

## MATHS Learn at Home packs: Year 1, Week 13

**These notes are intended for teachers** who are using these materials to continue to teach their class using any form of online file sharing. For this age, sharing a video clip can be most helpful.

*Your home-learning resources have helped our school immeasurably: they're so clear, and the fact that they are in daily chunks, with plenty of explanation for parents at home, has made them invaluable.* Nick, a Suffolk primary teacher.

Our small team have been working round the clock to produce these materials and we're really happy that huge numbers of teachers, schools and parents have found them useful – and emailed us to say so!

If you're not a regular user of Hamilton, why not consider becoming a [Friend of the charity](#) to access the teaching materials in English, Maths and Topics for the whole year? Or take a moment to browse our [free resources for schools](#).

### The 'timetable' for this week's teaching and learning is as follows

- **Day 1** – Children are rehearsing number bonds to 10, ready for days 2 and 3. If they are already secure in knowing these by heart, encourage them to move onto find pairs to 20.
- **Day 2** – In the Learning Reminders, children are shown how they can use the fact  $8 + 2 = 10$  to work out what to add to 18, 28, 38...98 to make the next 10. If possible, [provide your own teacher input to show how we find the pair to the next ten on a 100-bead bar](#). Children rehearse this on the practice sheets, and there is an investigation to add further challenge.
- **Day 3** – Children rehearse bridging 10, first on a beaded line, then on a 1-100 grid. If possible, [provide some of your own teacher input to show the beads making the next ten on a bead bar, then the remaining beads being added](#). Children use this strategy in the practice sheets.
- **Day 4** – Children are asked to use positional language (left, right, above, below etc.) to describe the position of a 3-D shape and to say what 3-D shapes are in given positions. [You may wish to reassure parents that learning left and right can be tricky for some children, even if other aspects of maths are fine!](#)
- **Day 5** – Children look at 2-D representations of 3-D shapes, revise their names, then draw them after quarter and half turns. There is an investigation to give further practice.

### Structure of materials

	Learning Reminders	Practice Sheet(s)	Problem solving task	A bit Stuck?	Check your understanding
Day 1	✓	✓		✓	✓
Day 2	✓	✓	✓	✓	
Day 3	✓	✓		✓	✓
Day 4	✓	✓		✓	✓
Day 5	✓	✓	✓	✓	

## Schedule of the week

**Day 1** – Number bonds to 10.

**Day 2** – Use pairs to 10 to find the complement to the next multiple of 10.

**Day 3** – Bridge 10 on beaded lines and with 'Fly' on a 1-100 grid.

**Day 4** – Recognise 3-D shapes and describe their position.

**Day 5** – Recognise 3-D shapes; understand  $\frac{1}{2}$  and  $\frac{1}{4}$  turns.