

# TEACHER NOTES

## MATHS Learn at Home packs: Year 1, Week 3

**These notes are intended for teachers** who are using these materials to continue to teach their class using any form of online file sharing. For this age, sharing a video clip can be most helpful.

The 'timetable' for this week's teaching and learning is as follows

- **Day 1** – Children are rehearsing number bonds – pairs of numbers which total 8 and 9. This is a day which doesn't really require teacher support.
- **Day 2** – Children look at visual images of doubles. If possible, [post a short video of teacher demonstration](#) of doubling using fingers. *One and one (showing two thumbs) is two. Two and two (showing a thumb and 1 finger on each hand) is four. And so on.*
- **Day 3** – Children are using doubles as they add three numbers. Again, [a short video showing teacher demonstration](#) of highlighting pairs which make 10 or doubles in a set of three numbers would kick-start this beautifully.
- **Day 4** – If children have learned to count in tens using spider, e.g. 3, 13, 23, 33, 43, etc. then they can work through the additions of 10, 20, 30 using 'Spider' on a grid. As long as Spider is familiar, this needs no extra support. If children have not met Spider, or learned to add 10 on a 1-100 grid (i.e. without counting in 1s), then a [short video clip explaining how Spider counts in 10s](#) is necessary.
- **Day 5** – If children have learned to count in tens using Spider, e.g. 3, 13, 23, 33, 43, etc. then this day is also fine. If not provide [a short video clip of how spider moves up the grid counting backwards](#) in tens: 93, 83, 73, 63, etc.

**Day 1** – Pairs of numbers which total 8 and 9

**Day 2** – Double numbers to 10 or 12

**Day 3** – Add three numbers spotting pairs to 10 and doubles

**Day 4** – Add 10, 20, 30 to numbers using place value and without counting in 1s

**Day 5** – Add 10, 20, 30 to numbers counting back in tens

### Structure of materials

	<a href="#">Suggested video clip</a>	Learning Reminders	Practice Sheet(s)	Problem solving task	A bit Stuck?	Check your understanding
Day 1		✓	✓		✓	✓
Day 2	✓	✓	✓		✓	✓
Day 3	✓	✓	✓		✓	✓
Day 4	✓	✓	✓		✓	✓
Day 5		✓	✓		✓	✓