



Year 1

Maths Parent Workshop

Thursday 30th January 2025



Maths Vision at Hazelwood

 **Our Vision and Values** 

At Hazelwood, we believe in nurturing responsible citizens to achieve educational excellence by inspiring awe and wonder through a real, relevant, immersive and purposeful curriculum.



Our shared values are at the heart of all we do.

Believe and Achieve

AT HAZELWOOD SCHOOLS, WE BELIEVE THAT MATHS IS AN ESSENTIAL PART OF EVERYDAY LIFE. LEARNING IS, THEREFORE, FOCUSED ON CHILDREN SECURING A STRONG CONCEPTUAL UNDERSTANDING OF MATHS AND DEVELOPING THE SKILLS AND SELF-CONFIDENCE REQUIRED TO APPLY THEIR MATHEMATICAL KNOWLEDGE TO CREATIVELY SOLVE PROBLEMS.

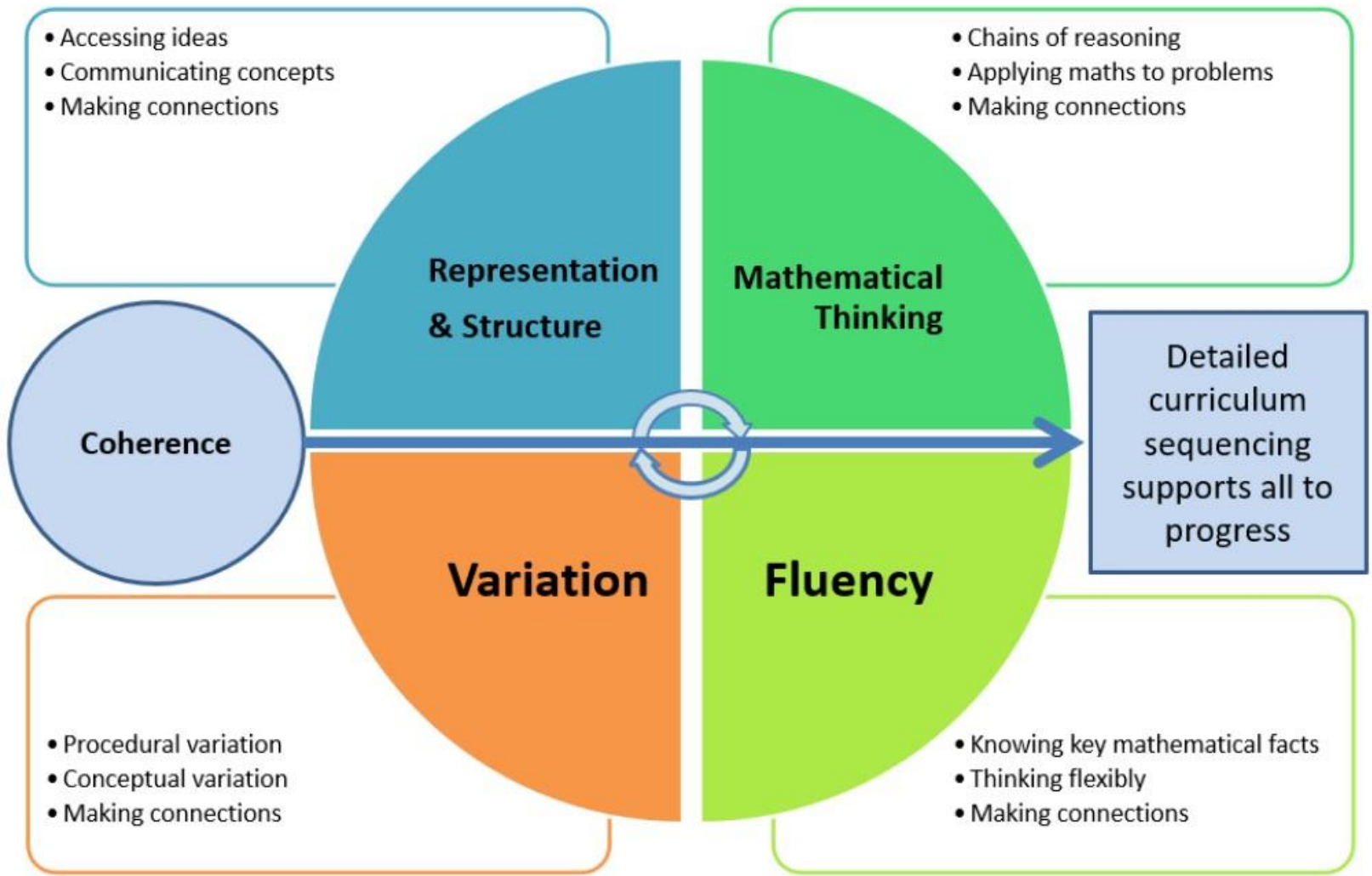


Maths Vision at Hazelwood

- **Fluent recall of mental maths facts.** For example, times tables, number bonds.
- To **reason** mathematically – children need to be able to **explain** the mathematical concepts with number sense; they must explain **how** they got the answer and **why** they are correct.
- **Problem solving** – applying their skills to real-life contexts.

