# Maths Year 1

## Monday 1st June to Friday 5th June

### Monday – How far is 2m?

What does your child know about 2 metres and why it is so important at the minute? Has it been easy or hard to maintain this when you have been out and about. Discuss this with your child (if appropriate for your child).

How do we know how far 2m is? Can your child cut out strips of paper and stick them together with glue until they think their strip is 2m long. Decorate your strip if you like. If you have a tape measure at home use it to measure your child's strip, how close were they? Can you have a discussion about cm (centimetres) and m (metres) with your child?

### Tuesday – measuring bunting

We are going to make paper bunting to decorate your bedroom / a room in your house. You can choose the shape of your bunting, here are some ideas:


Whatever shape you choose, make sure each flag of bunting can be split exactly in half (fold each flag exactly in half). Discuss with your child why halves have to be exactly the same. Then decorate your bunting. Half the flag one design, half the flag another design. You might do half spotty, half stripy or half red and half blue – it is up to you, just make sure the two halves are different. Send us a picture of your finished bunting on:

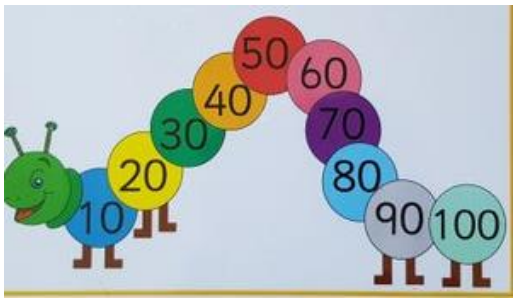
missmayhimid@gmail.com or year1harris@gmail.com

**Wednesday – counting in steps.**

Can you count in steps of 2, 5, and 10 to a grown up at home. For example:

2 4 6 8 10 12 14 16 18 20

How far can you count? If you can do these easily, try counting in 3s. Can you make a counting caterpillar to practise counting in steps:




Cut out circles of paper and write the counting pattern on, then stick your caterpillar together. How many can you make? Extra challenge – try making your own 100 square:

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Can a grown up help you draw out a grid and then you fill in the numbers. Take care to get all your numbers the right way round. Practise any that you find tricky. This hundred square will be useful for other maths work.

## Thursday – Odd and even numbers

We have looked at odd and even numbers, but it was a while ago so you may need a bit of reminding.

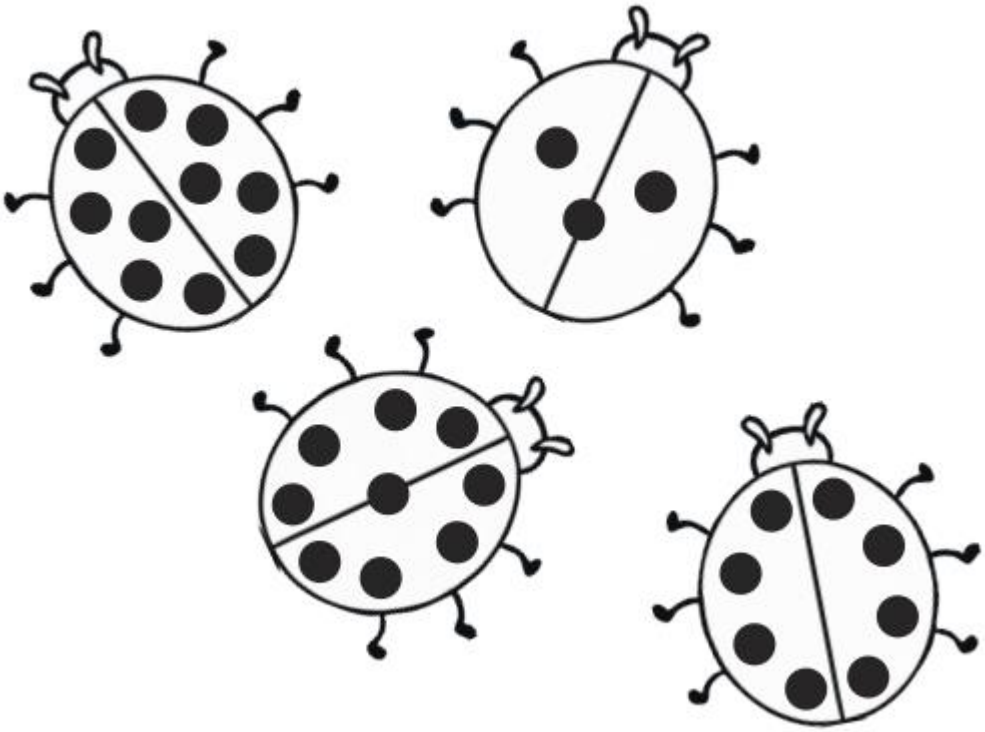
An **even number** is a **number that can be divided into two equal groups**.
An **odd number** is a **number that cannot be divided into two equal groups**.

Even numbers end in 2, 4, 6, 8 and 0 regardless of how many digits they have.

Odd numbers end in 1, 3, 5, 7 and 9

Can you write the numbers 0-9 on pieces of paper and then sort them into two groups, odd numbers and even numbers. You might need to use objects to help you work out which numbers are odd and which are even. So, if you are not sure about the number 4, get 4 objects (teddies, buttons, anything) and then see if you can divide them into two equal groups. If you can, it is an even number, if you can't it is odd.

Now draw some ladybirds like the ones below and put different numbers of dots on them. Can you colour all the odd ladybirds red and all the even ladybirds yellow?



**Friday – Problem solving**

Can you write the numbers 0 – 9 on post it notes or small pieces of paper, then talk to an adult about how you could solve this puzzle.

You have a set of the digits from 0 - 9.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Can you arrange these digits in the five boxes below to make two-digit numbers as close to the targets as possible? You may use each digit once only.

| | | |
|---|---|---|
| largest even number | | |
| largest odd number | | |
| smallest odd number | | |
| largest multiple of 5 | | |
| number closest to 50 | | |

How will you know that your solution is as close to the targets as possible?