

# 1<sup>st</sup> Class Maths

## 27/4/20 – 8/5/20



# Welcome back to Remote Learning for 1st class



Hi all,

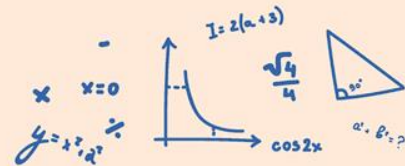
We hope that everyone had an enjoyable Easter break and is keeping safe and well during this time. The following slides outline two weeks work for the boys. One task can be completed per day. We feel that there is enough work to keep the boys busy. However, please don't feel under any pressure to complete every slide. We hope the boys will enjoy the following tasks. Samples of their work can be sent by email to [1stClass@hollyparkbns.ie](mailto:1stClass@hollyparkbns.ie). Please include your child's name and his teacher's name in the subject line i.e.: (FAO: Ms. Feighan RE: John B). We look forward to seeing the boys work.

Kind regards,

First Class Teachers



# MISTAKES ALLOW THINKING TO HAPPEN

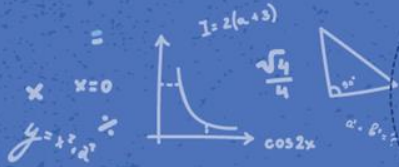




# You will need:

1. A pencil and a rubber
2. Colouring pencils
3. A ruler
4. A copy / blank page to record work

*Everyday the boys can continue working on 'Master Your Maths' and on Fridays they can complete one weekly test. If you have completed MYM you can complete a brain teaser in CJ Fallon online.*



# Task 1 Warm up



1. Continue with MYM
2. Revise Tables -1 -2
3. Skip count in 2's up to 24 and back down to 0.
4. Listen to counting in 2's song [here](#).




# Adding and Subtracting

# Task 1

Write out the sums in your copy.  
Use the number line to help you.

- B. 1. There were 8 sheep in one field and 9 sheep in another. How many sheep were there altogether?   $\underline{\quad} + \underline{\quad} = \underline{\quad}$
2. There were 9 birds on one tree and 10 birds on another. How many birds were there altogether?   $\underline{\quad} + \underline{\quad} = \underline{\quad}$
3. I had 6 sweets and 4 sweets and 5 sweets. How many sweets had I altogether?  $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$


### Addition 11 and 12



A number line from 1 to 18. The first 7 numbers (1-7) are green, and the next 4 numbers (8-11) are red. A blue arrow starts at 7 and jumps to 11. Below the line, a blue box contains the equation  $7 + 4 = 11$ .

1.  $6 + 5 = \square$        $8 + 3 = \square$        $10 + 2 = \square$   
 $9 + 2 = \square$        $4 + 7 = \square$        $8 + 4 = \square$   
 $6 + 6 = \square$        $5 + 6 = \square$        $5 + 7 = \square$

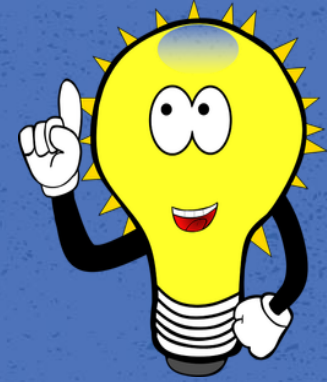
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A number line from 1 to 18. The first 6 numbers (1-6) are green, the next 4 numbers (7-10) are red, and the last 2 numbers (11-12) are blue. Blue arrows show jumps from 6 to 10, and from 10 to 12. Below the line, a blue box contains the equation  $6 + 4 + 2 = 12$ .

2.  $8 + 2 + 2 = \square$        $9 + 0 + 2 = \square$   
 $9 + 2 + 1 = \square$        $6 + 2 + 3 = \square$

# CHALLENGE



## Extra Task 1

Write out the sums in your copy.  
Use the number line to help you.

