Maths Meeting in: Year 1

Maths Meetings are a vital part of the Mathematics Mastery programme. Their purpose is to consolidate key areas of mathematics and develop fluency in recall of key knowledge. To be most effective, it is recommended that Maths Meetings occur daily for 10 – 15 minutes. A Maths Meeting should cover several curricular areas, broken down into short segments; each segment should take approximately 2 – 3 minutes.

Maths Meetings should:

- Give pupils repeated practice of basic skills and concepts (fluency, consolidation, mastery of what has been taught)
- Provide opportunities to develop number sense, for example, exploring conservation of number, cardinality, subitising, using known facts, near doubles, commutativity, inverse etc.
- Be an exciting whole-class ritual around the Meeting Board or IWB
- Establish a routine for mathematical thinking in the day, building classroom culture, and making connections with mathematics in everyday life.

Maths Meetings expectations:

- Everyone in the class must be ready to respond
- Everyone in the class must look at and listen to the teacher, or pupil if Maths Meeting is pupil led.
- Teacher only accepts appropriate responses, including technical vocabulary and full sentences when appropriate.

Teachers should plan their own Maths Meetings depending on the needs of pupils, focusing on key knowledge to consolidate. Teachers should prioritise key learning areas for their class and also incorporate current learning in the Maths Meetings where necessary. Assessments will also inform the content of the Maths Meetings.

Important concepts for Year 1 Maths Meetings

The topics below must be included each term for both fluency and because some key learning will not be revisited until a later term and requires ongoing consolidation. Teachers should also consult the more detailed guidelines in this document for suggested activities and other areas to include.

Throughout Year 1 **time and money** should be regularly incorporated into Maths Meetings.

Term	Detail
Autumn	Number: • Count on and back within 20, with a focus on ordinality, cardinality and conservation of number. When counting do not always start at 1 and support conceptual understanding with different representations of the numbers. • Number bonds within ten, for example, identifying all the ways of making 6 (using the part-whole model to represent this) • Double and half of numbers within 10 Shape and Pattern: • Name 2-D and 3-D shapes Measures: • Comparison and ordering of capacities, lengths and weights Time: • O'clock and half past times • Begin to measure and record the time Money: • Recognition of all coins and £5 and £10 notes
Spring	Number: • Number bonds to and within 10 with part-whole representation • Using inverse to find missing numbers in equations • Applying known calculation strategies in addition and subtraction • Recognising patterns that increase and decrease in steps of 2, 5 and 10 • Half and double within 20 • Grouping and sharing within 20 Measures: • Comparison and ordering of containers using vocabulary: full, empty, more than, less than, half full, quarter full Time: • Tell the time one or two hours before and after a time • Match activities to different times of the day Money: • Recognition of all coins and notes
Summer	Number: • Addition and subtraction within 20, drawing attention to strategies (e.g. Make 10, counting on) and structures (e.g. 'first, then, now', combining or partitioning sets, finding difference). • Partitioning 2-digit numbers into tens and ones • Exploring repeated addition and the part-whole model and how it links with multiplication and division Shape and Pattern: • Use mathematical language to describe size and position using vocabulary whole, half, quarter, three quarter turns, clockwise and anti-clockwise • Identify and describe 2-D and 3-D shapes using vocabulary side, edge, face and vertices

