Year 1

Maths

Learning Pack

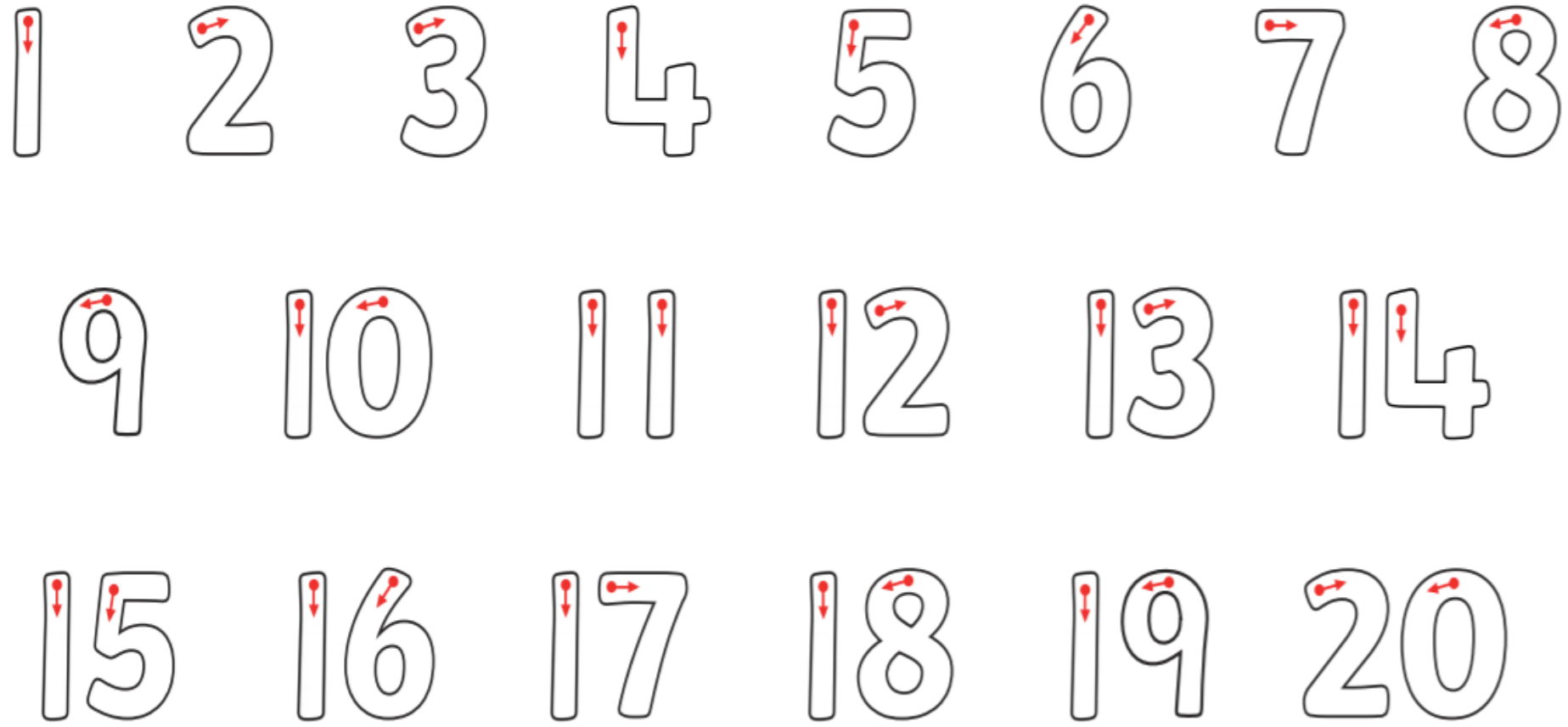
We have created a task for you to complete each day and have labelled them so you know what is being done in school . Please feel free to do more if you and your child would like to do so. We hope you enjoy the tasks we have set for you.

Here are some resources to help you:

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

Number Formation

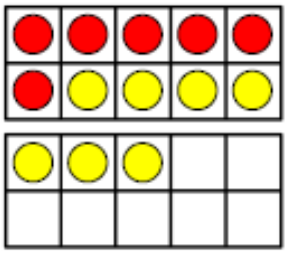
Can you trace the numbers?



Monday- Add by making 10

1 Use the ten frames and part-whole models to find the total.
The first one has been completed for you.

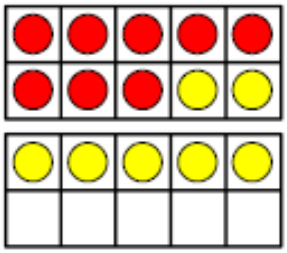
a Sue has 6 sweets. She gets 7 more.
How many altogether?



