Y1 Maths Everywhere – Number hunts

Go for a walk.
Allow your child to take some photos of numbers they see on their walk.
Look for numbers that help us like speed limits, number plates and door numbers to take photos of.

Ask questions such as:

- Can you find me a number more than fifty?
- What do you think the next door number will be? Were you right?
- Where is the house with the number [the child thought it would be]?
- What is the biggest number we found?

Hide a number of objects around the house or garden.
Challenge children to find them.
Provide clues such as in the bedroom or near the wardrobe.

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Y1 Maths Everywhere – Number track games

Play snakes and ladders or a similar board game.

Ask questions such as:

- You threw a ___. Where will your counter end up if you count on ___ more?
- Which number don't you want to throw (because there's a snake coming up)?
- Which number do you want to throw (because there's a ladder coming up)?
- Who is winning? How do you know?
- How many squares until you/I reach the end?

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Y1 Maths Everywhere – Meal Times

Provide children with knives, forks and plates.
Ask questions such as:

- Have we got enough knives for every person?
- Are there more plates than bowls?
- Have we got enough grapes for everyone to have ten?
- How many more do we need?

Ask children to help you serve food (which isn't hot).
Cut the cake into …equal pieces.
How did you know that everyone has the same amount?

If I cut these two apples into quarters, how many pieces will I have?

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Y1 Maths Everywhere – Buckets of coins

Fill a bucket up with water.
Place an object like a pebble at the bottom of it.
Provide children with 1ps, 2ps, 5ps and 10ps.
Challenge them to use five coins and see if they can drop them one at a time into the bucket and hit the pebble.

Ask questions such as:

- If we added up all of the coins that hit the pebble how much would that be?
- If one more coin had hit/not hit the pebble, how much would that be?
- If we take out all of the coins that hit the pebble, how many coins are there left and how much money is that altogether?

Repeat but with only 2ps. Help them count in twos to find out how much money hit the pebble/didn't hit the pebble.

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Y1 Maths Everywhere – Target practice

Play with numbered skittles and a ball or hoops or draw some circles on the ground with numbers 0-6 on them and provide three throwing objects.
Use a container of pasta like penne or shell pasta.

Ask child(ren) to knock skittles down or throw three throwing objects into the hoops/circles.

Ask questions/make suggestions such as:

- What was your score?
- Which (skittles/circles) will you aim for to get a higher score?
- What would be your score if your stone landed in a 2 instead of a 3?

Play again.
Let your child(ren) decide on some playing rules, perhaps changing where the higher scoring skittles or circles are.
Change the numbers on the skittles/circles (not more than 10).

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Y1 Maths Everywhere – What's the Time Mr Wolf?

- You or a child can be the wolf! The wolf stands with their back to the other game players at an agreed distance from them.
- The other players ask, "What's the time Mr Wolf?" The wolf says a time such as, "Two o'clock!" The others take two paces towards the wolf.
- Repeat until the wolf feels like the players are quite close. The wolf shouts, "Dinner time!" and chases the others until he/she catches one to be the wolf on the next go.
- If the wolf is tagged before saying 'dinner time' they are the wolf again.

Show child(ren) what one o'clock and two o'clock look like on an analogue clock.

If you have any old analogue clocks or watches, let the children try making by turning the hands to say hour times.

Point to the clock regularly and say, for example: "It's nearly two o'clock. Tell me when it's two o'clock so we can make some biscuits/go for a walk."

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Y1 Maths Everywhere – Buying snacks

Provide children with a tray or purse with some coins.
Whenever they want a snack or drink, ask them to pay using one of the coins.

Make a price list with your child for favourite snacks and drinks.
Let them decide which snacks they should pay more for and ask them to write this.

Ask questions such as:

- Which coins are you are going to pay with?
- Why did you choose those coins?
- Is there another way you could have paid me using different coins?

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Y1 Maths Everywhere – Estimating

Provide children with amounts of pasta, studded bricks, crisps and raisins, for example.
Start with numbers in the 20s and then increase over time up to 100.

Challenge them to estimate how many of each item there is.
Encourage them to use words like less than, fewer than, more than, about when estimating.
"I think there will be more than fifty but less than one hundred."

Count the objects with the children at first in ones and say, "C*ounting in ones is going to take us ages! How can we count them so it's quicker?"*

Count in different ways and then suggest making groups of ten.
"*There are two groups of ten and three more pasta shells."* Touch each pile and count in tens, "*That's ten, twenty and three more, twenty three."*

Support your child to do this with other amounts.
Help them count in tens – ten, twenty, thirty, forty etc.

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