Mastery for all

Teaching for Mastery



Maths at Hazelwood

Concrete - Use of manipulatives to understand the concept.

Pictorial - A visual representation which cements understanding from the concrete phase.

Abstract - Written understanding of concepts.

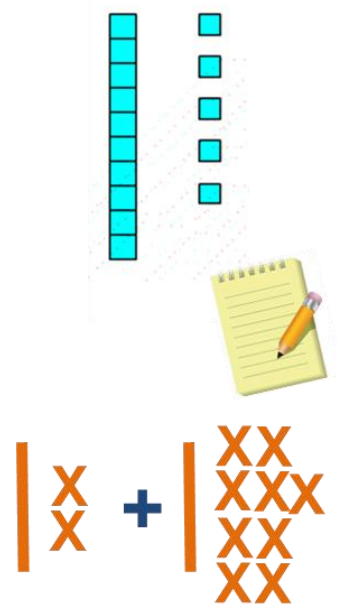
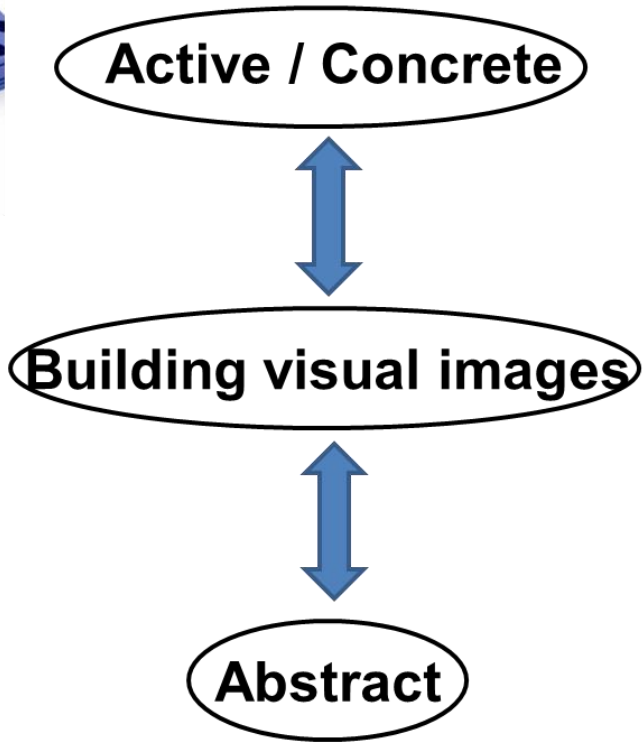


Concrete, Pictorial and Abstract

Although we've presented CPA as three distinct stages, it is important to go back and forth between each stage to reinforce concepts.



$$13 - 8$$



$$12 + 19$$



Metacognition

Examples of questions to promote metacognitive thinking include:

- How did you find out?
- Why do you think that?
- How do you know this?
- Can you show me?
- How do you prove this?
- Is there another way to solve this problem?

Metacognition is an important factor of mathematical problem solving. Metacognition is **the ability to monitor and control our own thoughts, how we approach the problem, how we choose the strategies to find a solution, or ask ourselves about the problem.**



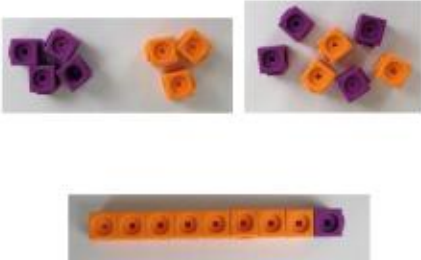
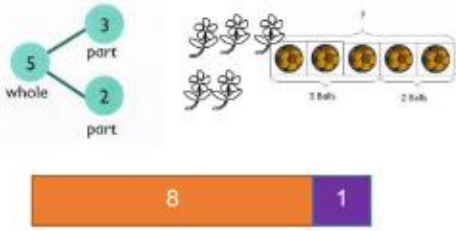
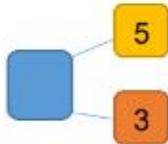

