When is 100 a lot? When is it not very much?)
- An ability to make comparisons among quantities. For example, they know that 300 is 400 away from 700 by using a mental number line, or know that there is a bigger difference between 50 and 150 than between 1,000 and 1,050.

There are several important mental calculation strategies that need introducing from Year 1, in Year 2 we re-visit and extend our understanding of them. These include:

- **Partitioning and recombining leading to sequencing**
- **Doubling and near doubling.**
- **Using number pairs to 1, 10, 100 etc.**
- **Adding near multiples of ten and adjusting.**
- **Using known number facts.**
- **Bridging though ten.**
- **Use relationships between operations, fact families.**
- **Counting on.**

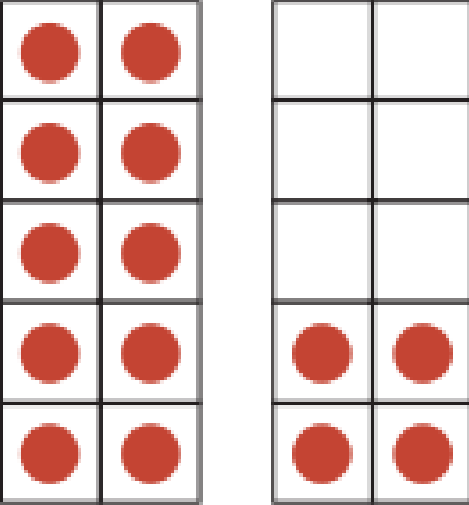


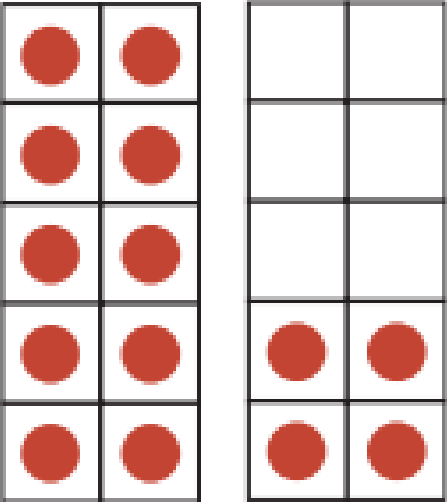
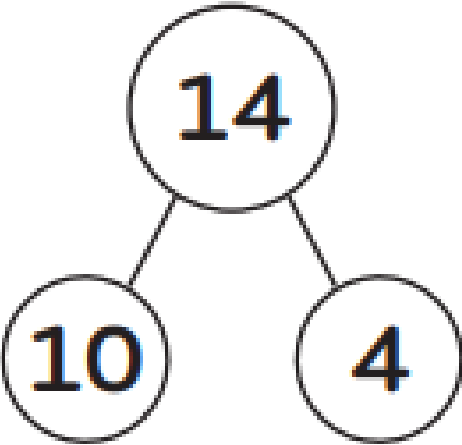
There are several important mental calculation strategies that need introducing from Year 1 and then consolidated in Year 2. These include:

- **Partitioning and recombining leading to sequencing** (keeping one number whole and partitioning the second, for example  $8 + 12 = 8 + 10 + 2$ )
- **Doubling and near doubling.** For example, if I know that double 6 is 12 then  $6 + 8$  will be double 6 add 2.
- **Using number pairs to 1, 10, etc.** For example,  $36 + 14$ , I know 6 add 4 equals 10, so I can add the ones then the tens.  $10 + 40 = 50$
- **Adding near multiples of ten and adjusting.** For example, to subtract 99 from 154, it would be efficient to subtract 100 and add 1.
- **Using known number facts.** For example, if I know that 8 multiplied by 7 equals 56, I can work out eight multiplied by 70 and eight multiplied by 35.
- **Bridging though ten.** For example, 19 add 4, I can partition 4 into 1 and 3, add 1 to 19 to make 20 and then add the remaining 3.
- **Use relationships between operations, fact families.** For example, if I know that  $7 + 8 = 15$ , I also know that  $8 + 7 = 15$ ,  $15 = 7 + 8$ ,  $15 = 8 + 7$ ,  $15 - 7 = 8$ ,  $15 - 8 = 7$ ,  $7 = 15 - 8$  and  $8 = 15 - 7$
- **Counting on.** For example, because the difference between 34 and 28 is going to be small, I can count on from 28 to 34.

Others need teaching when appropriate, for example:

- $\times 4$  by doubling and doubling again
- $\times 5$  by  $\times 10$  and halving
- $\div 4$  by halving and halving again
- $\div 5$  by  $\div 10$  and doubling

Number	Tens Frame	Place Value Table				
14 Fourteen	 <p>The tens frame consists of two 2x5 grids. The left grid is filled with 10 red dots. The right grid has 4 red dots in the bottom two rows.</p>	<table border="1" data-bbox="1508 601 2015 936"><thead><tr><th data-bbox="1508 601 1760 768">Tens</th><th data-bbox="1765 601 2015 768">Ones</th></tr></thead><tbody><tr><td data-bbox="1508 771 1760 936">1</td><td data-bbox="1765 771 2015 936">4</td></tr></tbody></table>	Tens	Ones	1	4
Tens	Ones					
1	4					

Tens Frame	Part Part Whole	Related Equation
		$10 + 4 = 14$ $4 + 10 = 14$ $14 - 10 = 4$ $14 - 4 = 10$



## Bridging 10

$$7 + 5 =$$

Let's try adding  $7 + 5$  using our ten frames.

