



Maths Workshop

Year One Parent Maths Workshop

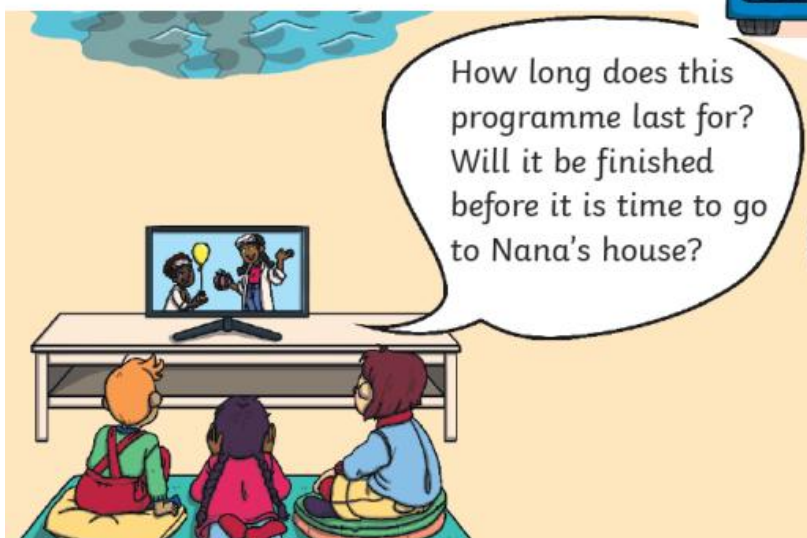
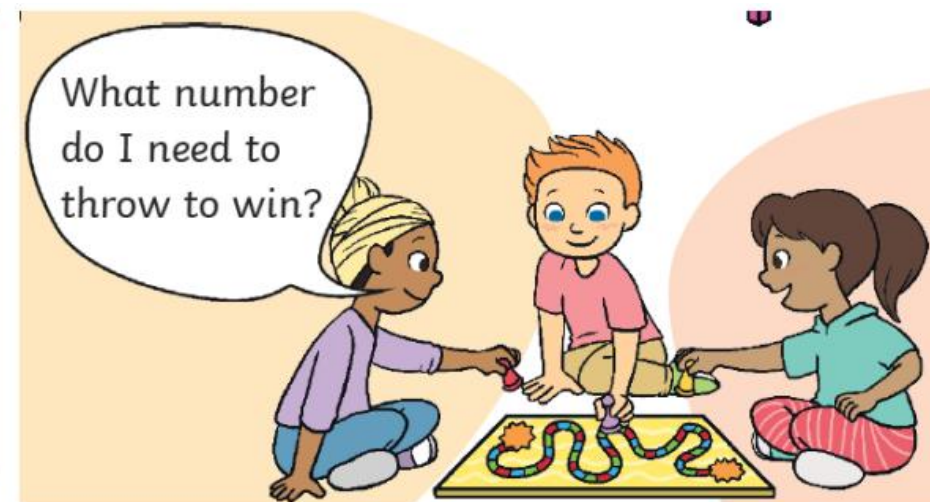
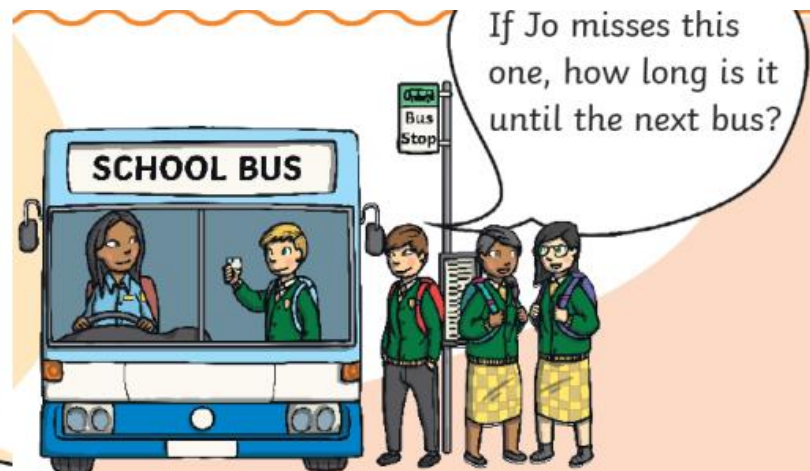
Wednesday 15th October 2025



Session aims

1. What does Maths look like in Year One
2. How is Maths taught at Garden Village
3. How can children be supported at home

How often do we use Maths...