3.  $8 + 2 + 6 = \square$      $7 + 3 + 5 = \square$      $5 + 5 + 6 = \square$   
 $4 + 6 + 5 = \square$      $6 + 8 + 2 = \square$      $3 + 6 + 7 = \square$   
 $2 + 6 + 8 = \square$      $5 + 3 + 8 = \square$      $9 + 0 + 6 = \square$

4.    8       7       5       6       6       7  
     2       3       5       5       7       0  
     +5    +6    +5    +4    +3    +9  
     —    —    —    —    —    —

4.  $6 + \square = 14$     5.  $7 + \square = 13$     6.  $5 + \square = 12$   
 $8 + \square = 13$      $9 + \square = 15$      $10 + \square = 16$   
 $8 + \square = 17$      $12 + \square = 19$      $14 + \square = 20$   
 $10 + \square = 19$      $15 + \square = 15$      $12 + \square = 20$   
 $9 + \square = 18$      $7 + \square = 16$      $11 + \square = 19$





# Task 2

## Warm up

1. Tuesday in MYM
2. Revise tables -3 -4
3. Skip count in 3's up to 36 and back down to 0.
4. Listen to counting in 3's song [here](#).

Example

2	7	6	→15	
9	5	1	→15	
4	3	8	→15	
↙15	↓15	↓15	↓15	↘15

Try this  
one →

Magic Sum = 18

	6	
5		2

# Capacity: Task 2

**CAPACITY** is the measure of how much space something takes up.

We measure Capacity in **LITRES** (1L) and **Millilitres** (1ml).

**1 litre = 1000ml**



Read the words below and try to use some of them during the next activity.

## Capacity Word Mat



volume



jug



litres



measure



empty



half empty



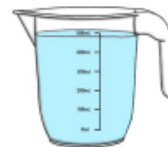
capacity



full



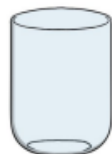
half full



nearly full



nearly empty



container



cup



millilitres



quarter full

# + Lets get measuring!

Why not head out to the garden to do this activity!! The grass might need watering!

<b>B</b> You will need:    	estimate	actual
1. How many  to fill the  ?		
2. How many  to fill the  ?		
3. How many  to fill the  ?		
4. How many  to fill the  ?		

I will guess, compare, measure and record how much or how little.





# Task 3

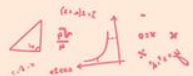
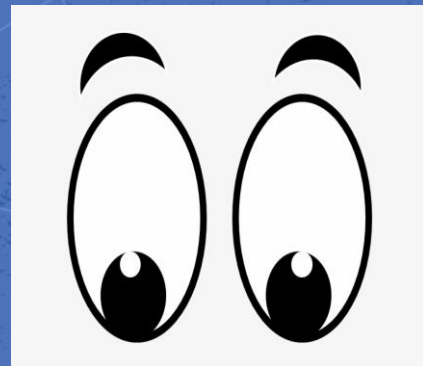
## Warm up

1. Continue with MYM
2. Continue to revise Tables -5 -6
3. Skip count in 4's up to 48 and back down to 0.
4. Listen to counting in 4's song [here](#).

# Task 3



Have  
you got  
maths  
eyes?



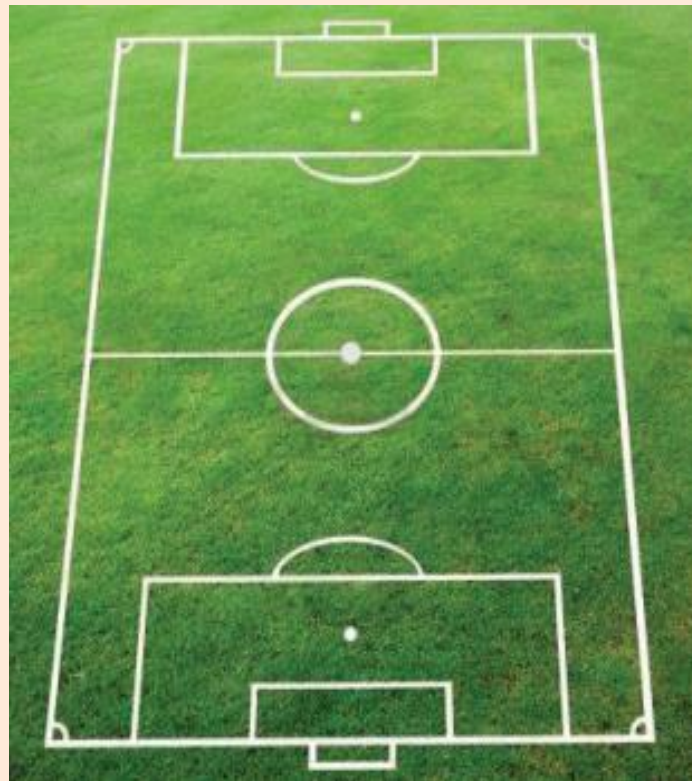


## Sport Maths!!

**Answer the following questions below out loud.**

1. How many rectangles can you see?
2. Name two other 2D shapes you can see?
3. How many corners can you see?

*Look carefully at this football pitch...*





# Gingerbread Men Maths!!

**Answer the following questions below out loud.**

1. What do you see in this picture?
2. Do you know any story you could tell about a gingerbread man?
3. What do you need to make gingerbread men?
4. How many legs/eyes/arms/buttons does each gingerbread man have?
5. How many gingerbread men in the picture altogether?
6. How many smarties were needed to give the two buttons to each gingerbread man?
7. Do you like gingerbread men?