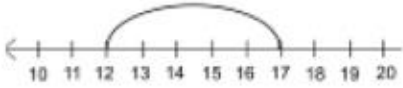
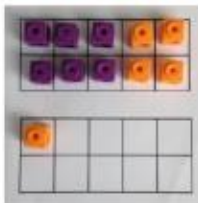



Year 1 Curriculum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value (within 10) VIEW					Number Addition and subtraction (within 10) VIEW					Geometry Shape VIEW	Consolidation
Spring term	Number Place value (within 20) VIEW		Number Addition and subtraction (within 20) VIEW			Number Place value (within 50) VIEW		Measurement Length and height VIEW		Measurement Mass and volume VIEW		
Summer term	Number Multiplication and division VIEW			Number Fractions VIEW		Geometry Position and direction VIEW	Number Place value (within 100) VIEW		Measurement Money VIEW	Measurement Time VIEW		Consolidation

Calculation Policy – Year 1




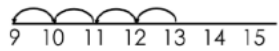

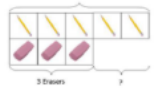
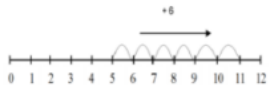
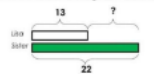
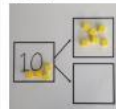
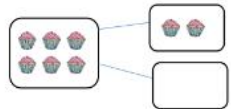
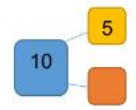


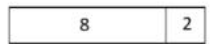
Year 1 – Addition

<p>Combining two parts to make a whole: part-part, whole model</p>			<p>$4 + 3 = 7$ $10 = 6 + 4$</p> 
<p>Starting at the bigger number and counting on</p>	 <p>Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.</p>	<p>$12 + 5 = 17$</p>  <p>Start at the larger number on the number line and count on in ones or in one jump to find the answer.</p>	<p>$5 + 12 = 17$ So $12 + 5 = 17$</p> <p>Place the larger number in your head and count on the smaller number to find your answer.</p>
<p>Regrouping to make 10.</p>	<p>$6 + 5 = 11$</p>  <p>Start with the bigger number and use the smaller number to make 10.</p>	 <p>$3 + 9 =$</p> <p>Use pictures or a number line. Regroup or partition the smaller number to make 10.</p>	<p>$7 + 4 = 11$</p> <p>If I am at seven, how many more do I need to make 10. How many more are left to add on now?</p>

Calculation Policy – Year 1

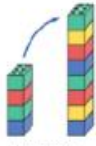

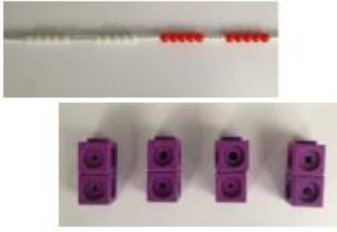
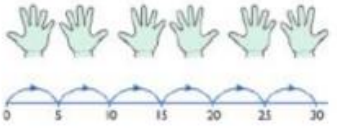
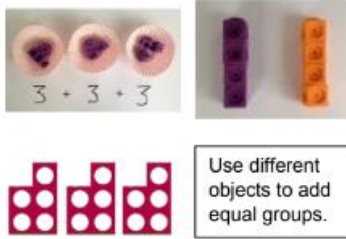



