

Activity ideas to help my child at home – Year 1



Counting forwards and backwards to 100 from various start points

When counting forwards and backwards it is often useful to have a hundred square or number line in front of you so that your child is linking what they are saying to what the numbers look like. It is especially helpful when your child can count forwards and recognise numbers but struggles to count on from a different number (not zero) or struggles to count backwards.

Chanting together in different voices (loud, squeaky, deep, singing, whisper etc)

“Let’s start at 14 and when we say 20 we are going to change to a squeaky voice.”

Clapping/clicking fingers while counting each number.

Adult count and when you clap, child takes over, when they clap, adult can take over again.

Counting in 2s, 5s and 10s

The above ideas also apply for counting in 2s, 5s and 10s. At first it may be you doing lots of the counting but over time your child will be joining in more and more as they learn it and become more confident.

It may help your child to have a 100 square and colour in the multiples (of whichever multiple you are counting in) and point to this while they are counting until they become more confident with counting in these multiples.



Read, write and order numbers to 100



Go on a number hunt when you are out and about. If you know your child struggles with a particular number, make a focus on that number – look for it everywhere you go.

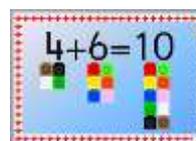
Make posters all about a number – e.g. 13 is a common number for children to struggle with. Write the number in the middle of the page, write the word thirteen underneath. Collect 13 conkers, draw 13 flowers, put 13 stickers on the page etc. Some children particularly struggle with 13 and 15 so making a poster about each one and comparing can help with this.

Writing numbers with different coloured pens, glitter, chalk, paint, making them out of playdough, tracing numbers.

Ordering numbers – Give your child number cards to put in the correct order (these could be number cards you’ve made together using the writing ideas above). Turn one over - What is missing? Swap two over – can they spot which have swapped places? Turn a number upside down – can they spot the problem?



Learning number bonds

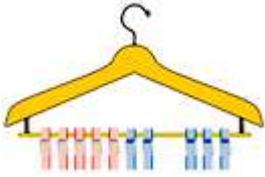


Number bonds are any two numbers that add together to equal another number. E.g. Number bonds of 5 are 5 + 0, 4 + 1, 3 + 2, 2 + 3, 1 + 4 and 0 + 5. Children also need to know the associated subtraction facts – E.g 5 – 5 = 0, 5 – 4 = 1, 5 – 3 = 2, 5 – 2 = 3, 5 – 1 = 4, 5 – 0 = 5.

Number bonds to 5 and 10 are very important but it also helps children to know number bonds of all the numbers up to 10.

You tube have a number of songs and video clips to help children to learn these.

You can also use clothes hangers with pegs on and children can explore moving pegs to one side to work out the number bond. The example below shows $7 + 3 = 10$.



Use number cards. Use them to play pairs, turn over two cards that total 10 and then you can keep them. At the beginning, children might need to calculate whether the total is 10 but if played regularly children should get quicker until they can recall the facts.

Quickfire verbal games – I have 7 how many do you need to make 10? I'm thinking of a number – it is the number to go with 6 to total 10. What is the number in my head? (You could have a teddy/favourite toy who is sat on the correct number so children can look under it to see if they are right.



Learning doubles facts



Dominoes and dice are a great way for children to learn doubles – roll the dice, if it is a double say the double “E.g. double 6 is 12.” Turn over dominoes, hunt for all the doubles and then say the double.



Coin recognition



Let your child play with different coins (real ones, not plastic/toy coins). Group them by colour, shape, size. Look at different designs on the tails side of the coins so that children learn to recognise the coins by their shape, size and colour rather than knowing to look for the number as coins don't always have the number on them.



Telling the time



Keep using the clocks made on transition day to set the clocks to different times and ask your child what time it is or tell them a time to set the clock to. Focus on O'clock first, then half past and finally quarter to and quarter past. It is also important to talk about what time it is when you are doing things – e.g. it is 6 o'clock so it is bath time. Also talk about the days, weeks, months, seasons and years as they happen so that children have a concept of the passing of time.