

## Year 1 Maths - 18.05.20

We are continuing to develop the children's understanding of counting in multiples of 1, 2, 5 and 10 this week through their use of coins. The children will also begin to investigate the concept of equal and unequal groups.

We are using video lessons which have been developed by NCETM and recorded by Primary School teachers around the country. These videos have been posted on youtube in the multiplication section. We are starting on week 4 lesson 16 on Monday. There is a link to each lesson which we have included in the planning grid below. We will then move onto the Multiplication 2 lessons.

This is a very practical week of learning. We have also included what resources we think will be useful to have ready for the video lesson. There are no worksheets but we would love to see photographs of the children using resources or their jottings to explain their learning. Many of you have sent us emails to share your children's learning which we enjoy receiving.

<https://www.ncetm.org.uk/resources/54454>

### 18.05.20/19.05.20 - Multiplication and using coins

### 20.05.20 - 22.05.20 - Multiplication - Equal and unequal groups

Small step of learning	Useful resources	Practical activities -
<p><b>18.05.20 - Lesson 16</b> <span style="background-color: yellow;">13 mins 51 seconds</span></p> <p><b>How many coins are needed to buy an item?</b></p> <p>This lesson focuses on the value of the coin used to purchase items, and the number of coins needed is noted. Different strategies are used to support with keeping a track of how many coins are used such as organising them into groups of 10 using a tens frame, marking them off as well as keeping a record of the skip count with a number line.</p> <p><a href="https://www.youtube.com/watch?v=BL0j-x8NjS8&amp;list=PLQqF8sn28L9yTV9WxpHw-9BbqRe_f49fr&amp;index=17&amp;t=5s">https://www.youtube.com/watch?v=BL0j-x8NjS8&amp;list=PLQqF8sn28L9yTV9WxpHw-9BbqRe_f49fr&amp;index=17&amp;t=5s</a></p>	<p>* 30 x 1p, * 15 x 2p * 6 x 5p * 3 x 10p coins * tens frames * pencil and paper</p>	<p style="color: cyan;">These lessons use the stem sentences introduced last week.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1p coin purse         </div> <div style="text-align: center;">  2p coin purse         </div> <div style="text-align: center;">  30p         </div> <div style="text-align: center;">  5p coin purse         </div> <div style="text-align: center;">  10p coin purse         </div> </div> <p style="text-align: center;"><b>To buy the boat, how many</b></p> <ul style="list-style-type: none"> <li>• 1 penny coins will you need?</li> <li>• 2 pence coins will you need?</li> <li>• 5 pence coins will you need?</li> <li>• 10 pence coins will you need?</li> </ul>
<p><b>19.05.20 - Lesson 17</b> <span style="background-color: yellow;">20 minutes 13 seconds</span></p> <p><b>Further practice buying items with different value coins.</b> This is the last lesson that uses the segment 2.1 counting and unitising. The challenge activity at the end encourages children to consider the learning from the whole of this sequence of lessons where they look at the price of an item and consider which coins they could use. They then compare where there is more than one option and reason about whether they need more or fewer coins of a different denomination.</p> <p><a href="https://www.youtube.com/watch?v=Aou4flhihDQ&amp;list=PLQqF8sn28L9yTV9WxpHw-9BbqRe_f49fr&amp;index=17">https://www.youtube.com/watch?v=Aou4flhihDQ&amp;list=PLQqF8sn28L9yTV9WxpHw-9BbqRe_f49fr&amp;index=17</a></p>	<p>* Pencil and paper</p>	<p>*How many skips in 10 (or 10p coins) to reach 100/80/50 etc? Draw a number line on a piece of paper to show your skip counting.</p> <p>* How many jumps in 5 (or 5p coins) to reach 45/20/35 etc? Draw a number line on a piece of paper to show your skip counting.</p> <p>*How many claps in 2 (or 2p coins) to reach 12/18/10 etc? Draw a number line on a piece of paper to show your skip counting.</p> <p>*Use the priced objects in the pictures from last week to skip count in 2s, 5s or 10s to make the value.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  50p         </div> <div style="text-align: center;">  10p         </div> <div style="text-align: center;">  12p         </div> <div style="text-align: center;">  45p         </div> <div style="text-align: center;">  18p         </div> <div style="text-align: center;">  30p         </div> <div style="text-align: center;">  </div> </div> <div style="text-align: right; margin-top: 10px;">  </div> <p>How many coins of the same type do you need to buy each toy?</p> <p>Looking at the amount the toy costs can help you pick a coin type.</p> <p>The amount for each toy can be made in different ways. Which way uses the fewest coins for each toy? I wonder why that is</p>

**20.05.20 - Lesson 1** 14 minutes 03 seconds  
**Unequal and equal groups.**

In this lesson children identify equal and unequal groups. Attention is drawn to whether the way that they have been grouped leads to equal groups or unequal groups. Children are encouraged to move objects into groups and then circle items that are shown pictorially. This is to encourage the children to see the group as one 'thing'.

