KS1 Maths Workshop

October 2025

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- Structure of a lesson

- Fluency: arithmetic, prior learning, automaticity and TT Rockstars (Year 2 only)

- National Curriculum aims

- Supporting your children with their learning

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Lesson Structure

- Counting and subitising
- Fluency: arithmetic, prior learning, automaticity and TT Rockstars (Year 2 only)
- Teaching input
- Independent and supported activities (ways in) - All
- Challenge – most
- Brain stretcher activity – some
- More automaticity!

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Arithmetic

- 5 minutes, quick calculations to apply their prior learning

Complete the number sentences.

13 + ___ = 20

18 + ___ = 20

2 + ___ = 20

___ + 7 = 20

___ + 5 = 20

___ + 15 = 20

concrete objects / number line

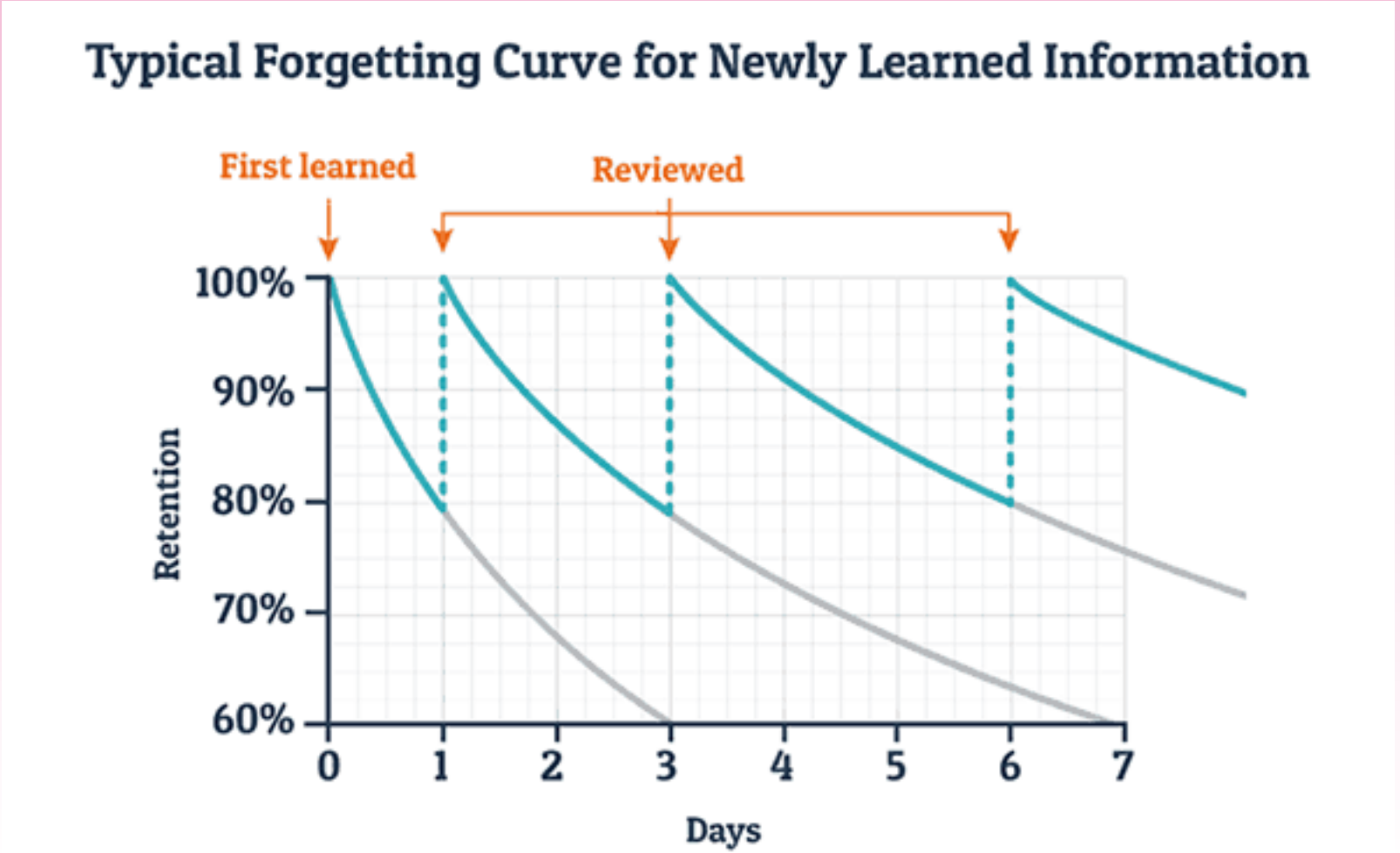
5 + 3 =

6 + 3 =

7 + 3 =

T TA WA

Prior Learning



Automaticity

Year 1	Year 2
• Count in multiples of twos from 0 • Count in multiples of fives from 0 • Count in multiples of tens from 0 • Read numbers to 20 in numerals • (flash card numbers out of order – highlight in green when secure) • Write numbers to 20 in numerals • (write numbers out of order – highlight in green when secure) • Know double facts up to 10 • Know odd and even numbers up to 10 • Know the days of the week in order • Know one more and one less of numbers up to 20 • Know number bonds to 10 (including subtraction facts) • Subitise (recognise quantities without counting) up to 10 • Recognise and name common 2D shapes • (Highlight in green when secure) • rectangles (including squares) circles triangles • Recognise and name common 3D shapes • (Highlight in green when secure) • cuboids (including cubes), pyramids and spheres • Tell the time to the hour	• Count in steps of 2 from any number • Count in steps of 3 from 0 • Count in steps of 3 from any number • Count in steps of 5 from any number • Count in steps of tens from any number • Know one more and one less of numbers up to 100 • Read and write numbers to at least 100 in numerals forward or backward • Read numbers to 100 in numerals • (flash card numbers out of order – highlight in green when secure) • Write numbers to 100 in numerals • (write numbers out of order – highlight in green when secure) • Know double facts up to 20 • Know halving facts up to 20 • Know odd and even numbers up to 20 • Know that half is one of two equal parts • Know that quarter is one of four equal parts • Know the number of minutes in an hour • Know the number of hours in a day • Tell the time to half past the hour

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Let's do some maths!

Concrete Pictorial Abstract

National Curriculum

Number and place value

Statutory requirements

Pupils should be taught to:

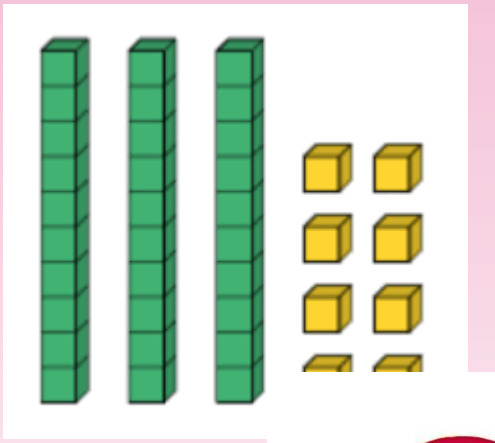
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

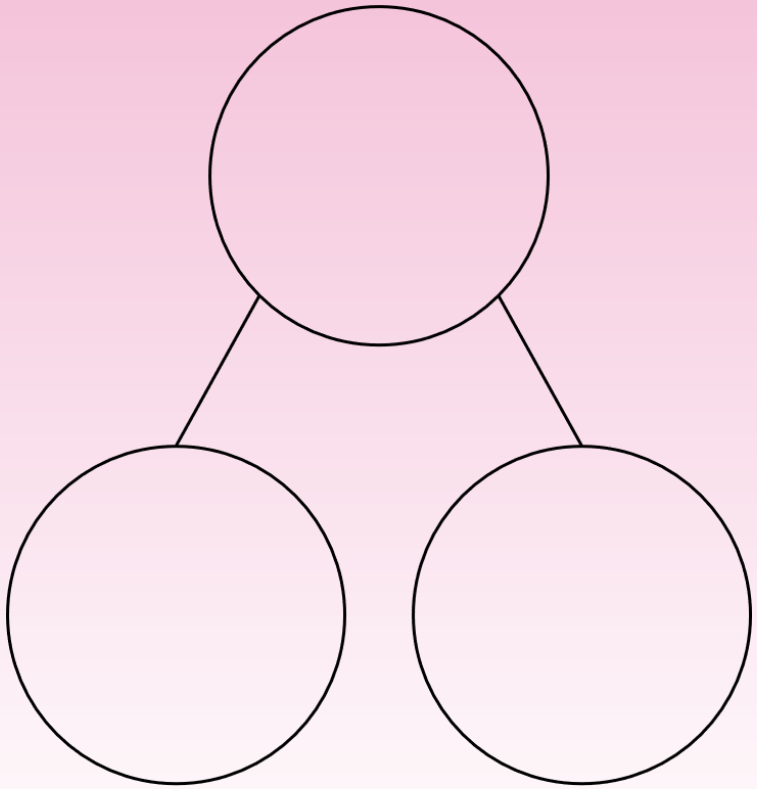
Statutory requirements

Pupils should be taught to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use <, > and = signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Place Value





32 ☐ 24

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National Curriculum

Addition and subtraction

Statutory requirements

Pupils should be taught to:

- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9.