Additional concepts and activities for Year 1 Maths Meetings

	Detail

Autumn	**Calendar Maths *(Throughout each term)***
	• Days of the week
	  ○ *Today is, yesterday was, tomorrow will be*
	  ○ *'Days of the Week' song (Adams family tune)*
	  http://www.youtube.com/watch?v=HtQcnZ2JWsY
	• Months of the year
	  ○ *This month is, last month was, next month will be*
	  ○ *'Months of the Year' song (found on YouTube)*
	  http://www.youtube.com/watch?v=5enDRrWyXaw
	• Seasons of the year
	  ○ *This season is, last season was, next season will be*
	  ○ *'Seasons of the Year' song (several versions are available on YouTube)*
	• Date and year
	  ○ *Use calendar to show: Today's date is the 12th, therefore yesterday was the… [11th] and tomorrow will be the… [13th]*
	• Sequencing the days and months in order
	• Use ordinal number 1st, 2nd, 3rd, last.
	• Weather
	  ○ *'What's the Weather' song (several versions are available on YouTube)*
	  ○ *Create a weather pictograph - adding a coloured square to the chart each day*
	Number
	• Say cardinal number names in order within 20
	• Patterns of numbers within 20 including multiples of two
	• Count in steps of two and five
	• Count on and back within 20, but do not always start at 1, along number track (vertical and horizontal)
	• Order numbers within 20 on a number line (vertical and horizontal)
	  ○ *Number songs, or counting – do not always start at 1*
	  ○ *Number songs to highlight subtraction e.g. 10 green bottles*
	  ○ *Number patterns within 20 using ten frames, pegs and peg boards and Dienes blocks*
	  ○ *Number of the week: Count on and back from the number. Is it greater or less than 10? What is the total of the digits? Etc.*
	• Addition and subtraction within 10 and then 20
	• Number bonds to and within ten
	• Double and half within 10
	• One more or less than a given number within 20
	• Ordinal numbers 1st, 2nd …
	• Place value of 2-digit numbers within 40
	• Number bonds to and within ten
	  ○ *Guess my number – it is less than 16, it has no tens, it is half of 8, etc.…*
	  ○ *Missing or secret number e.g. 6 and 3 make…show using fingers. Record answers on Maths Meetings board.*
	  ○ *Use concrete manipulatives and pictures for addition and subtraction*

	scenarios. ○ *Show images of sets of objects and question pupils about what ten more or ten fewer would be. These objects can be represented with Dienes blocks or a bead string.* ○ *The whole is 37. The parts are 0 and __? The parts are 10 and __? The parts are 20 and __? The parts are 30 and __.* ○ *Finding half and a quarter of a shape: are the parts equal? Is this half or not half? Why/why not? Finding half of one group of pupils – what would double this group be? If this is a half, what is the whole? If this is a quarter of the group of apples, how many apples are there altogether? Link to a part-whole representation.* ○ *Display a blank number line with multiples of ten marked. Write numbers on small post-it notes. Invite pupils to add these appropriately to the number line.* **Sets** • Partition a whole into two or more sets ○ *The pupils could be used for partitioning; all the boys are the main set and then partition with certain criteria, e.g. black hair, brown shoes, etc.* • Combine two or more sets into a whole ○ *A reverse of the idea above, start with the subsets and combine these to make a collective group of boys* ○ *Large hula hoops or circles marked on the ground are a resource to show the full set* **Data Handling** • Sort using a Venn diagram with two separate criteria • Use manipulatives for data handling ○ *Large hula hoops or circles represent a Venn diagram* • Represent data using a place value chart ○ *Straws or single Dienes block can be used to show the number of Maths Meetings or days in school and should be kept in the 'ones' column of the place value chart—build to ten days and regroup.* **Shape and pattern** • Use vocabulary related to shape accurately • Recognise and name 2-D and 3-D shapes • Patterns by colour, shape or size • Number patterns • Use mathematical language to describe direction and position, including left, right, across, below, next to, row, above • Identify half as two equal parts using shapes, objects or quantities ○ *Shape songs (several available on YouTube)* ○ *Pattern of the day: one pupil takes ownership of this daily and creates a pattern. The pattern they made is discussed during the Maths Meeting.* ○ *Feely bag: a pupil describes the shape without removing it from the bag* • Copy, continue and make patterns by colour, shape, size and number • Use mathematical language to describe size and position using vocabulary: whole and half turns, on top of, in front of, above, between, around, near, close, far, up, down, forwards, backwards, inside and outside. ○ *Take a photo of class seating arrangement and question pupils on their*

