



YEAR 1 MATHS WORKSHOP

Miss Prescott & Miss Reay

AIMS OF THE SESSION:

- To explain the concrete, pictorial and abstract approaches in maths
 - To share the Wood Fold Maths sequence
 - To discuss the written calculation policy
 - To offer suggestions and ideas to support your child at home.
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CPA APPROACH:

Concrete, Pictorial and Abstract

Concrete:

Doing the maths



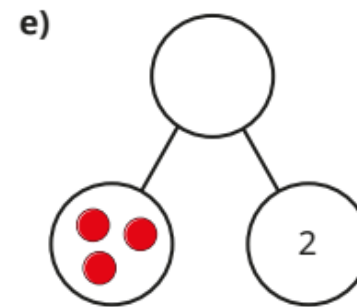
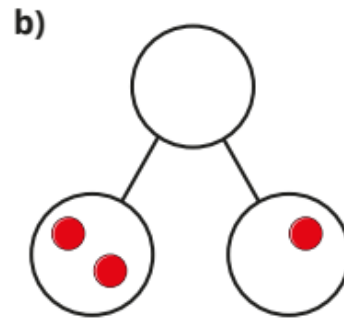
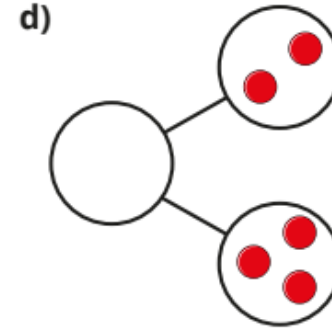
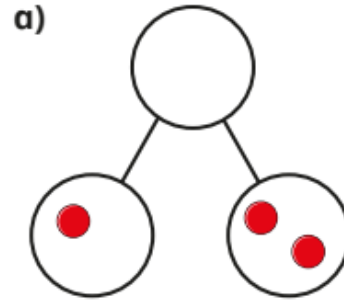
CPA APPROACH:

Concrete, Pictorial and Abstract

Pictorial:

Seeing the maths

Making connections between the concrete and the pictorial representations and the pictorial and the abstract. E.g. part whole models, bar models, ten frames.



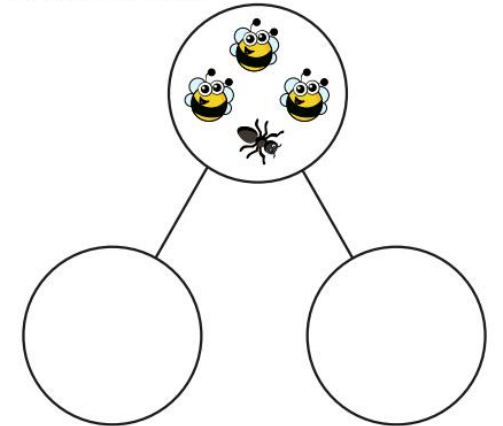
There are 4 bugs altogether.



a) Complete the sentence.

There are bees and ant.

b) Draw the parts.



CPA APPROACH:

Concrete, Pictorial and Abstract

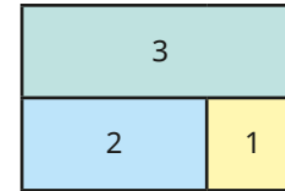
Abstract:

The final stage is for children to understand abstract mathematical concepts, signs and notation.

When a child demonstrates with concrete models and pictorial representations that they have grasped a concept, we can be confident that they are ready to explore the abstract. At this stage, pupils are expected to have a depth of knowledge, which can now be applied without the need for physical or visual support strategies.

Complete the fact families.

a)



	+		=	
	+		=	
	=		+	
	=		+	

We use White Rose resources across the school as the main resources to deliver lessons

1 Complete the sentences.

a)



There are equal groups of

+ + + + + =

× =

b)



There are equal groups of

= + + +

= ×

9 Dora and Amir are trying to convert 1.05 metres into millimetres.

Dora: You can multiply 1.05 by 100 to convert it into centimetres, then multiply the product by 10 to convert it into millimetres.