# Hopscotch Maths!!

**Answer the following questions below out loud.**

1. What shapes do you see?
2. What is that shape called?
3. How many blue/red/yellow blocks do you see?
4. What shape do the yellow and blue blocks joined together make?
5. If you hop to the top and back again – how many hops altogether?
6. Why does the shape at the very top look smaller than the shape at the bottom?
7. Where would you put any new squares you might add to the picture?



# Task 4

## Warm up

1. Continue with MYM
2. Continue to revise tables - 6 -7.
3. Skip count in 5's up to 60 and back down to 0.
4. Listen to counting in 5's song [here](#).

# Problem Solving Task 4



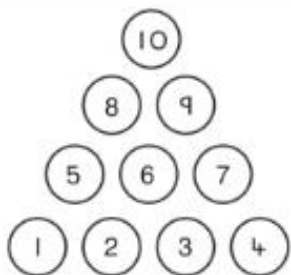
## Problem-Solving 8

145

1 All the children's ages relate to their names. Can you work out how old Thomas is?

Harry is 5. Martin is 6. Caroline is 8. Josephine is 9. Thomas is .

2



Take 10 coins or buttons and arrange them like the ones above. Can you move only 3 coins to make the triangle turn upside down?

3 Which of these numbers is the odd one out? Colour the odd one out and explain why.

1.  2  4  5  8  10    2.  12  10  8  5    3.  29  28  27  22
4.  20  30  40  35    5.  1  3  5  7  8    6.  92  82  70  62

4 Break the code.

What are the alien's favourite foods?

1.  $50 - 20 = \underline{\quad}$  (P)    2.  $8 + 4 = \underline{\quad}$  (I)  
 3.  $20 - 6 = \underline{\quad}$  (Z)    4.  $20 - 5 = \underline{\quad}$  (L)  
 5.  $10 + 11 = \underline{\quad}$  (C)    6.  $20 - 2 = \underline{\quad}$  (A)  
 7.  $10 - 7 = \underline{\quad}$  (O)    8.  $15 + 5 = \underline{\quad}$  (T)  
 9.  $20 - 12 = \underline{\quad}$  (R)    10.  $10 - 5 = \underline{\quad}$  (S)  
 11.  $\frac{1}{2}$  of 14 =  $\underline{\quad}$  (E)



30	12	14	14	18	5		18	30	30	15	7	5		21	18	8	8	3	20	5	

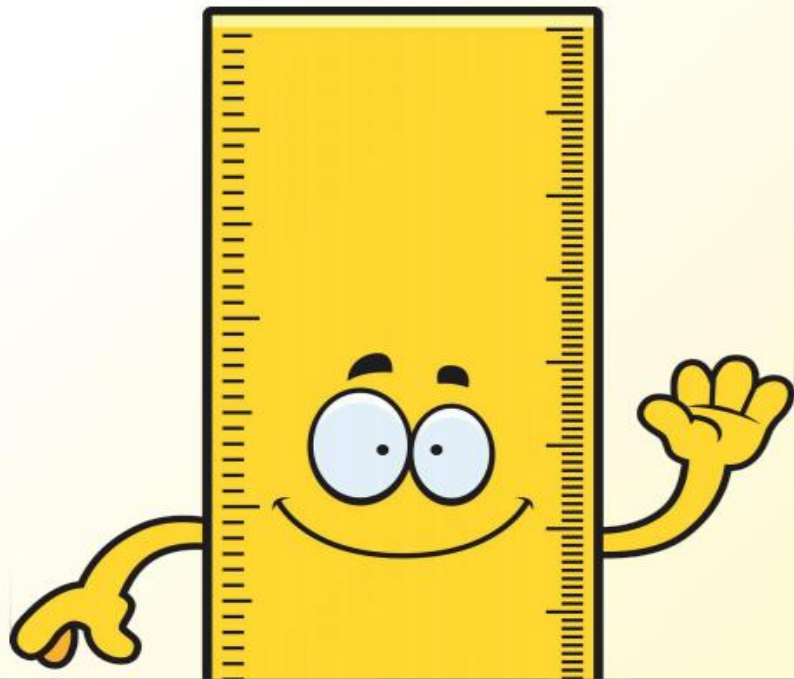
# Task 5

## Warm up

1. Continue with MYM
2. Continue to revise Tables -7 -8
3. Skip count in 6's up to 72 and back down to 0.
4. Listen to counting in 6's song [here](#).