6 + 7 = 13 so 10 + 3 = 13

4 3

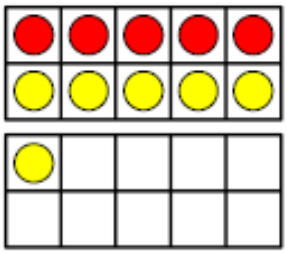
b Dom has 8 cookies. He gets 7 more.
How many altogether?



_ + 7 = _ so 10 + _ = _

2 _

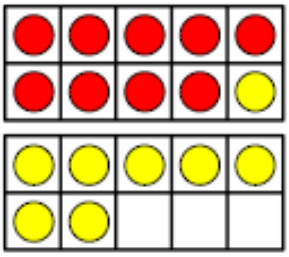
c Che has 5 apples. He gets 6 more.
How many altogether?



5 + _ = _ so 10 + _ = _

_ 1

d Kat has 9 pens. She gets 8 more.
How many altogether?

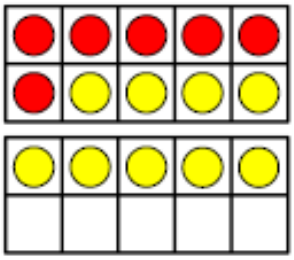


_ + 8 = _ so 10 + _ = _

1 _

1 Use the ten frames and part-whole models to find the total.

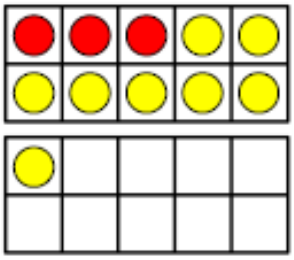
a Matt has 6 oranges. He gets 9 more.
How many altogether?



6 + ☐ = ☐ so 10 + ☐ = ☐

☐ 5

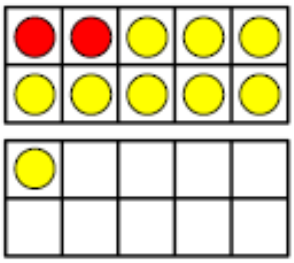
b Kat has 3 sweets. She gets 8 more.
How many altogether?



☐ + 8 = ☐ so 10 + ☐ = ☐

7 ☐

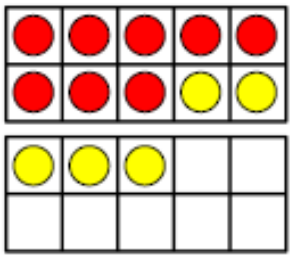
c Dom has 2 bananas. He gets 9 more.
How many altogether?



2 + ☐ = ☐ so 10 + ☐ = ☐

☐ 1

d Jess has 8 chocolates. She gets 5 more.
How many altogether?

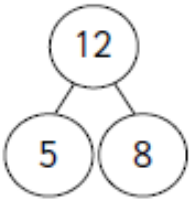


☐ + 5 = ☐ so 10 + ☐ = ☐

2 ☐

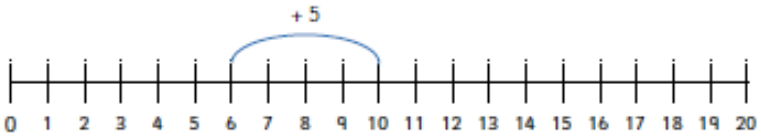
Tuesday – Add by making 10

Jess has used a part-whole model to represent 5 + 8.



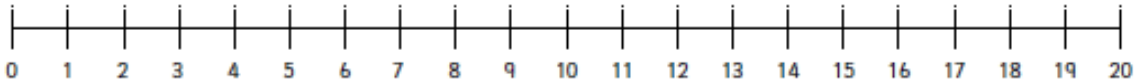
Is Jess correct?
Explain how you know.

Dom says number line below represents 6 + 5.



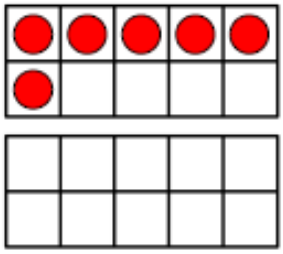
Is Dom correct? If not, how could he correct it?