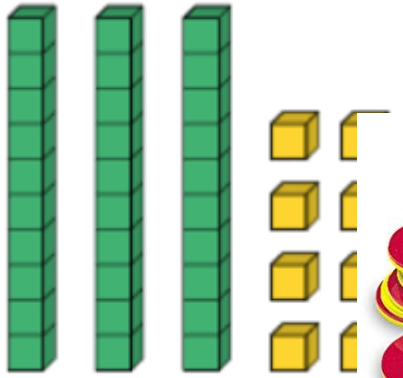
Statutory requirements

Pupils should be taught to:

- solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and ones
  - a two-digit number and tens
  - two two-digit numbers
  - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Addition

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
						77	78	79	80
						87	88	89	90
						97	98	99	100



T	O
III	✖ ✖ ✖
I	✖

T	O
III	✖ ✖ ✖ ✖ ✖ ✖
I	✖ ✖ ✖ ✖ ✖

T	O
4	6
+ 3	2
7	8

T	O
4	8
+ 3	4
8	2
1	

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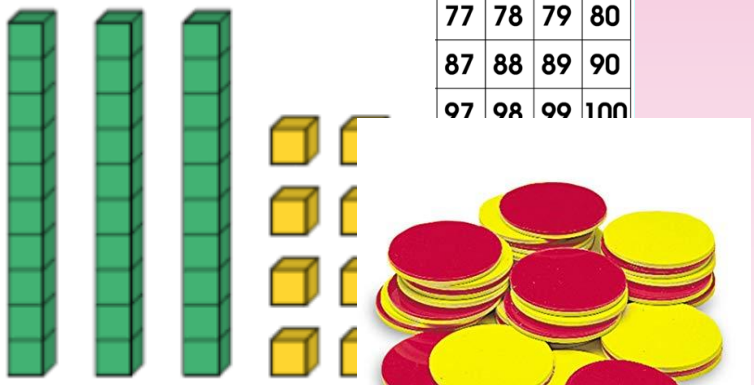
Subtraction

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
						77	78	79	80
						87	88	89	90
						97	98	99	100



T	O
2	3

T	O
1	8

$$\begin{array}{r} 57 \\ -\ 24 \\ \hline 33 \\ \hline \end{array}$$

$$\begin{array}{r} {}^{4}\cancel{5}{}^{1}5 \\ -\ 27 \\ \hline 28 \\ \hline \end{array}$$

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National Curriculum

Multiplication and division

Statutory requirements

Pupils should be taught to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

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Multiplication

X X X X X

X X X X X

X X X X X

5 x 3 =

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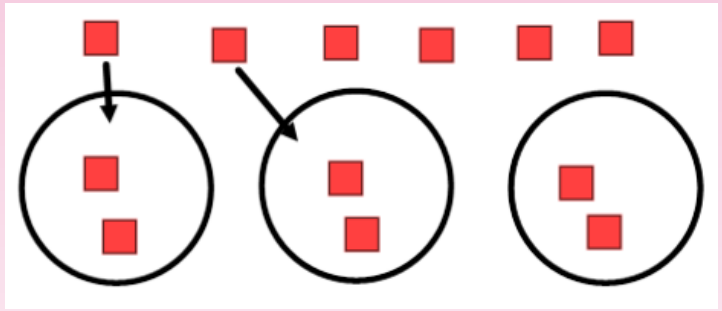
Division

Sharing objects/cubes

6 ÷ 3 = 2

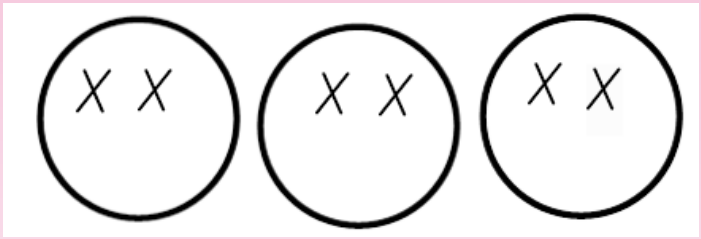
Share 6 between 3 groups



Sharing –draw crosses

Share 6 crosses between 3 circles

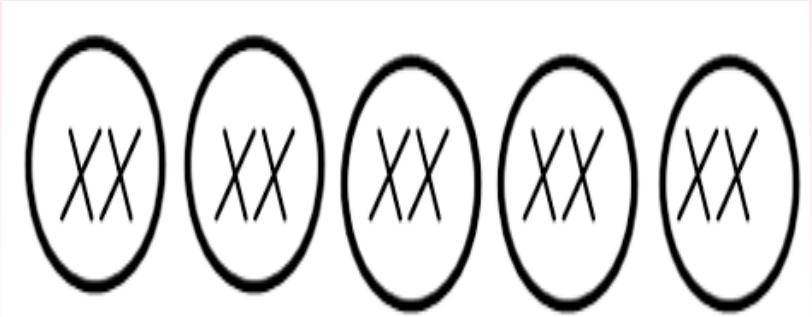
6 ÷ 3 = 2



Grouping – draw crosses

10 crosses grouped in 2s

10 ÷ 2 = 5



20 ÷ 5 =

Fractions

Year 1:

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Year 2:

- Recognise, find, name and write fractions of a length, shape, set of objects or quantity
- Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of.

Ways to help at home.....

- Counting
- Automaticity
- Maths talk
- Homework
- Real life maths

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Thank you for coming!
Any questions please come and ask us at the end!

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