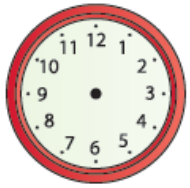
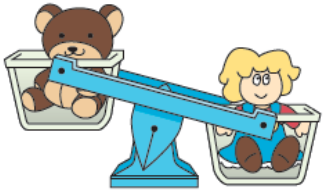
Help at Home- Year 1

Target	Example Questions	Ideas to try:
Count in 2s	• Count in 2s from 6. • How far can you count in twos? • What number would follow in this sequence: 4, 6, 8, 10….? How far can you continue the sequence? • What about this sequence? 20, 18, 16… What would come next? Can you get back to 0?	• Give your child a range of 2p coins. They can then use these to practise counting in 2s. • Look at house numbers on one side in a street, practise counting along whilst walking: Can your child predict what number will be on the next house? Talk about the pattern.
Count in 5s	• Count in 5s from 0. • How far can you count in 5s? • What number would follow in this sequence: 5, 10, 15, 20…? How far can you continue this sequence? • What about this sequence? 45, 40, 35… What would come next? Can you get back to 0?	• Play odd one out: for example, give the numbers 13, 15 and 25. Ask your child to identify the odd one out. • Ask your child to draw round their hand, cut it out and then repeat this to help counting in 5s.
Count in 10s	• Count in 10s from 0. • How far can you count in 10s? • What number would follow in this sequence: 30, 40, 50…? How far can you continue this sequence? • If I start at 10 and count on in tens will I say 100?	• Play 'convince me'- example: I'm counting in 10s from 20, will I say 25? Convince me. • As you walk along or climb stairs together, practise counting in twos, fives or tens. Keep to a rhythm with one number for each step.
Given a number, identify one more and one less	• What is 1 more than 6? • What is 1 less than 5? • 19 is one less than _____.	• Play 'I'm thinking of a number'- example: I'm thinking of a number and one more than it is 15, what is my number? • Use real life examples: 'We have 10 oranges, how many will there be if I eat one?'
Recall number bonds to 10 and 20.	• What would you add to 7 to get a total of 10? • What would you add to 13 to get a total of 20? • How many pairs of numbers can you remember that make a total of 10? • 7 + ____ = 20 • 3 + _____ = 10	• Play 'ping pong' to practise complements with your child. You say a number. They reply with how much more is needed to make 10 or 20. Encourage your child to answer quickly, without counting or using fingers. • Number bonds to 10: You roll a dice. They reply with how much more is needed to make 10. • Have a 'fact of the day' (e.g. 7 + 13 = 20). Pin this fact up around the house. Practise reading it in a quiet, loud, squeaky voice etc. Ask your child over the day if they can recall the fact.
Add and subtract one-digit and two-digit numbers to 20, including zero.	• 10 + ____ = 10 • Write a pair of numbers that add to make 12.	• For one digit numbers: play board games such as snakes and ladders. For numbers less than 20, ask your child to work out where they will be opposed to counting.

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	Draw nine o'clock on this clock face: 	• At any available opportunity, practising telling the time with your child.
Compare, describe and solve practical problems for measurement.	Which toy is heavier? 	• Mass: give your child 3 different items. Ask them to sort them from the heaviest to the lightest using their hands. • Mass: put different items on either side of balancing scales. Ask your child to identify the heaviest. • Ask your child to compare the length of 2 items, through identifying which is longer or shorter.