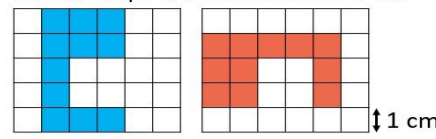
Amir: You can just multiply 1.05 by 1,000!

Flashback 4 Year 4 | Week 1 | Day 3

1) $7 \times 12 = 7 \times \square \times 2 = \square \times 2$

2) 12×8 ☐ $8 \times 10 + 8 \times 2$

3) Which shape has the smallest area?



4) LXIII $\xrightarrow{+10}$

White Rose Maths

Year 1 Overview

Autumn term	Number Place value (within 10) FREE TRIAL VIEW	Number Addition and subtraction (within 10) VIEW		Geometry Shape VIEW	Consolidation		
Spring term	Number Place value (within 20) VIEW	Number Addition and subtraction (within 20) VIEW	Number Place value (within 50) VIEW	Measurement Length and height VIEW	Measurement Mass and volume VIEW		
Summer term	Number Multiplication and division VIEW	Number Fractions VIEW	Geometry Position and direction VIEW	Number Place value (within 100) VIEW	Measurement Money VIEW	Measurement Time VIEW	Consolidation

WOOD FOLD MATHS SEQUENCE:

- Flashback 4
 - Get Ready
 - New Learning
 - Problem Solving & Reasoning
-

FLASHBACK 4:

Flashback 4 is a daily 4-question activity from White Rose Maths that serves as a starter to a lesson, reinforcing knowledge and skills from the previous lesson, week, and term to aid retention and promote a mastery-based approach to learning.

Flashback 4

Year 1 | Week 1 | Day 1

White Rose
MATHS

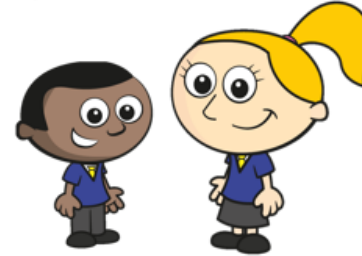
1) How many pears?



2) How many fingers?



3) Who is taller?



Mo

Eva

4) 1, 2, 3, 4,



GET READY:

"Get Ready" in White Rose Maths refers to the initial part of a lesson where children are prompted to review and activate prior knowledge relevant to the new topic, ensuring they have the necessary foundation before moving on to the main part of the lesson.

1) Complete the number track.

0	1	2		4	5			8	9	
---	---	---	--	---	---	--	--	---	---	--

2) What is 1 more than 8?

3) What is 1 less than three?

4) Write a number less than 2

NEW LEARNING:

The main body of the lesson will be taught by teachers, focusing on the individual learning elements of the curriculum.

Learning in each lesson will be recorded in either Maths or White Rose books, with opportunities given for children to self and peer assess where possible.

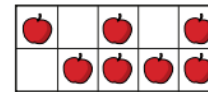
Count objects

1 How many teddy bears are there?



How did you count them?

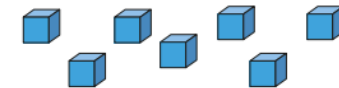
2 How many apples are there?



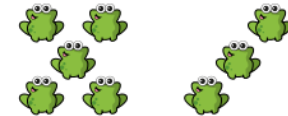
How did you count them?



3 How many cubes are there?



4 How many frogs are there?



5 Jo thinks there are 10 cars.



How many cars are there?