# LENGTH



Length is a type of measurement.

It tells us how long or wide something is.

We can also talk about length of time but that is a different kind of measurement.

**metres**

**centimetres**

**length**

**height**

**100 centimetres  
=  
1 metre**

**width**

**Trundle  
wheel**

**Measuring  
tape**

**ruler**

**Metre stick**

You can use a ruler or measuring tape to measure the **LENGTH** and **WIDTH** of these objects.

Measure the **LENGTH** and **WIDTH** of your garden with your **feet**.



# Measure It!!



## Measurement Tool-

Object	Estimate	Actual Measurement
Fridge		
Television		
Kitchen Table		
Hall Door		
Garden		

# Task 6

## Warm up

1. Continue with MYM
2. Continue to revise Tables -8 -9
3. Continue to skip count in 6's up to 72 and back down to 0.
4. Listen to counting in 6's song [here](#).

**Solve the riddle**  
**What comes  
down but never  
goes up?**



# Task 6

1. Write out the sums in your copy.
2. Use the number line to help you.

## CHALLENGE

### Challenge




Peter had 12 nuts. He gave some of them to Pam.  
He now has only 3 left. He gave  to Pam.

Number sentence:  -  =

**Extra activity:** Can you write your own story sums like the one above.

## Subtraction

1.  There were  pears.  
 are eaten.  
 are left.  
Number sentence →  -  =

2. Complete these. (Use the number strip to help you.)





(a)  $19 - 11 = \square$     (b)  $18 - 9 = \square$     (c)  $20 - 17 = \square$

(d)  $18 - 18 = \square$     (e)  $17 - 13 = \square$     (f)  $16 - 11 = \square$

3. There were 18 oranges in a dish. 6 were taken away.  
How many oranges were left in the dish?  -  =

4. Dad bought a box of 16 pears. He took out 3 to eat.  
How many pears were left in the box?  -  =

5. There were 20 birds on the roof. 11 of them flew away.  
How many birds were left on the roof?   -  =

6.  There are 19 children in a football club.  
9 of them are boys. How many are girls?  -  =


# Task 6 - Extra

1. Write out the sums in your copy.
2. Use the number line to help you.

Remember that the word  
**'ALTOGETHER'**  
means **ADD** and  
**'LEFT'** means **TAKE AWAY**

## Problem-solving – Add (+) or subtract (-)

Do I add (+) or subtract (-)?


1.  Alan had 5 crayons.  
Alice had 6 crayons.  
How many crayons had they altogether?

=


2. Sue had 12 balloons.  
3 of them burst.  
How many balloons are left?



=

3.  There were 13 apples on a tree.  
5 of them fell to the ground.  
How many apples are left on the tree?

=

4.  Pat had 8 stamps.  
He got 7 stamps from his friend.  
How many stamps has Pat now?

=

# Task 7

## Warm up

1. Continue with MYM
2. Continue to revise tables -9 -10
3. Continue to skip count in 6's up to 72 and back down to 0.
4. Listen to counting in 6's song [here](#).



# Task 7

# SYMMETRY

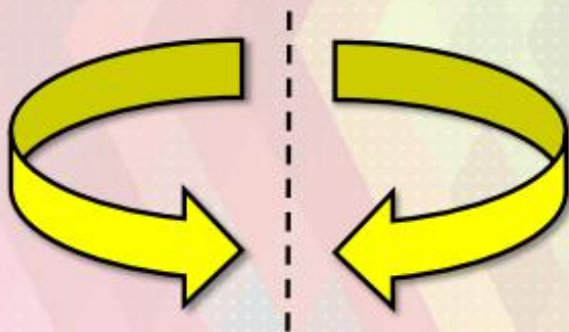


# SYMMETRY

Symmetry is where one half of a shape, object or picture matches the other like a reflection in a mirror.



In the picture below, the arrow on one side of the line is reflected onto the other side.



The arrows are symmetrical.