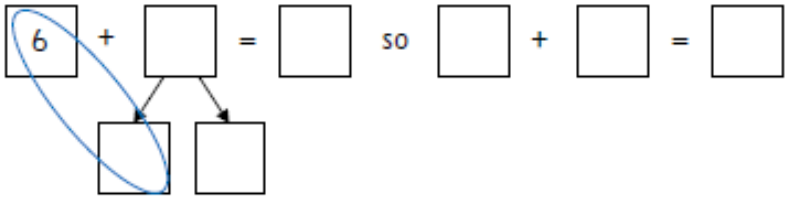
How many different addition number sentences can you make that give the answer 13?
Use the number line to help you.



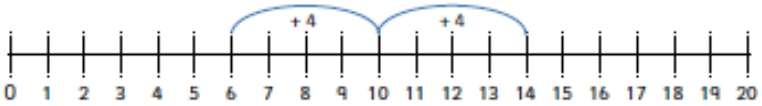
□ + □ = 13

Draw yellow counters on the ten frame to give a total more than 10 but less than 14.
Then complete the numbers sentences to show adding by making 10.

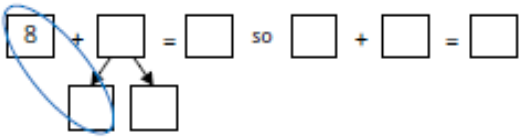




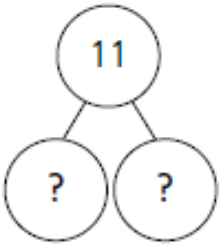
Explain how you know if the number line shows 8 + 6.



Represent this as number sentences to show adding by making 10.



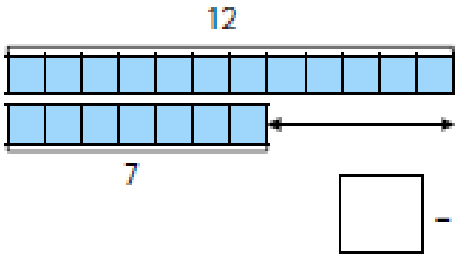
How many different ways can be part-whole model be completed?



Wednesday – Subtraction (how many more)

1 Complete the calculations and bar models to solve each problem.

a



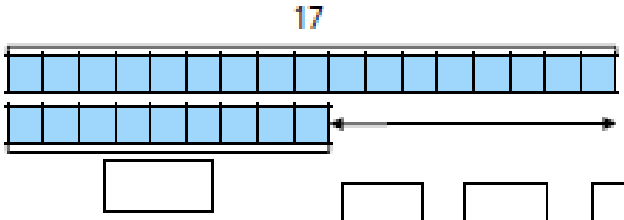
Ben has 12 apples.

Gina has 7 apples.

How many more apples does Ben have? ☐

☐ − ☐ = ☐

b



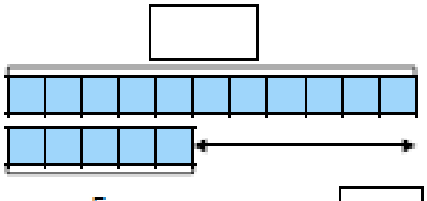
Tam has 17 peaches.

Jack has _____ peaches.

How many more peaches does Tam have? ☐

☐ − ☐ = ☐

c



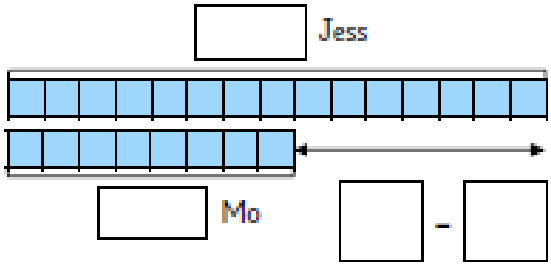
Dom has _____ sweets.

Kat has 5 sweets.

How many more sweets does Dom have? ☐

☐ − ☐ = ☐

d



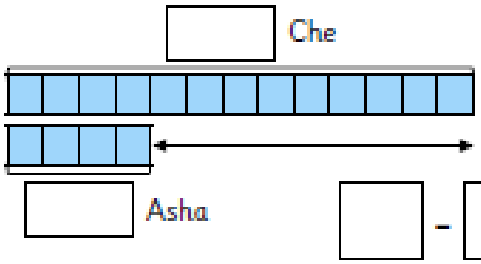
Jess has _____ pears.

Mo has _____ pears.

How many more pears does Jess have? ☐

☐ − ☐ = ☐

e



Che has _____ cakes.

Asha has _____ cakes.