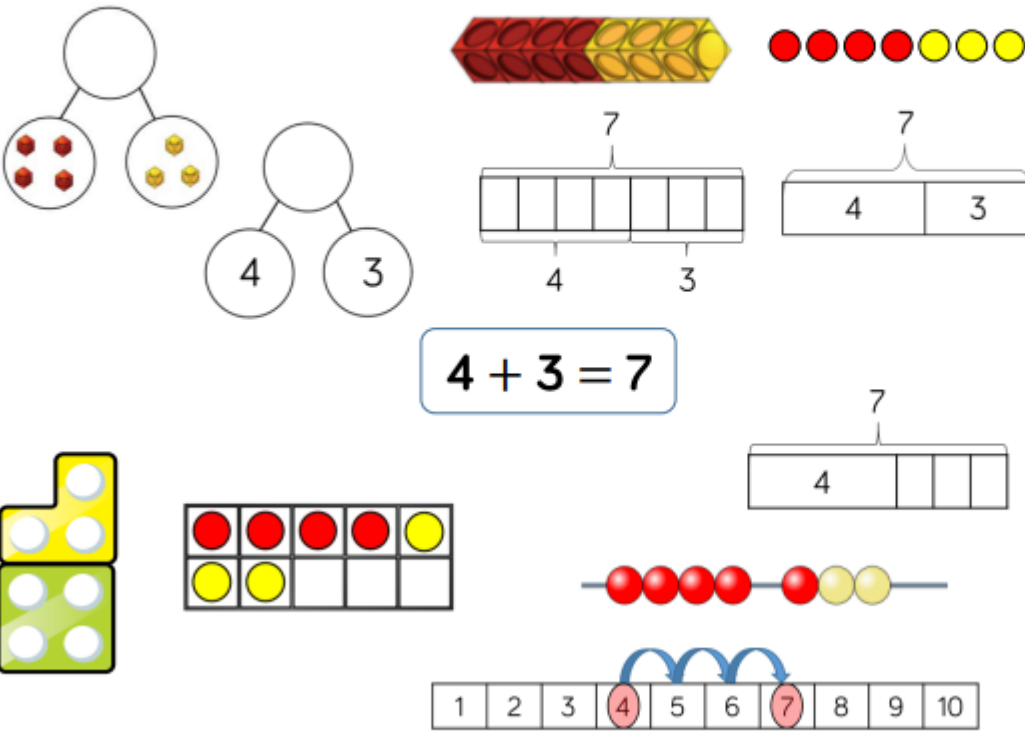
What mistake has Jo made?



ADDITION:

Vocabulary:

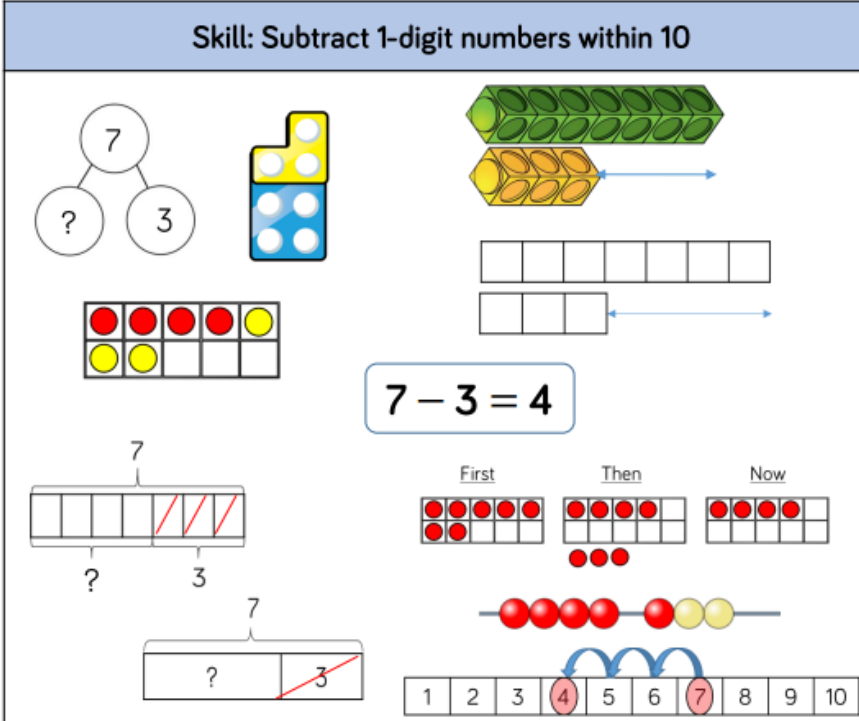
- Add
- Estimate
- More
- Plus
- Sum
- Total
- Altogether
- Increase
- Inverse

Skill: Add 1-digit numbers within 10	Year: 1
	When adding numbers to 10, children can explore both aggregation and augmentation. The part-whole model, discrete and continuous bar model, number shapes and ten frame support aggregation. The combination bar model, ten frame, bead string and number track all support augmentation.