	positions, e.g. who sits to the left or right of ___? ○ *Use the Big Picture from current and previous units as a base for questioning position.* ○ *What's the next or missing number in the sequence?* **Capacity, volume, length and weight** • Comparison and ordering of containers using vocabulary full and empty; more than, less than, half full • Comparison and ordering of lengths and heights using vocabulary: longer and shorter, tall, short, double, half • Comparison and ordering of weight using vocabulary: heavy, light, heavier than, lighter than • Explore measuring objects using non-standard units ○ *Use pupil's own drink containers for comparison purposes, looking at the size and shape of containers.* ○ *Use items from around the classroom to compare lengths and weights, with an emphasis on the correct vocabulary.* **Time** • Recognise specific times on a clock face, e.g. start of the school day, time for lunch • Recognise o'clock times • Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening • Tell the time to the nearest half hour • Begin to compare events and solve practical problems using vocabulary: quicker, slower, earlier, later, how often?, always, never, often, sometimes, usually, once, twice • Begin to measure and record the time ○ *Using a large clock, pictures could be placed beside certain times e.g. a lunch box beside 12 o'clock, a house beside 3 o'clock to represent home time* ○ *Play 'What's the time Mr Wolf?'* ○ *Time song: "Ticker, ticker, ticker, tick. What time is it? Aha! Ticker, ticker, ticker, tock. What time is it? Aha! Stop!"* **Money** • Coin recognition 1p, 2p, 5p, 10p, 20p, 50p, £1, £2 • Coin recognition of all coins and notes £5 and £10

	Detail

Spring	**Number**
	• Skip counting in 2s, 5s and 10s
	• Missing number equations including the addition and subtraction of zero, linked to 'first, then, now' stories
	• Using inverse to find missing numbers in equations
	• Applying known calculation strategies in addition and subtraction
	• Count to 100, forwards and backwards, from any given number
	• Number patterns that increase and decrease in steps of 2, 5 and 10.
	  ○ *Number songs, or counting – do not always start at 1*
	  ○ *Number songs to highlight subtraction e.g. 10 green bottles*
	  ○ *Number patterns within 20 using ten frames, pegs and peg boards and Dienes blocks*
	  ○ *Number of the week: Count on and back from the number. Is it greater or less than 10? What is the total of the digits? Etc.*
	  ○ *Guess my number – it is less than 16, it has no tens, it is half of 8, etc.…*
	  ○ *Missing or secret number e.g. 6 and 3 make…show using fingers. Record answers on Maths Meetings board.*
	  ○ *Use concrete manipulatives and pictures for addition and subtraction scenarios.*
	  ○ *Show images of sets of objects and question pupils about what ten more or ten fewer would be. These objects can be represented with Dienes blocks or a bead string.*
	  ○ *The whole is 37. The parts are 0 and __? The parts are 10 and __? The parts are 20 and __? The parts are 30 and __.*
	  ○ *Finding half and a quarter of a shape: are the parts equal? Is this half or not half? Why/why not? Finding half of one group of pupils – what would double this group be? If this is a half, what is the whole? If this is a quarter of the group of apples, how many apples are there altogether? Link to a part-whole representation.*
	  ○ *Display a blank number line with multiples of ten marked. Write numbers on small post-it notes. Invite pupils to add these appropriately to the number line.*
	Sets
	• Partition a whole into two or more sets
	  ○ *The pupils could be used for partitioning; all the boys are the main set and then partition with certain criteria, e.g. black hair, brown shoes, etc.*
	• Combine two or more sets into a whole
	  ○ *A reverse of the idea above, start with the subsets and combine these to make a collective group of boys.*
	  ○ *Large hula hoops or circles marked on the ground are a resource to show the full set.*
	Data Handling
	• Use pictograms and a tally to represent data
	  ○ *Pictogram to record daily weather, transport, etc.*
	Shape and pattern
	• Position and language vocabulary: clockwise and anti-clockwise
	  ○ *Shape songs (several available on YouTube)*

- *Pattern of the day: one pupil takes ownership of this daily and creates a pattern. The pattern they made is discussed during the Maths Meeting.*
- *Feely bag: a pupil describes the shape without removing it from the bag.*
- *Take a photo of class seating arrangement and question pupils on their positions, e.g. who sits to the left or right of ___?*
- *Use the Big Picture from current and previous units as a base for questioning position.*
- *What's the next or missing number in the sequence?*

Time

- Tell the time one or two hours before and after
- Match activities to different times of the day
  - *Using a large clock, pictures could be placed beside certain times e.g. a lunch box beside 12 o'clock, a house beside 3 o'clock to represent home time*
  - *Time song: 'Ticker, ticker, ticker, tick. What time is it? Aha! Ticker, ticker, ticker, tock. What time is it? Aha! Stop!'*

