

Year 1 Number Knowledge – Spring 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.

Say a number between 6 and 10. Your child needs to say how many needs to be added to 5 to make that number.

E.g.

My number is 9

Your child should say:

9 is made of 5 and 4. 5 and 4 make 9.

SUPPORT: put up the number of fingers to show them the 5 and other number needed.



I have 5 fingers up and another 4 to make 9 because 5 and 4 make 9.

Making 9.

Choose a number less than 9. Your child needs to say how many more are needed to make 9.

___ and ___ make 9.

E.g.

Chosen number: 4

4 and ___ make 9.

Your child should say:

4 and 5 make 9.

SUPPORT: Use objects to support.

CHALLENGE: Choose a different number to start with e.g. 7.

Investigation: odd and even

Kerry thinks that odd numbers can't be made from two even numbers. Is she correct?

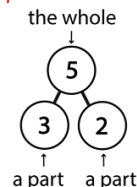
Use this stem sentence to help you:

___ and ___ make ___

SUPPORT: choose an odd number (e.g. 5). List all the different ways to make that number. See if they can spot that it is always one odd number and one even number that make an odd number. You could use object to help them.

Choose a number between 1 and 10 and put it at the top of the part-part-whole model. Get your child to fill in the parts. Can you choose different numbers as the parts?

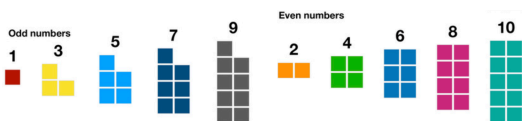
Part-part-whole model:



CHALLENGE: Fill in the whole and one of the parts. How will you find out the missing part?

Write the numbers from 1 to 10 on separate pieces of paper. Get your child to sort the numbers into odd and even as quickly as they can. To make it more exciting, they could have to run to different places for odd/even e.g. the kitchen for odd and their bedroom for even.

SUPPORT: draw these blocks on the paper to help them visually see the '1 more' for odd numbers.



Counting in 2s

Get your child to count in 2s up to 20.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

SUPPORT: say the non-multiple of 2 for your child e.g. 1 2 3 4 5 6 7 8 9 10. When they are confident with this, get them to say the non-multiple in their head and the multiple of 2 out loud.