By the end of the year...

Year 1 Age Expectations in Mathematics	
Number and Place Value	
1	I can count to and across 100 forwards and backwards.
2	I can count, read and write numbers to 100 in number form.
3	I can count in ones, twos, fives and tens from a given number.
4	Given a number, I can identify one more and one less up to 100.
5	I can identify and represent numbers using concrete objects and pictorial representations including a number line.
6	I can say what these words mean and use them in my work: <i>equal to, more than, less than (fewer), most, least.</i>
7	I can read and write numbers from 1 – 100 in numbers and 1 to 20 in words.
Number - Addition and Subtraction	
8	I can represent and use number bonds and related subtraction facts within 20.
9	I can read, write and understand mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
10	I can add and subtract one-digit and two-digit numbers to 20, including zero.
11	I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
Number - Multiplication and Division	
12	I can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Number - fractions	
13	I can recognise, find and name a half as one of two equal parts of an object, a shape and a quantity.
14	I can recognise, find and name a quarter as one of four equal parts of an object, a shape and a quantity.
15	I understand that halves and quarters are part of a whole.
Measurement	
16	I can compare and describe lengths and heights saying if objects are: <i>long/short, longer/shorter, tall/short, double/half</i> and solve practical problems.
17	I can measure and begin to record lengths and heights using standard <i>mm, cm, m</i> and non-standard units.
18	I can compare and describe mass/weight saying if an object is: <i>heavy/light, heavier than, lighter than</i> and solve practical problems.
19	I can measure and begin to record mass/weight using standard <i>g, kg</i> and non-standard units.
20	I can compare and describe capacity and volume saying if a container with water in it is: <i>full/empty, more than, less than, half, half full, quarter</i> and solve practical problems.
21	I can measure and begin to record capacity and volume using standard <i>ml, l</i> and non-standard units.
22	I can compare and describe time saying if an action was: <i>quicker, slower, earlier, later.</i>
23	I can tell the time to the hour and half past the hour.
24	I can measure and begin to record time in hours, minutes, seconds in practical contexts.
25	I can sequence events in chronological order putting words about time events in order: <i>before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</i>
26	I can recognise and use language relating to dates, including <i>days of the week, weeks, months and years.</i>
27	I can recognise and know the value of different denominations of coins and notes including <i>1p, 2p, 5p, 10p, £1, £2, £5 and £10.</i>
Geometry – properties of shapes	
28	I can recognise, describe the properties and name common 2-D shapes for example, <i>rectangles (including squares), circles and triangles</i> using mathematical language.
29	I can recognise, describe the properties and name common 3-D shapes for example, <i>cuboids (including cubes), pyramids and spheres</i> using mathematical language.
Geometry – position and direction	
30	I can describe position, direction and movement for example using terms <i>left and right, forwards and backwards.</i>
31	I can describe position, direction and movement using the words: <i>whole, half, quarter and three-quarter turns</i> (for example connect turning clockwise with movement on a clock face).

What does Maths look like in Year One

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value (within 10) FREE TRIAL VIEW					Number Addition and subtraction (within 10) VIEW		Geometry Shape VIEW		Consolidation		
Spring	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	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		