How many more cakes does Che have? ☐

☐ − ☐ = ☐

Thursday -Subtraction challenge:

Spot and explain the mistake:

15 - 9 > 14 – 8

16 – 8 = 11 – 3

12 – 6 < 14 - 7

If I start with 16 balloons, then give 9 away, I will have 6 left.

True or false? Explain your answer.

Draw the problem using counters to prove it.

Ben has 17 apples.
He gives 8 apples to Jess.
Who has the most apples?

Explain your answer and complete the calculation to prove it.

☐ - ☐ = ☐

Use <, > and = to complete the following:

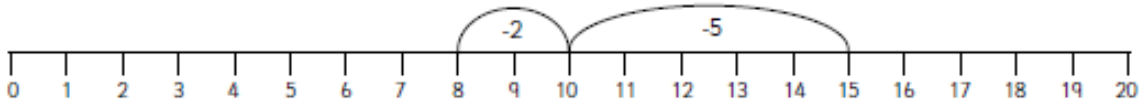
17 – 8 ☐ 13 – 4

13 – 5 ☐ 16 – 9

15 - 8 ☐ 17 – 9

The number line represents the following calculation:

15 - 5 = 10 ⟶ 10 - 2 = 8



True or false? Explain your answer.

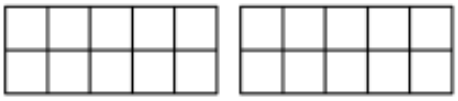
I started with 12 sweets then ate 5 of them.

Did Kat have more than 8 left? Prove it.

☐ - ☐ = ☐

☐ ☐

Sue had 13 marbles.
She gave some to Mo and had 7 left.
Draw counters below to represent this.



How many marbles does Mo have?

Who has the most marbles?

Friday – Place Value within 50

1 Count forwards from 8.

		10			13	14

2 Count forwards from 18.

18			21			24

3 Count forwards from 25.

	26			29		31

4 Count forwards from 39.

39		41				45

5 Count backwards from 42.

	41				37	

6 Count backwards from 34.

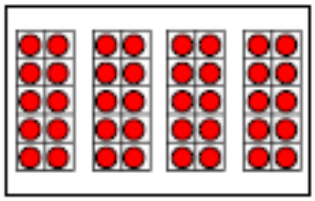
34						28

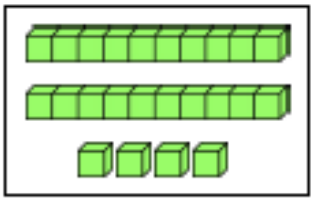
7 Count backwards from 50.

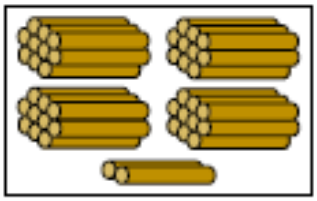
		48	47			

Monday- Place value within 50

1 Match the picture representation to the correct number.







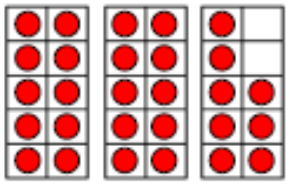
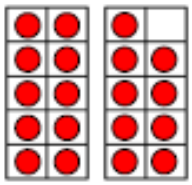
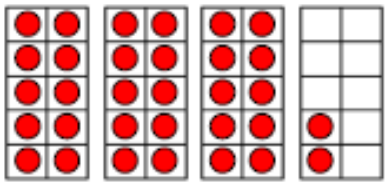
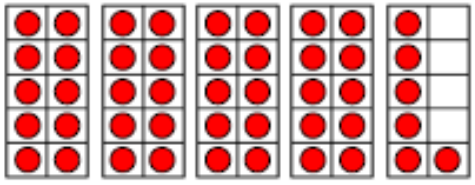
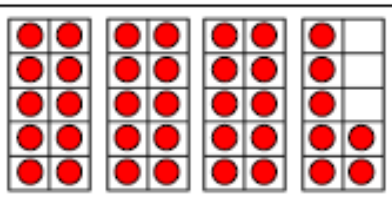
24	42	40

2 Match the calculations to the correct answers.

30 + 8	13
10 + 9	28
40 + 4	38
3 + 10	35
8 + 20	44
5 + 30	37
30 + 7	19

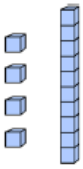
Tuesday – Representing numbers up to 50

Complete the table.