Put 7 counters on your first frame.

How many empty spaces do you have?

Put 5 counters on the second frame.

Now let's add. When we add, we put the counters together.

Do we have enough empty spaces for our 5 counters?

We'll fill those spaces up with counters from our second frame.

How many do we have in our first frame now?

And how many have we left on our second frame?

Our sum was  $7 + 5$ . What is it now? ( $10 + 2 = 12$ ). Now try using two frames to work out  $8 + 5$ ,  $7 + 4$ ,  $9 + 4$ ,  $9 + 6$ .

## Empty Number Lines

$$17 + 5 =$$



Can you use the number line to help you? How could you partition 17?

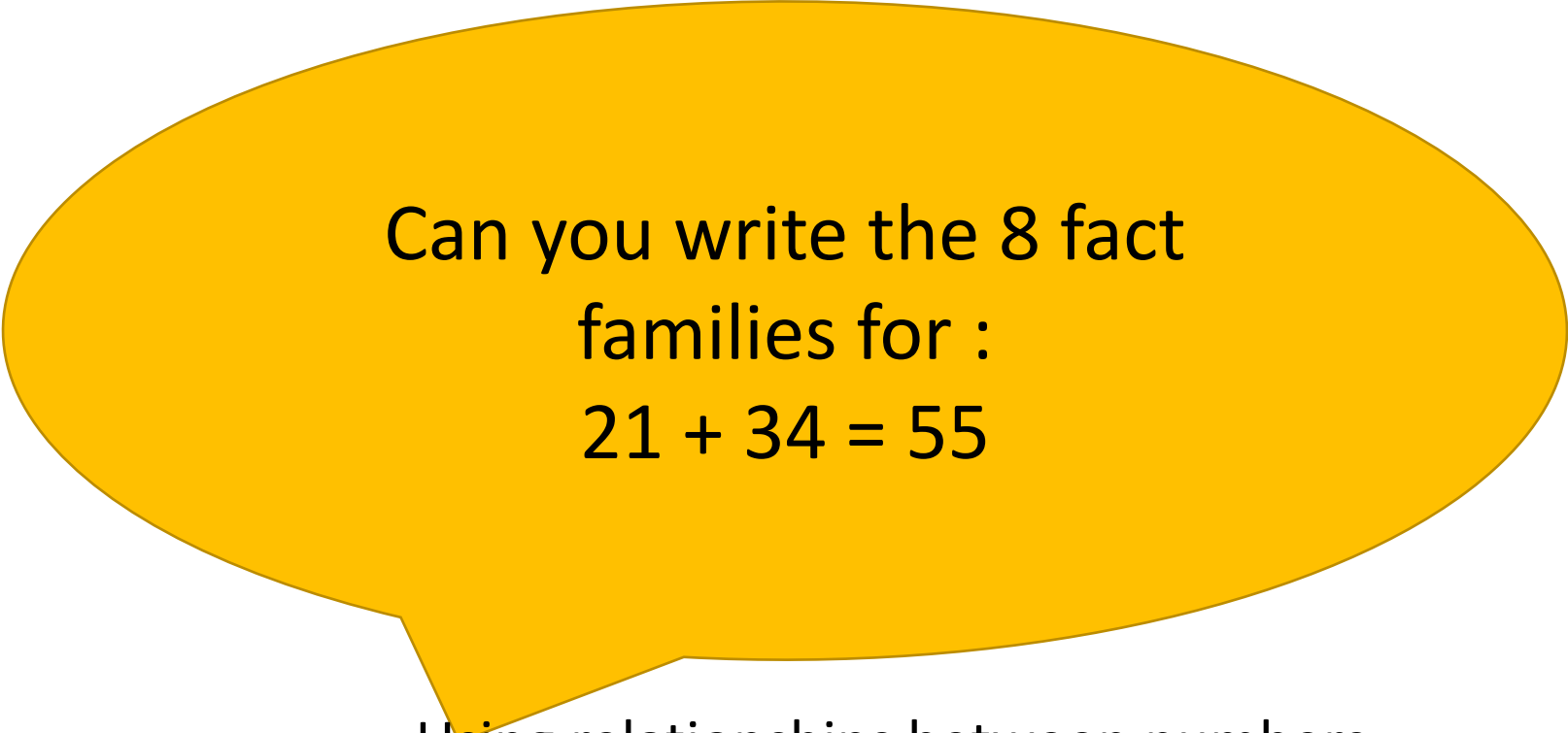
## Reordering

This strategy is closely related to the **commutative** and **associative** properties of addition.

$$8 + 3 + 5 + 2.$$



which methods could we use?



Can you write the 8 fact families for :  
 $21 + 34 = 55$

Using relationships between numbers.

**Fact families**