SUBTRACTION:

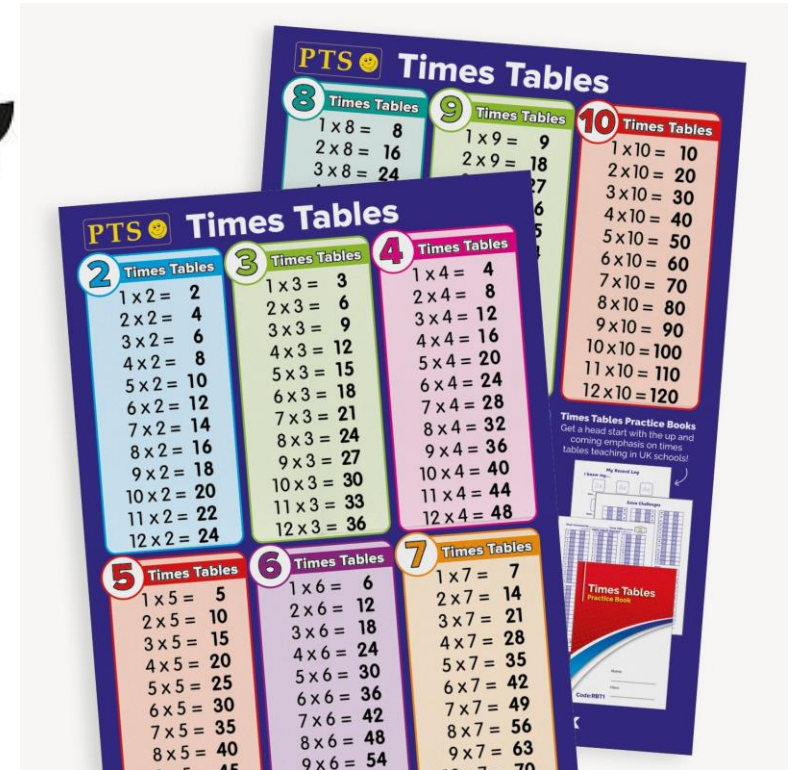
Vocabulary:

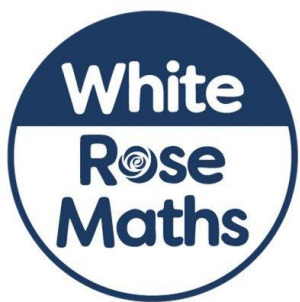
- Subtract
- Takeaway
- Minus
- Decrease
- Difference
- Fewer
- Less
- Left
- Leftover
- inverse

Skill: Subtract 1-digit numbers within 10	Year: 1
	Part-whole models, bar models, ten frames and number shapes support partitioning. Ten frames, number tracks, single bar models and bead strings support reduction. Cubes and bar models with two bars can support finding the difference.



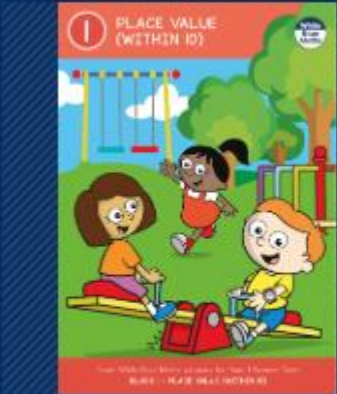
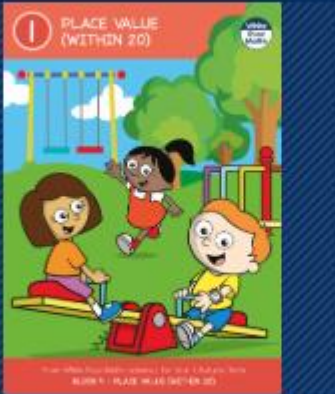
SUPPORTING AT HOME:





White Rose parent workbooks for Years 1 - 6 give children and parents an extra tool for enjoying maths together.

If you would like these to support any topics/units, please speak directly to your child's class teacher.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					
Autumn Block 1 Place value (within 10)	Autumn Block 2 Addition and subtraction (within 10)	Autumn Block 3 Shape	Autumn Block 4 Place value (within 20)	Spring Block 1 Addition and subtraction (within 20)	



QUESTIONS