Number	Tens and Ones	Ten Frame
	2 tens 8 ones	
19	_____ ten _____ ones	
	3 tens 2 ones	
25	2 tens 5 ones	
15	1 ten 5 ones	
46	_____ tens _____ ones	
23	2 tens 3 ones	
	3 tens 7 ones	

Wednesday - Representing numbers up to 50 challenge:

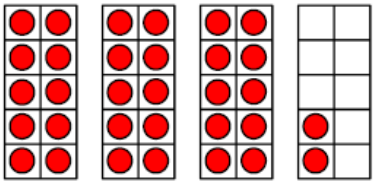
The picture shows 41.



True or false?
Explain how you know.

How else can you represent 41?

The number represented by the frames is 1 more than the number _____.



The picture shows the number 25.

Is Che correct? Explain how you know.

How else could you represent 25?

Draw 2 different ways of showing:

2 tens and 4 ones

Draw 2 different ways of showing:

3 tens and 6 ones

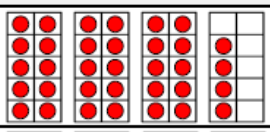
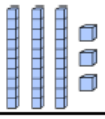
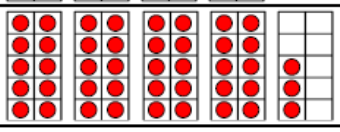
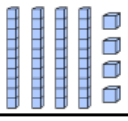
2 tens and 3 tens and 7 ones = 67

True or false?
Explain how you know.

Complete:

1 ten and ____ tens and 9 ones = 49

Spot the mistake. Explain how it can be corrected. Then complete the rest of the table.

Number	Tens and Ones	Ten Frames	Base 10	Words
34				thirty-four
	4 tens 3 ones			

Thursday - One more than, one less than

1 Find one more and one less than the numbers shown on the number tracks.

a

11	12	13	14	15	16	17	18	19	20

One more than _____ is _____. One less than _____ is _____.

b

20	21	22	23	24	25	26	27	28	29

One more than _____ is _____. One less than _____ is _____.

c

31	32	33	34	35	36	37	38	39	40

One more than _____ is _____. One less than _____ is _____.

d

40	41	42	43	44	45	46	47	48	49

One more than _____ is _____. One less than _____ is _____.

2 Find one more and one less than the numbers shown on the number lines.

a

10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

One more than _____ is _____. One less than _____ is _____.

b

15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35

One more than _____ is _____. One less than _____ is _____.

c

20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

One more than _____ is _____. One less than _____ is _____.

d

30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

One more than _____ is _____. One less than _____ is _____.

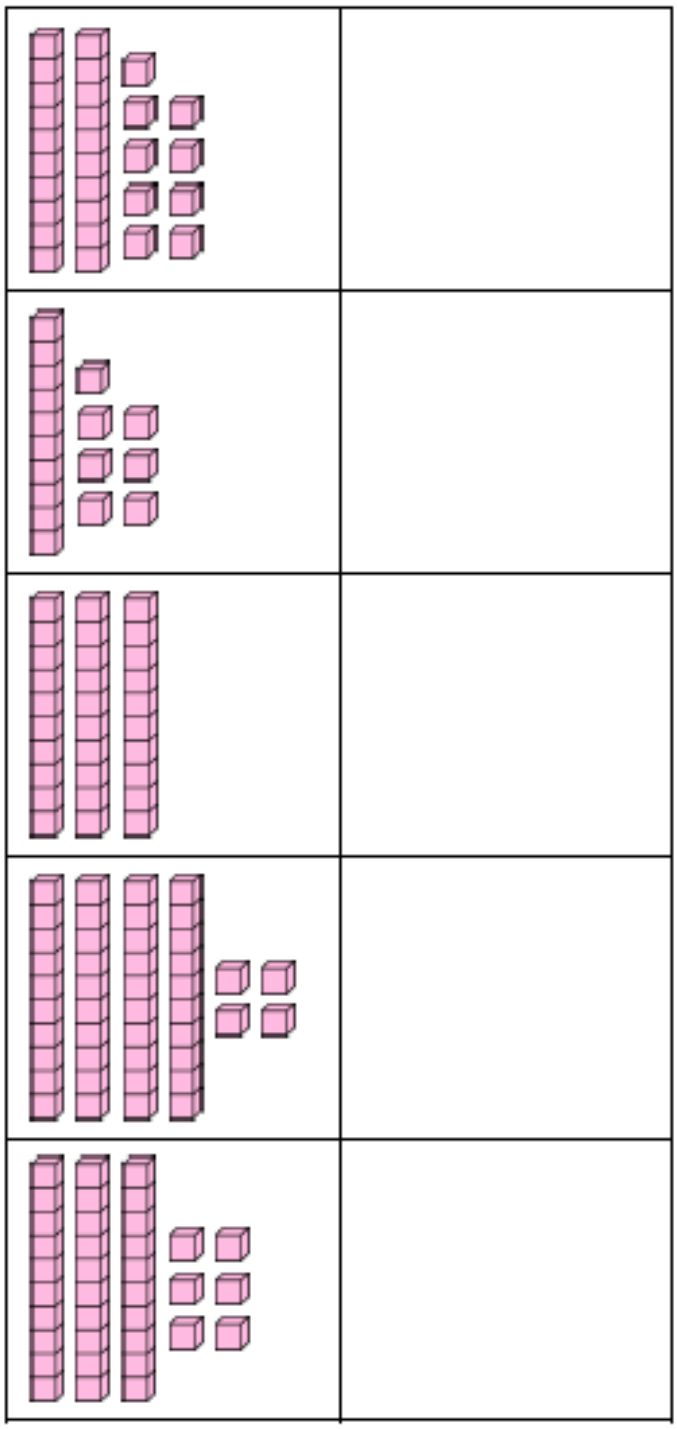
Friday - One more than, one less than challenge:

Complete the sentences by finding one more. a _____ is one more than 17. b One more than _____ is 26. c _____ is one more than 34. d One more than 48 is _____.	When you find one more than a given number, the only digit that changes is the ones digit. Always, sometimes or never?
Use the clues to identify the number. • I have one ten. • The ones number is one less than 5. What is the number? Write your own clues to describe a number and ask a partner to solve it.	Complete the sentences. _____ is one more than 18 which is one more than _____ , which is one more than _____.
Circle all the numbers that are one more than an even number. 25 38 18 49 32 33 24 21 15 46 How do you know?	Complete the sentences to make them true. _____ is one less than _____ which is one less than _____ , which is one less than _____.

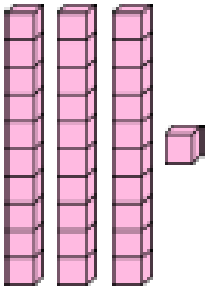
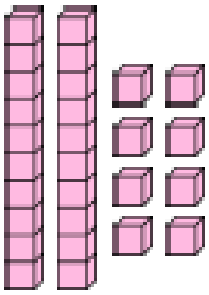
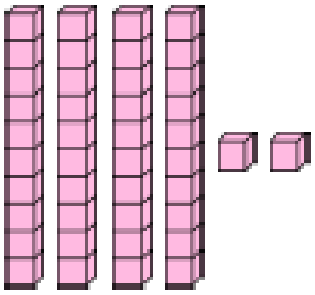
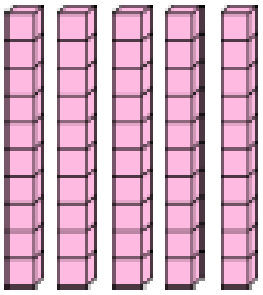
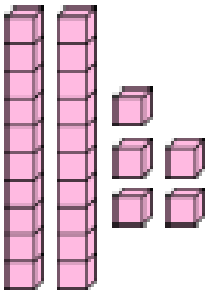
Extra activities Just in case:

Match up

Cut and glue to match the number to the picture representation.



		44
		29
		36
		17
		30

		50
		25
		31
		42
		28

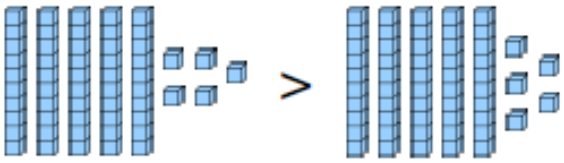
Challenge:

Group B has the most sweets.

A 

B 

Is Beth correct? Explain how you know.



True or false? Explain how you know.

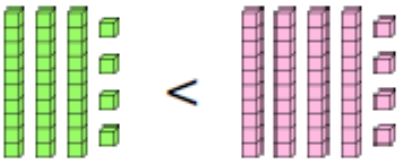
Represent this as a number comparison.

< > =

Choose a comparison card and complete the boxes to make the comparisons true.

4 tens and 6 ones	?	

How could you change the Base 10 to make them equal?



Explain your answer.

To complete the comparison below we only need to use the > sign.

True or false? Explain how you know.

Spot and explain the mistake.

	>	
	>	
	<