Can you see that my wings are symmetrical too?

# SYMMETRY

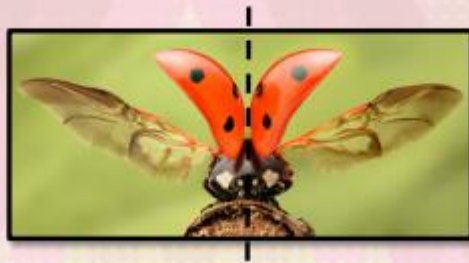
We can see symmetry all around us. Here are some examples...



The petals on this flower are arranged symmetrically.



This car has been designed so that it looks symmetrical from the front.



Look at the symmetrical wings on this ladybird!



The Eiffel Tower is symmetrical too!



# SYMMETRY SQUISH PAINTING!!



1. You will need any size sheet of paper – A4/A3, paints and a paint brush.

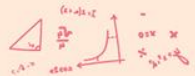
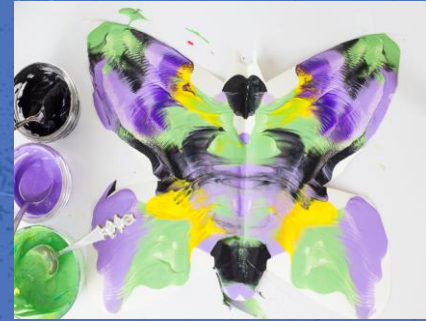
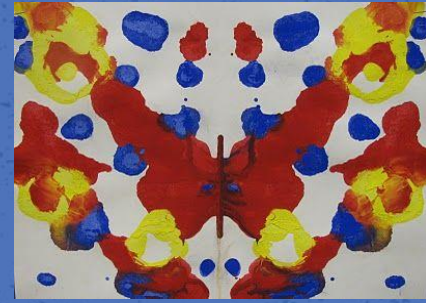
2. Fold your paper in half and open it back up to see your line of symmetry.

3. Paint your design on one half of the paper.

4. Use plenty of paint so that there will be enough to transfer to the other half when you squish.

5. Try not to spend too long painting your design so that the paint doesn't dry too soon.

6. Now fold the paper on the line of symmetry. Press and rub all over .  
TA-DA!!!



# Task 8

## Warm up

1. Continue with MYM
2. Continue to revise Tables -10 -11.
3. Skip count in 7's up to 84 and back down to 0.
4. Listen to counting in 7's song [here](#).



# Number puzzles 7

Write the missing numbers. Draw the correct number of counters on each notation board.

50 49  47  45 44

29  31

23

1         8

40

13

1. Draw out the snake in your copy and fill in the empty boxes as shown.
2. You can choose your own numbers if you wish.

TENS

UNITS



## Task 8 : Tens and units



# Task 9

## Warm up

1. Continue with MYM
2. Continue to revise tables -10 -11
3. Skip count in 7's up to 84 and back down to 0.
4. Listen to counting in 7's song [here](#).

There are certainly some budding engineers, architects and scientists in 1<sup>st</sup> class Hollypark. Lets get building!!

Tip: Try not to eat all the jellies and marshmallows before you start ; )

## Marshmallow challenge ..mmm!!

Your challenge is to build any structure using only these materials:

1. Spaghetti sticks or cocktail sticks.
2. Marshmallow or jellies.
3. Try building different shapes to see how tall you can build your structure.

Yummy  
in my  
Tummy!



Saint Patrick's  
Boys' National School





# Task 10

## Warm up

1. Continue with MYM
2. Continue to revise Tables -11 -12
3. Skip count in 10's up to 100 and back down again to 0.
4. Listen to counting in 10's song [here](#).



# Task 10

## Extra Magic Squares



Magic number is 18

8		9
	6	
3		4

13	9	8
12		

Magic number is 30

### Magic Square Rule

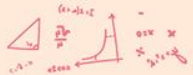
Each row of number must equal the magic number.

Magic number is 15

3		
10	5	
2		

2	7	6
9		1
	3	

Magic number is 15



# Additional Resources

- **'CJ Fallon'** is now providing free access to all its online books. The boys can continue on with books like Figure It Out or check out Busy at Maths. Click [here](#)
- **'Folens'** are providing free access too if you click [here](#)
- **'Topmarks'** is another great maths resource. Click [here](#) for fun maths games.
- **'Twinkl'** have allowed for free access to all their great resources which would keep the boys busy. Click [here](#) to join.



# WELL DONE!!!