[https://www.youtube.com/watch?v=7MmjQ-XIIq&list=PLQqF8sn28L9y5AGykvQTeUZw\\_Snz68jm7&index=2&t=0s](https://www.youtube.com/watch?v=7MmjQ-XIIq&list=PLQqF8sn28L9y5AGykvQTeUZw_Snz68jm7&index=2&t=0s)

**Tricky bits**

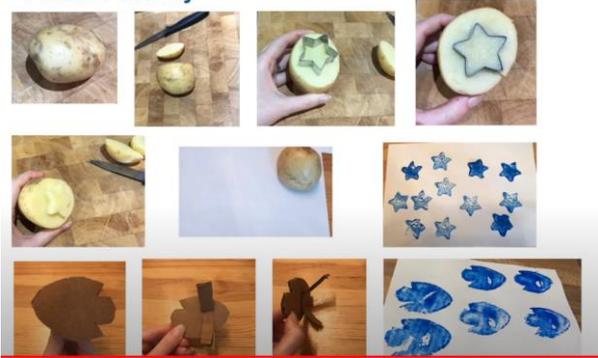
Seeing equal (the same) and unequal groups (different)

- \*3 plates
- \*Set of identical objects - teaspoons, clothes pegs, pasta, daisies, sweets, lego, raisins, etc
- \*Paper and pencil or a whiteboard and pen

**Stem sentences -**

There are some \_\_\_\_\_.  
 The \_\_\_\_\_ have been grouped.

- \*Find a set of objects in the garden and group them - leaves, pebbles, twigs etc. Use the stem sentences above.
- \*Help at meal times - Can you group the crisps, potatoes, carrots, peas etc. Are your groups equal or unequal?
- \*Make a stamper from paper, objects or a potato - can you - stamp on a piece of paper. Draw around them - are the groups equal or unequal?



**21.05.20 Lesson 2** 23 minutes 20 seconds  
**Practice working with equal and unequal groups.**

In this lesson examples are used where identical objects are grouped into equal or unequal groups. Once the children are confident working with identical objects, objects that are not identical are used so that the focus is on the group size.

[https://www.youtube.com/watch?v=aL0Ti6MB1rg&list=PLQqF8sn28L9y5AGykvQTeUZw\\_Snz68jm7&index=2](https://www.youtube.com/watch?v=aL0Ti6MB1rg&list=PLQqF8sn28L9y5AGykvQTeUZw_Snz68jm7&index=2)

- \*4 plates
- \* 12 identical objects
- \* Pencil and paper

**Stem sentences -**

'The groups are equal because there are the same number of \_\_\_ in each group.'  
 'The groups are unequal because there are a different number of \_\_\_ in each group.'

- \*How many different ways can you group 12 objects in equal groups?
- \* Can you group 7 objects with 2 in each group? Do you say 7 when you skip count? etc
- \*Can you group 12 objects with 5 in each group? Do you say 12 when you skip count? etc

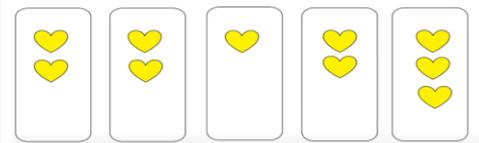
**22.05.20 Lesson 3** 14 minutes 31 seconds  
**Redistributing from unequal to equal groups.**

Through using groups that are unequal children are asked to describe the groups using the language from the previous lesson. They are then asked to make the groups equal and are encouraged to subitise and to check the number in each group by counting. They reason that the groups are equal is because they have the same number of objects in each group, and not because they look the same.

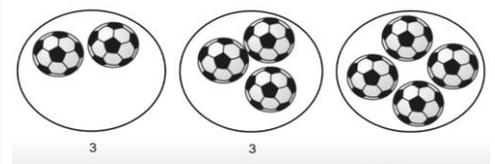
[https://www.youtube.com/watch?v=CQ1LD3SwLWA&list=PLQqF8sn28L9y5AGykvQTeUZw\\_Snz68jm7&index=3](https://www.youtube.com/watch?v=CQ1LD3SwLWA&list=PLQqF8sn28L9y5AGykvQTeUZw_Snz68jm7&index=3)

- \*4 plates
- \* 12 identical objects
- \* Pencil and paper

\*Use 12 objects to make these 6 groups. Are they equal or unequal? Can you make the groups equal?



\*Are these groups equal? Can you make them equal?



\*Can you put the children in equal groups in the 4 rooms?



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