Money

- Coin recognition of all coins and notes
  - *Hidden coin: one pupil picks a coin without letting the other pupils see and describes the attributes of the coin until someone guesses the correct coin.*
  - *Missing coin: ask all the pupils to close their eyes and remove one of the coins. They must then guess which one has been removed.*
- Add together coins to find a total value
- Solve simple change problems in a 'first, then, now' story context.
  - *Making amounts of money using different coins*
  - *Blind counting – drop 1 p or 2 p coins into a tin: pupils must count how much money you drop in by listening.*
  - *Simple problems such as 'I had 50p and then I bought a drink for 30p. How much money do I have now?*

Capacity, volume, length and weight

- Comparison and ordering of containers using vocabulary full and empty; more than, less than, half full
- Comparison and ordering of lengths and heights using vocabulary: longer and shorter, tall, short, double, half
- Comparison and ordering of weight using vocabulary: heavy, light, heavier than, lighter than
- Explore measuring objects using non-standard units
  - *Use pupil's own drink containers for comparison purposes, looking at the size and shape of containers.*
  - *Use items from around the classroom to compare lengths and weights, with an emphasis on the correct vocabulary.*

	Detail

Summer	**Number**
	• One more, one fewer, ten more and ten fewer within 100
	• Addition and subtraction within 100 using a range of calculation strategies and exploring which is most efficient
	• Exploring partitioning of any 2-digit number
	• Reading and writing numbers in numerals and words
	• Placing numbers on a number line within 100
	• Exploring repeated addition and the part-whole model and how it links with multiplication and division
	• Recognising and finding half and a quarter of an object, shape or quantity
	  ○ *Number songs, or counting – do not always start at 1*
	  ○ *Number songs to highlight subtraction e.g. 10 green bottles*
	  ○ *Number patterns within 20 using ten frames, pegs and peg boards and Dienes blocks*
	  ○ *Number of the week: Count on and back from the number. Is it greater or less than 10? What is the total of the digits? Etc.*
	  ○ *Guess my number – it is less than 16, it has no tens, it is half of 8, etc.…*
	  ○ *Missing or secret number e.g. 6 and 3 make…show using fingers. Record answers on Maths Meetings board.*
	  ○ *Use concrete manipulatives and pictures for addition and subtraction scenarios.*
	  ○ *Show images of sets of objects and question pupils about what ten more or ten fewer would be. These objects can be represented with Dienes blocks or a bead string.*
	  ○ *The whole is 37. The parts are 0 and __? The parts are 10 and __? The parts are 20 and __? The parts are 30 and __.*
	  ○ *Finding half and a quarter of a shape: are the parts equal? Is this half or not half? Why/why not? Finding half of one group of pupils – what would double this group be? If this is a half, what is the whole? If this is a quarter of the group of apples, how many apples are there altogether? Link to a part-whole representation.*
	  ○ *Display a blank number line with multiples of ten marked. Write numbers on small post-it notes. Invite pupils to add these appropriately to the number line.*
	Sets
	• Partition a whole into two or more sets
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	• Combine two or more sets into a whole
	  ○ *A reverse of the idea above, start with the subsets and combine these to make a collective group of boys*
	  ○ *Large hula hoops or circles marked on the ground are a resource to show the full set.*
	Data Handling
	• Use pictograms and a tally to represent data
	  ○ *Pictogram to record daily weather, transport, etc.*

Shape and pattern

- Position and language vocabulary: whole, half, quarter and three-quarter turns clockwise and anti-clockwise.
- Identify and describe 2-D and 3-D shapes using vocabulary: side, edge, face and vertices
  - *Shape songs (several available on YouTube)*
  - *Pattern of the day: one pupil takes ownership of this daily and creates a pattern. The pattern they made is discussed during the Maths Meeting.*
  - *Feely bag: a pupil describes the shape without removing it from the bag.*
  - *Take a photo of class seating arrangement and question pupils on their positions, e.g. who sits to the left or right of ___?*
  - *Use the Big Picture from current and previous units as a base for questioning position.*
  - *What's the next or missing number in the sequence?*

Capacity, volume, length and weight

- Explore measuring objects using non-standard and standard units
  - *Use pupils's own drink containers for comparison purposes, looking at the size and shape of containers*
  - *Use items from around the classroom to compare lengths and weights, with an emphasis on the correct vocabulary.*

Money

- Coin recognition of all coins and notes
  - *Hidden coin: one pupil picks a coin without letting the other pupils see and describes the attributes of the coin until someone guesses the correct coin*
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