What does Maths look like in Year One

Year 1 | Autumn term | Block 2 - Addition and subtraction

Small steps

Step 1 Introduce parts and wholes

Step 2 Part-whole model

Step 3 Write number sentences

Step 4 Fact families - addition facts

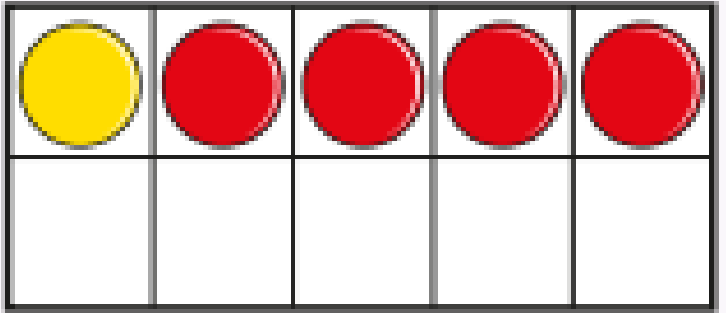
Step 5 Number bonds within 10

Step 6 Systematic number bonds within 10

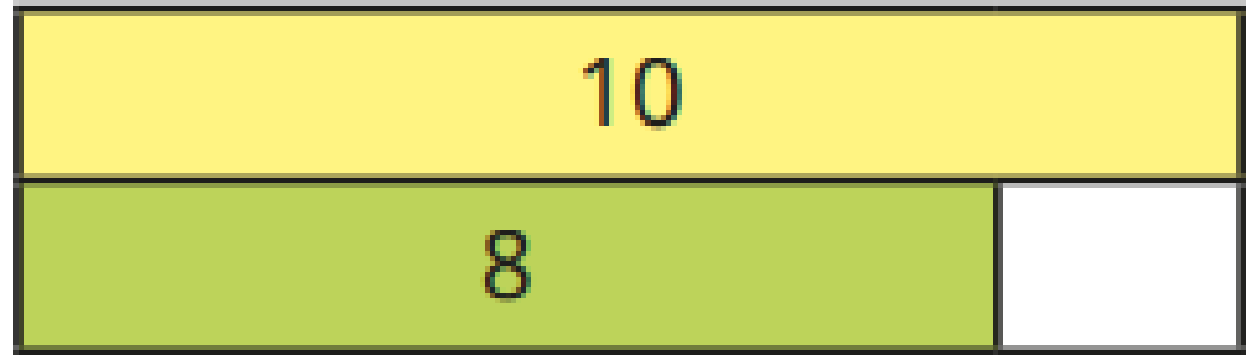
Step 7 Number bonds to 10

Step 8 Addition - add together

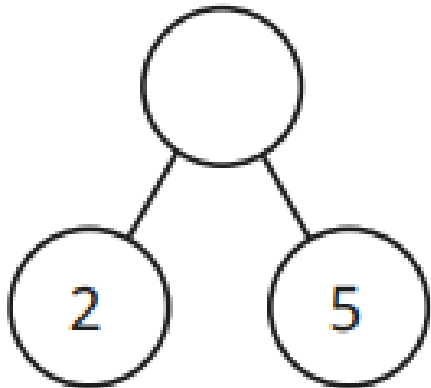
What does Maths look like in Year One



ten frame



bar model

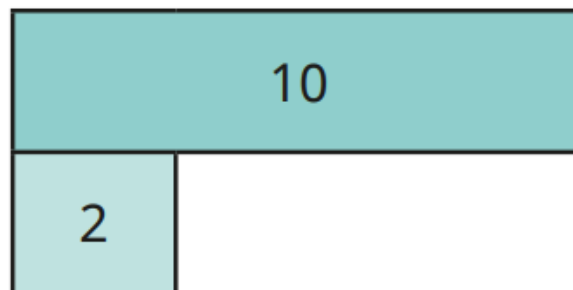
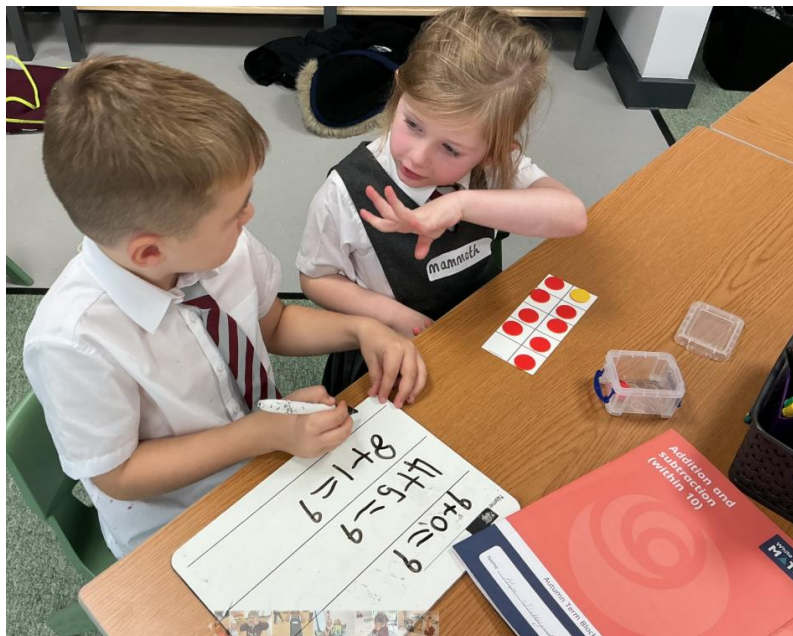


