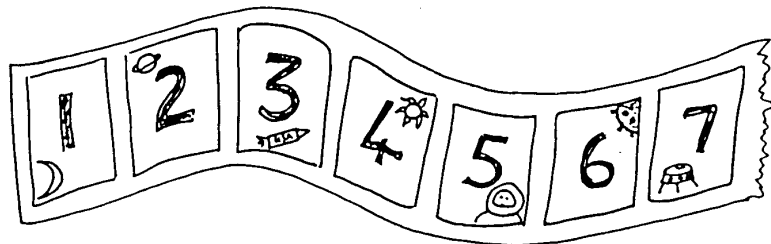


## Track games

Make a number track to 20, or longer. Make it relevant to your child's interests – sea world, space, monsters... Then play games on it.

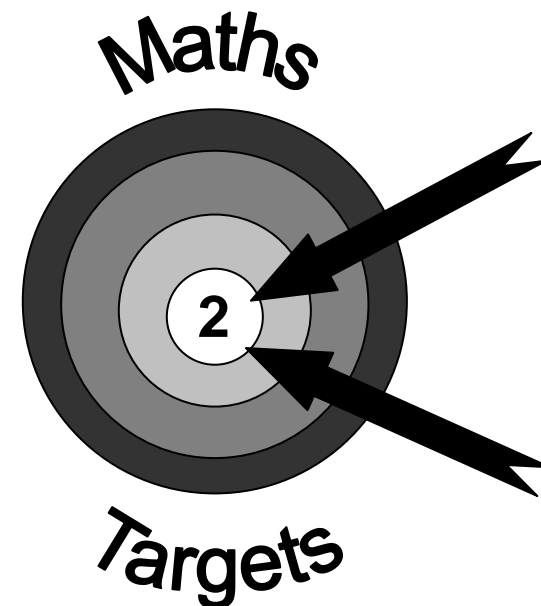


- ◆ Throw a dice. Move along that number of spaces. BUT before you move, you must work out what number you will land on. If you are wrong, you don't move! The winner is the first to land exactly on 20. Now play going backwards to 1.
- ◆ Throw a dice. Find a number on the track that goes with the number thrown to make either 10 or 20. Put a counter on it, e.g. you throw a '4' and put a counter on either 6 or 16. If someone else's counter is there already, you may replace it with yours! The winner is the first person to have a counter on 8 different numbers.

## Cupboard maths

- ◆ Choose two tins or packets from your food cupboard.
- ◆ Ask your child to hold one in each hand and tell you which is heavier, and which is lighter. (Check by reading the weight on each tin or packet.)
- ◆ If he / she is right, they keep the lighter one. Then choose another item from the cupboard, trying to find one that is lighter still.
- ◆ Carry on until your child has found the lightest item in the cupboard. It might be suitable to eat as a prize!

# Targets for pupils in Year 1



**A booklet for parents**

Help your child with mathematics

## Targets – Year 1<sub>2</sub>

By the end of Year 1, most children should be able to...

- Count at least 20 everyday objects.
- Count forwards and backwards in ones, starting from a small number.
- Count forwards and backwards in tens (zero, ten, twenty, thirty...)
- Read and write numbers to at least 20.
- Put the numbers 0 to 20 in order.
- Use the words *first, second, third...*
- Given a number from 10 to 20, say the number that is 1 more, 1 less, 10 more, 10 less.
- Use the words *add, sum, total, take away, subtract, difference between...* in practical situations.
- Know by heart all pairs of numbers that make 10, e.g.  $3 + 7$ ,  $8 + 2$ .
- Add and subtract two numbers under 10.
- Compare two objects or containers, and say which is longer or shorter, or heavier or lighter, or which holds more.
- Name and describe simple flat and solid shapes, e.g. *It's got 3 corners.*

\_\_\_\_\_ is working on the targets that are ticked.

### About the targets

These targets show some of the things your child should be able to do by the end of Year 1.

Some targets are harder than they seem, e.g. children who can count up to 20 may still have trouble saying which number comes after 12. They may have to start at 1 and count from there.

### Fun activities to do at home

#### Takings

For this game you will need a dice and a collection of small things such as Lego bricks, sticky shapes or dried beans. You will also need pencil and paper.

- ◆ Take turns.
- ◆ Roll a dice. Take that number of beans. Write down the number.
- ◆ Keep rolling the dice and taking that number of beans. BUT, before you take them, you must write down your new total. For example, Sally has 7. She throws 4. She has to work out how many she will have now. She starts counting from seven: *eight, nine, ten, eleven*. She writes 11.
- ◆ You can only take your beans if you are right.
- ◆ The first person to collect 20 beans wins!

