

## Year 1–2 Maths – Term 1



In Term 1, students focus on developing a strong understanding of numbers up to 100, including recognising, reading, writing, and representing numbers, as well as exploring place value (tens and ones). They will practice counting forwards and backwards, comparing numbers, ordering them, and understanding how numbers can be broken into parts. Students will use hands-on activities, games, and real-life contexts to develop their number sense and problem-solving skills.

Families can support learning at home by:

- Encouraging your child to read, write, and represent numbers up to 100 in everyday situations, such as on house numbers, clocks, or receipts.
- Discussing the value of each digit in a number (tens and ones) when reading or writing numbers. For example, 42 is 4 tens and 2 ones.
- Practicing counting forwards and backwards from different starting points, including skipping numbers (by 2s, 5s, or 10s).
- Comparing numbers when playing games, shopping, or doing everyday tasks ("Which has more apples, 36 or 42?").
- Ordering numbers in sequences, such as arranging cards or stickers from smallest to largest.
- Using collections of small objects (blocks, beads, or coins) to make numbers, showing tens and ones visually.
- Playing number games, both board games and online apps, that reinforce counting, place value, and addition/subtraction strategies.
- Cooking or setting the table, counting items in groups of tens and ones.

Even short, everyday conversations and activities with numbers can strengthen your child's understanding and confidence in Maths.

### Maths Masters

Practice your child's maths masters skills with them.



Skill Sheets available at:

<https://eps.vic.edu.au/Learning/students/>

### Board Games

Play any board games you have at home that require your child to read a dice and count along the gameboard. You can also pick these up cheap from the op-shops in town or make your own.

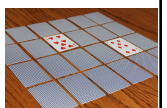


### Memory

Memory is a classic matching game where several pairs of cards are placed face down on a table (in mixed up order). Players turn over two cards at a time, looking for matches. You can make your own cards on scrap paper (good for number writing as well). Remember-You need to sort out pairs before playing.

#### Math Skills Involved:

Besides working to strengthen short-term memory, players can practice number recognition as well.



### 3 in a Row

Cut up numbers from a 100s chart to play. You can modify this based on what numbers your child is practicing. To start a player takes a card from the top of the deck. This becomes their lead card. They continue to pull cards looking to create three in a row from their lead card. They can count forward, backward, or both. If I pull a 17 for my lead card, for example, and my next card is a 16, I can place it in front of the 17 in a row. I now have two in a row. I need either an 18 or a 15 to complete my three in a row. Players take turns pulling cards until someone gets three in a row. Discards are put in the bottom of the deck. **Maths Skills Involved:** Counting on/back



### Battle

Battle is a classic game sometimes called 'War'. Players each have a deck of cards (or split a deck of cards evenly.) They stack their cards face down, then each player turns over one cards at a time. The player with the largest number gets both cards.

**Variation #1**-Turn over two cards and place them side by side to create a two-digit number (if you turn over 4 and 8, you could make 84). The player who created the largest number gets the cards.

**Variation #2**-Turn over two cards at a time and add the numbers. Compare the sum (total) to decide who gets the cards.

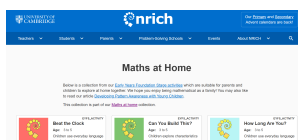
**Maths Skills Involved:** Comparing numbers.



### Guess the Number

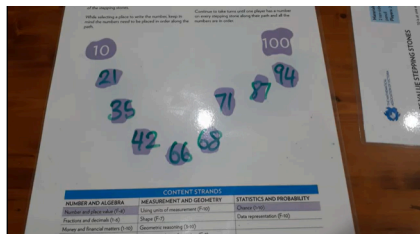
\*Premake number cards to suit the numbers your child is working on. Play this game like Celebrity Heads. The first player chooses a number card and holds it up to his or her forehead without looking at it. Player 1 asks yes-no questions about the number, trying to figure out what it is. For example: Is it an even number? Is it more than 10? To make the game competitive, you can limit the number of questions or see how many numbers the player can identify in one minute.

**Maths Skills Involved:** Number sense skills. Kids can practice things like odd/even and greater than/less than with this game, based on the clues given or questions asked.



## NRICH Maths at home website- find activities for Year 1-2 students and their families

<https://nrich.maths.org/maths-home-age-5-7>



### Place Value Pebbles

**Concepts covered:** Place value, ordering numbers, chance/probability

**Equipment:** 2 x 0-9 dice (or deck of playing cards), paper and pens

**Good questions to ask while playing:** "What numbers can you make?"; "How do you know that goes there?"; "What numbers might go between these two pebbles?"; "What are you hoping to roll? Why?" (This is especially good to use if you get students to roll the dice one at a time); "What would you do differently next time you play?"

### Place Value Pebbles

<https://www.youtube.com/watch?v=3CtDkzTptwQ>



### Skip Counting Something

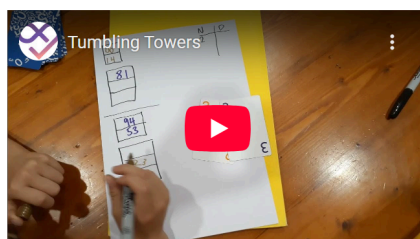
**Concepts covered:** Skip counting, patterns/algebra

**Equipment:** Deck of cards

**Good questions to ask while playing:** "Why did you choose to make your middle number \_\_\_?"; "What are you trying to skip-count by?"; "What card/s are you hoping to pick-up?"; "What would you do differently next time you play?"

### Skip Counting Something

<https://youtu.be/9hbV21yCfEI>



### Tumbling Towers

**Concepts covered:** Place value

**Equipment:** 0-9 dice (or deck of playing cards), paper and pens

**Good questions to ask while playing:** "What numbers can you make?"; "Why did you decide to make \_\_\_ instead of?"; "Why did you decide to place \_\_\_ there?"; "What card are you hoping to turn over? Why?" (This is especially good to use if you get students to turn over one card at a time when they have one remaining spot on their tower)

Shout-out to Andrew Lorimer-Derham (Thinksquare) for creating this game.

### Tumbling Towers

<https://youtu.be/wzHxWSVHe8k>



### Which One Doesn't Belong

**Concepts covered:** Variety of concepts (e.g. even/odd, square numbers, prime numbers, greater than/less than etc.)

**Equipment:** Paper and pens

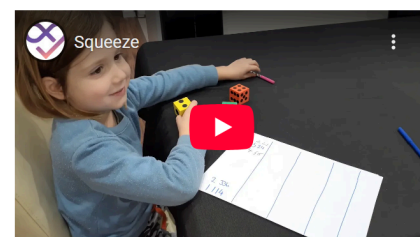
**Good questions to ask while playing:** "Why did you choose \_\_\_?"; "Is there another reason why \_\_\_ might not belong?"

### Which One Doesn't Belong

<https://youtu.be/E4lc8V-6Yt8>

### Which One Doesn't Belong 2.0

<https://youtu.be/xilqRBZITaE>



### Squeeze

**Concepts covered:** Place value, ordering numbers and probability

**Equipment:** six-sided dice (3 dice for 3 digit numbers, 4 dice for 4 digit numbers etc.), paper and pens

**Good questions to ask while playing:** "What numbers can you make?"; "Why did you choose to make \_\_\_?"; "What are you hoping to roll? Why?" (This is especially good to use if you get students to roll the dice one at a time); "What would you do differently next time you play?"

Shout-out to Paul Swan for teaching me this game.

### Squeeze

<https://youtu.be/f53M4wyNbuc>

