**TERM: Summer 1** **YEAR: 1**

| WEEK 1 | OBJECTIVES | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
|---|---|---|
| Number<br><br>Place Value | • Count in 2s<br>• Count in 10s<br>• Count in 5s<br>• Recognise equal groups | *Pupils memorise and learn how to count in 2s, 5s and 10s. They will also be able to recognize equal groups of numbers and confidently say these in fll number sentences.*<br><br>**NRICH:** Writing Digits *<br>**NRICH:** Shut the Box *<br>**NRICH:** Biscuit Decorations *<br>**NRICH:** Grouping Goodies ***<br>**NRICH:** What's in a Name? **<br>**NRICH:** Count the Digits *<br><br>**Mathematical Challenges for the More Able**<br>Crossword – 6<br><br>**Real Life:**<br>Look at house numbers in a street. |

| WEEK 2 | OBJECTIVES | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
|---|---|---|
| Number<br><br>Addition | • Add equal groups<br>• Make arrays<br>• Make doubles<br>• Make equal groups - grouping | *Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example, 9+7=16, 16-7=9, 7= 16-9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations. They should recognize doubles and recognize that a double is equal on both sides.*<br><br>**NRICH:** Making Sticks **<br>**NRICH:** Robot Monsters *<br>**NRICH:** Dotty Six *<br>**NRICH:** All Change *<br>**NRICH:** Two Dice *<br>**NRICH:** Find the Difference **<br>**NRICH:** Sort Them Out (1) *<br>**NRICH:** 2,4,6,8 ***<br>**NRICH:** How Do You See it?<br><br>**Mathematical Challenges for the More Able** |

**TERM: Summer 1** **YEAR: 1**

| WEEK 2 | OBJECTIVES | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
|---|---|---|
| | | Bean-bag Buckets – 5<br>Sum up – 9<br><br>**Real-life:**<br>Main focus – missing number addition equations for example:<br><br>**10 = 7+□**<br><br>**7 + □ = 10**<br><br>Use of Numicon, balance scales, cubes/multilink to model and explore. |

**TERM: Summer 1** **YEAR: 1**

| WEEK 3 | OBJECTIVES | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
|---|---|---|
| Number<br><br>Halving | • Make equal groups – sharing<br><br>• Recognise a half of an object or a shape<br><br>• Find a half of an object or a shape<br><br>• Recognise a half of a quantity | *Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example, 9+7=16, 16-7=9, 7= 16-9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations. Pupils should recognize that half of an object or a quantity is equal on both sides and that it is smaller*<br><br>Play card games such as Pontoon<br><br>**NRICH:** Making Sticks **<br>**NRICH:** Robot Monsters *<br>**NRICH:** Dotty Six *<br>**NRICH:** All Change *<br>**NRICH:** Two Dice *<br>**NRICH:** Find the Difference **<br>**NRICH:** Sort Them Out (1) *<br>**NRICH:** 2,4,6,8 ***<br>**NRICH:** How Do You See it?<br><br>**Real-life:**<br>Main focus- missing number subtraction equations for example:<br><br>**7** = □ - 9<br><br>16 - □ = **7**<br><br>Use of Numicon, balance scales, multilink/cubes |

| WEEK 4 | OBJECTIVES | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
|---|---|---|
| Number<br>Halves & Quarters | • Find a half of a quantity<br><br>• Recognise a quarter of an object or a shape<br><br>• Find a quarter of an object or a shape | *Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example, 9+7=16, 16-7=9, 7= 16-9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations. Pupils should recognize that half of an object or a quantity is equal on both sides and that it is smaller* |

**TERM: Summer 1** **YEAR: 1**

| WEEK 4 | OBJECTIVES | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
|---|---|---|
| | • Recognise a quarter of a quantity | Play card games such as Pontoon<br><br>**NRICH:** Making Sticks **<br>**NRICH:** Robot Monsters *<br>**NRICH:** Dotty Six *<br>**NRICH:** All Change *<br>**NRICH:** Two Dice *<br>**NRICH:** Find the Difference **<br>**NRICH:** Sort Them Out (1) *<br>**NRICH:** 2,4,6,8 ***<br>**NRICH:** How Do You See it?<br><br>**Real-life:**<br>Main focus- missing number subtraction equations for example:<br><br>**7** = □ - 9<br><br>16 - □ = **7**<br><br>Use of Numicon, balance scales, multilink/cubes **** |

| WEEK 5 | OBJECTIVES | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
|---|---|---|
| Number | • Find a quarter of a quantity<br><br>• Describe turns<br><br>• Describe position – left and right<br><br>• Describe position – forwards and backwards | *Pupils are able to recognize positions and describe when something turns left or right/ forwards or backwards*<br><br>.<br>*Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete ( for example, counting) and continuous ( for example, mass ) measurement, to using manageable common standard units*<br><br>**NRICH:** Wallpaper ** |

## TERM: Summer 1 YEAR: 1

| WEEK 5 | OBJECTIVES | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
|---|---|---|
| | | NRICH: Sizing Them Up *<br>NRICH: The Animals' Sports Day *<br>NRICH: Different Sizes *<br>NRICH: How Tall? *<br>NRICH: Can You Do it Too? |

| WEEK 6 | OBJECTIVES | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
|---|---|---|
| Measurements | • Describe position – above and below<br>• Ordinal numbers | *Pupils will understand that position is also described from above and below and are able to say in mathematical terms what this means.*<br>*Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete ( for example, counting) and continuous ( for example, liquid) measurement, to using manageable common standard units. Pupils are also able*<br><br>NRICH: Wallpaper **<br>NRICH: Sizing Them Up *<br>NRICH: The Animals' Sports Day *<br>NRICH: Different Sizes *<br>NRICH: How Tall? *<br>NRICH: Can You Do it Too? |