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

part whole model

How is Maths taught at Garden Village

concrete - pictorial - abstract



4 Colour all the number bonds to 9

$8 + 2$	$4 + 5$	$7 + 2$	$0 + 9$	$0 + 7$
$9 + 1$	$2 + 7$	$8 + 2$	$8 + 1$	$3 + 4$
$7 + 1$	$3 + 6$	$1 + 8$	$5 + 4$	$5 + 3$
$4 + 4$	$0 + 8$	$9 + 1$	$6 + 3$	$2 + 6$
$7 + 3$	$5 + 3$	$2 + 6$	$9 + 0$	$9 + 1$

How is Maths taught at Garden Village

Write number sentences



- 1 Complete the part-whole models to match the counters.

Complete the addition sentences.

a) $\square + \square = \square$
 $\square + \square = \square$

b) $\square + \square = \square$
 $\square + \square = \square$

c) $\square = \square + \square$
 $\square = \square + \square$



- 2 Complete the part-whole models and addition sentences.

a) $3 + 5 = \square$

b) $\square = 7 + 2$

c) $\square + \square = \square$

- 3 Find four different ways to make 8



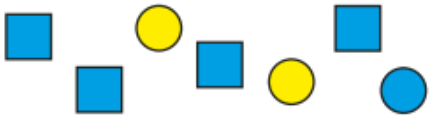
$\square + \square = 8$ $\square + \square = 8$
 $\square + \square = 8$ $\square + \square = 8$

Can you find another way to make 8?
Talk about it with a partner.



How is Maths taught at Garden Village

Ron, Tiny and Kim are finding parts and wholes from these shapes.



5 is a part,
2 is a part and the
whole is 7

Ron



7 is a part,
2 is a part and
the whole is 5

Tiny



4 is a part,
3 is a part and the
whole is 7

Kim

Who is correct?

Write a number sentence for each correct answer.

'Kim and Ron are correct because...'

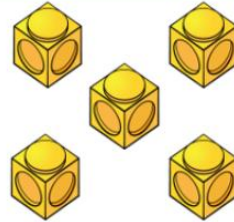
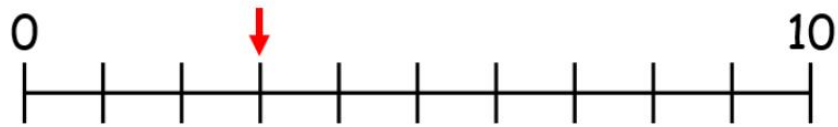
How is Maths taught at Garden Village

Flashback 4

Year 1 | Week 6 | Day 1

White Rose
MATHS

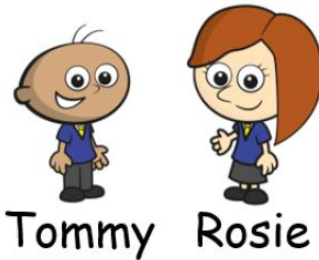
- 1) Which number is the arrow pointing to?



- 2) Use $<$, $>$ or $=$ to compare the numbers.

$$1 \bigcirc 5$$

- 3) One more than 4 is



Tommy

Rosie

- 4) Who is taller?