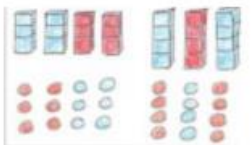


Year 1 – Subtraction

<p>Taking away ones</p>	<p>Use physical objects, counters, cubes etc to show how objects can be taken away.</p> 	<p>Cross out drawn objects to show what has been taken away.</p> 	<p>$8 - 2 = 6$ $18 - 3 = 15$</p>
<p>Counting back</p>	<p>Make the larger number in your subtraction. Move the beads along your bead string as you count backwards in ones.</p>  <p>13 - 4</p>	<p>Count back on a number line or number track</p>  <p>Start at the bigger number and count back the smaller number showing the jumps on the number line.</p>	<p>Put 13 in your head, count back 4. What number are you at? Use your fingers to help.</p>
<p>Find the difference</p>	<p>Compare amounts and objects to find the difference.</p>  <p>Use cubes to build towers or make bars to find the difference</p>  <p>Use basic bar models with items to find the difference</p>	<p>Count on to find the difference.</p>  <p>Count on to find the difference.</p> <p>Comparison Bar Models</p> <p>Eric is 13 years old. Her sister is 22 years old. Find the difference in age between them.</p> 	<p>Hannah has 17 sandwiches, Helen has 8 sandwiches. Find the difference between the number of sandwiches.</p> <p>Use of column subtraction.</p> $\begin{array}{r} 17 \\ - 8 \\ \hline 9 \end{array}$
<p>Part-Part, Whole Model</p>	<p>$10 - 6 =$</p>  <p>Link to addition- use the part, part whole model to help explain the inverse between addition and subtraction.</p> <p>If 10 is the whole and 6 is one of the parts. What is the other part?</p>	<p>Use a pictorial representation of objects to show the part-part, whole model.</p> 	 <p>Move to using numbers within the part-part, whole model.</p>
<p>Bar model</p>	 <p>$5 - 2 = 3$</p>	 <p>$10 - 2 = 8$</p>	<p>$10 - 2 = 8$</p>  <p>$10 = 8 + 2$ $10 = 2 + 8$ $10 - 2 = 8$ $10 - 8 = 2$</p>

Calculation Policy – Year 1

Year 1 – Multiplication

<p>Doubling</p>	<p>Use practical activities to show how to double a number.</p>  <p>double 4 is 8 $4 \times 2 = 8$</p>	<p>Double 4 is 8</p>  <p>Draw pictures to show how to double a number.</p>	<p>Double 4 is 8</p>
<p>Counting in multiples</p>	 <p>Count in multiples supported by concrete objects in equal groups.</p>	 <p>Use a number line or pictures to continue support in counting in multiples.</p>	<p>Count in multiples of a number aloud.</p> <p>Write sequences with multiples of numbers.</p> <p>2, 4, 6, 8, 10</p> <p>5, 10, 15, 20, 25, 30</p>
<p>Repeated addition</p>	 <p>Use different objects to add equal groups.</p>	<p>There are 3 plates. Each plate has 2 star biscuits on. How many biscuits are there?</p>  <p>2 add 2 add 2 equals 6</p> <p>$5 + 5 + 5 = 15$</p>	<p>Write addition sentences to describe objects and pictures.</p>  <p>$2 + 2 + 2 + 2 + 2 = 10$</p>
<p>Understanding arrays</p>	<p>Use objects laid out in arrays to find the answers to 2 lots 5, 3 lots of 2 etc.</p> 	<p>Draw arrays</p> 	<p>$3 \times 2 = 6$</p> <p>$2 \times 5 = 10$</p>

Calculation Policy – Year 1



Year 1 – Division

Sharing objects
into groups



Children use pictures or shapes to share quantities.

$$8 \div 2 = 4$$

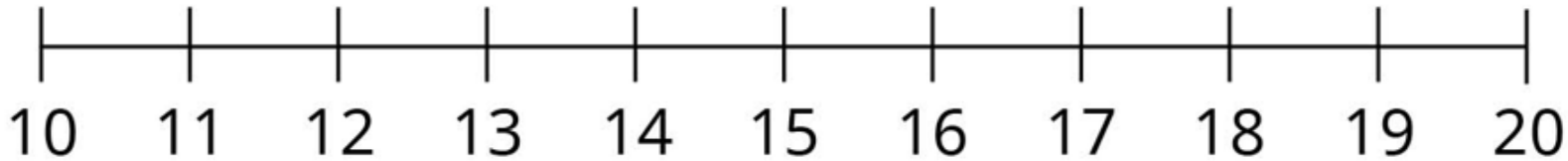


12 shared between 3 is 4



Year 1 – Example Questions

Show $20 - 9$ on the number line.



Complete the number sentence.

$$20 - 9 = \square$$

Year 1 – Example Questions



There are _____ trays of cakes.

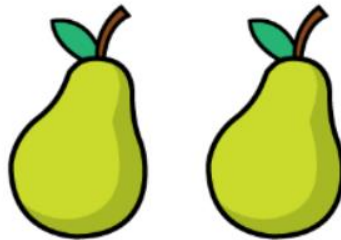
There are _____ cakes on each tray.

There are _____ cakes altogether.

Year 1 – Example Questions



Here are a quarter of the pears from the fruit bowl.



How many pears are in the fruit bowl altogether?

Parent in Class Sessions

- You will now go and visit your child's classroom.
- They will be working on a whole class maths investigation working on reasoning & problem solving skills
- Children will be working in groups so please do support the whole group/table your child is working with.
- Please do remain in the classroom until you are collected by a member of Hazelwood Staff.
- We hope you enjoy the session!

