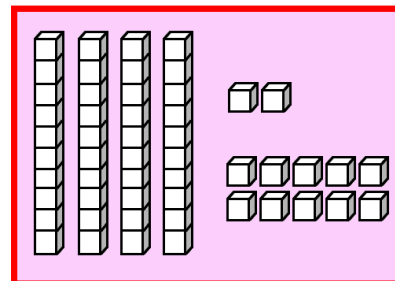


Marvellous Maths (Year 1) Week 1

This week we are just beginning to learn about place value in two digit numbers, by learning about partitioning numbers into tens and ones.

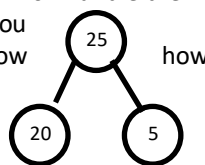


1. Wednesday morning:

Start off by practising spotting numbers to 50 by playing the Helicopter rescue game (click the link below; also on the webpage):

<https://www.topmarks.co.uk/learning-to-count/helicopter-rescue>

Show a group of about 25 objects such as cotton buds or straws. How many have we got? How can we make it easier to count? How could we sort these? Draw out putting them in groups of 10. Bundle the objects into groups of 10 (secure each bundle with an elastic band if you have one) and then count the remaining ones. 10, 20 12345 ones. Show this can be represented on a part-whole model:



How many have we got? How can we make them easier to count?
How many tens are there?
How many ones are there?
I have ___ tens and ___ ones. What number does that make?
How do we record this number in words?

Can we write the value in numerals and words? Show your child that the bundles and leftovers show us how to write the number —2 tens and 5 ones—25.

Repeat with a larger number of straws/cotton buds—about 38.

- **Green group:** How many 10s and 1s worksheet (Maths resources PDF pages 1 and 2)
- **Red/Yellow group:** complete worksheet (Maths resources PDF page 3)
- **Red group extension:** complete worksheet (Maths resources PDF page 4)

2. Thursday morning:

Find this website: [Paint the Squares - Interactive Number Charts \(topmarks.co.uk\)](http://topmarks.co.uk)

You can make it into a 50-square before the game starts. Have a go at spotting the numbers as quickly as you can, and talk about the numbers as before (see question examples below).

Choose some numbers from the 50 square and discuss them: eg 12,47,24,35



Mathematical Talk

Which digit represents the tens?

Which digit represents the ones?

What do you notice about the numbers 30, 40, 50?

How many tens are there? How many ones?

How do we say/write/represent/partition this number?

What's the same about your representations? What's different?

- **Green group:** practise making the numbers you find using your bundles/1s of straws/cotton buds.
- **Yellow/Red groups:** complete the worksheet (Maths resources PDF page 5)
- **Red group extension:** complete the worksheet (Maths resources PDF page 6)

3. Friday morning:

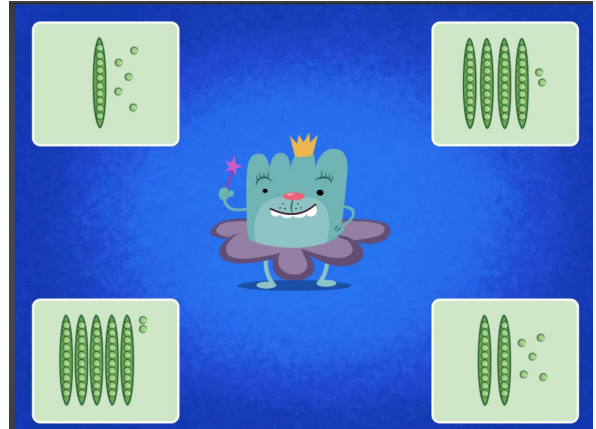
Start by finding your 50 square again [Paint the Squares - Interactive Number Charts \(topmarks.co.uk\)](http://topmarks.co.uk) and practise rote counting in 1s forwards and backwards using the 50 square to help.

One more one less within 50:

Children find one more and one less than given numbers up to 50. Children build numbers concretely before using number tracks and 1-50 grids. As they have already found one more and one less within 10 and 20, they should be able to use this knowledge with larger numbers. Encourage them to notice that it is the ones column that changes most of the time apart from when the ones number is a nine. If they know that 8 is one more than 7 then they also know that 48 is one more than 47

Mathematical Talk

How many do we have? What number does this represent?
What would be the number after/before...?
What is one more/one less than...?
When finding one more and one less, which digit changes?
Why? Does this always happen?



Practise using the tens and 1s bundles to make a number and then add or take away a '1' to find one more or one less.

- **Green group** (and anyone else who wants a go!): Play place value interactive games: Tutu's Number Game | Game | Education.com
- **Red/Yellow group**: complete worksheet (Maths resources PDF page 7)
- **Red group extension**: complete worksheet (Maths resources PDF page 8)