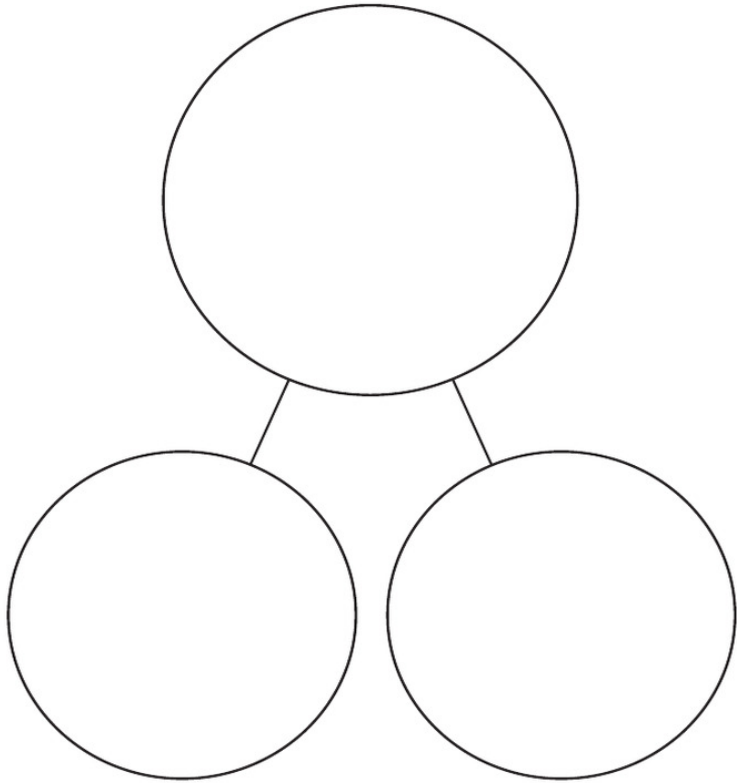
Each morning, the children will find their book and complete a 'Flashback 4' in their Maths books.

These are 4 questions based on 'prior knowledge' the children have been taught in earlier steps.

This happens as we want this to be an alteration in the long-term memory and revisiting these small steps helps the knowledge stick.

How can you help at home

Part-Whole Model



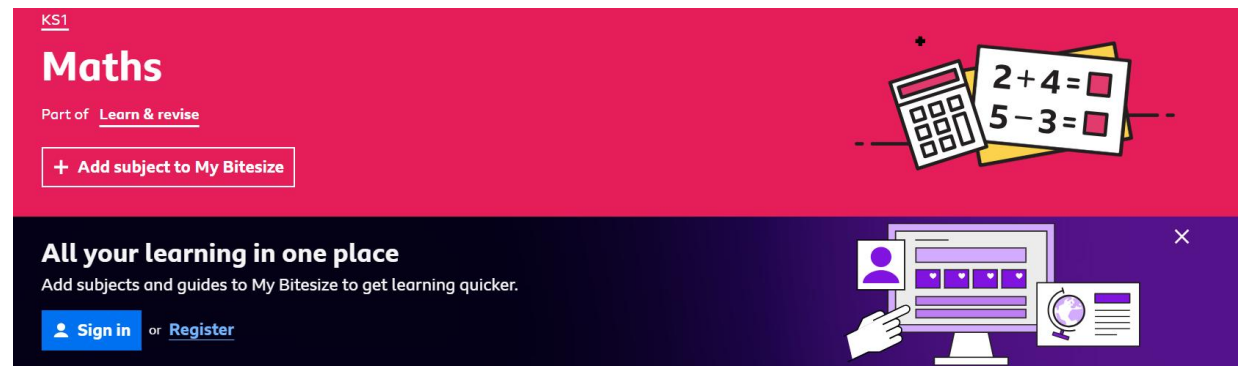
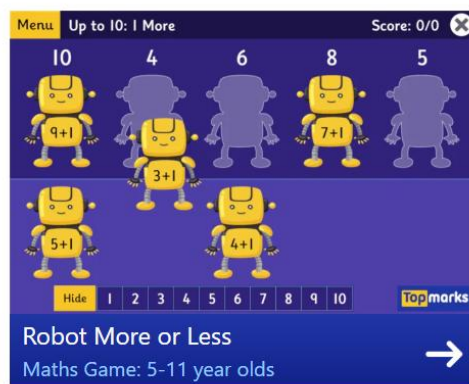
Give your child a whole number and see how many different ways they can partition the number. Develop their learning by getting them to write the number bonds as number sentences after.

In school, we use counters but it can be any objects you have lying around the house! For example; pieces of pasta, small toys, buttons, smarties etc.

How can you help at home

Topmarks: teaching resources, interactive resources, worksheets, homework, exam and revision help

BBC: Bitesize



Filter by year

- Year 1
- Year 2

Games

