

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Place value	- Count from 50 to 100 - Tens to 100 - Partition into tens and ones - The number line to 100 1 more, 1 less	<i>Pupils practice counting (1, 2, 3...), ordering for example, first, second, third...), and to indicate a quantity (for example, 3 apples, 2 centimeters), including solving simple concrete problems, until they are fluent.</i> <i>Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.</i> <i>They practice counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of pattern in the number system (for example, odd and even numbers), including varied and frequent practice through increasingly complex questions.</i> When counting in 2's etc, highlight on an interactive number grid. Ask children to identify and explain patterns. NRICH: Writing Digits * NRICH: Shut the Box * NRICH: Biscuit Decorations * NRICH: Grouping Goodies *** Real Life: Focus on recognition of patterns in the number system, for example, odd and even (you may not wish to address 2s, 5s and 10s yet). Focus on numbers up to 100. Pupils combine and increase numbers, counting forwards and backwards Exchange - incorporating tens and ones use of straws, Dienes, Numicon, Cuisenaire etc.

TERM: Summer 2**YEAR: 1**

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
		Mathematical Challenges for the More Able Snakes and Ladders - 4 Birds Eggs - 10

WEEK 2	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Money	• Compare numbers with the same number of tens • Compare any two numbers • Unitising	Children will be introduced to comparing and understand what this is. Real Life: Money/exchanging money, e.g. how many ways to make 5p? 10p? (linked to number bonds). <i>Problems should include the terms, put together, add, altogether, total, take away, distance between, difference between, more than less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.</i> NRICH: 2.4.6.8 *** NRICH: How Do You See it? * Real Life: Money Mathematical Challenges for the More Able Gob-stopper - 2 Ride at the Fair - 8

TERM: Summer 2

YEAR: 1

WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Money	- Recognise coins - Recognise notes - Count in coins	Children will be introduced to money and identify the coins separately. Real Life: Money/exchanging money, e.g. how many ways to make 5p? 10p? (linked to number bonds). <i>Problems should include the terms, put together, add, altogether, total, take away, distance between, difference between, more than less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.</i> NRICH: 2.4.6.8 *** NRICH: How Do You See it? * Real Life: Money Mathematical Challenges for the More Able Gob-stopper - 2 Ride at the Fair - 8

WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Time	- Before and after - Days of the week	<i>Pupils use the language of time including before and after and should recognise the days of the week.</i> NRICH: The Games' Medals ** NRICH: Times of Day *

TERM: Summer 2

YEAR: 1

WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
		Real-life: Ordering events in a familiar story/daily routine. Link days of the week/months to significant events e.g. music lessons, PE day etc.

WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measurement Time	- Months of the year - Hours, minutes and seconds	Pupils should know the months of the year and the order of the months of the year. They should use the language of time, including telling the time throughout the day, first using o'clock and then half past. BBC videos e.g. Chuckle Bothers NRICH: Wallpaper ** NRICH: Sizing Them Up * NRICH: The Animals' Sports Day * NRICH: Different Sizes * NRICH: How Tall? * NRICH: Can You Do it Too? ** Real-life: Focus on o'clock and half past.

TERM: Summer 2

YEAR: 1

WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Time	• Tell the time to the hour • Tell the time to the half hour	<i>Pupils use the language of position, direction and motion including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.</i> <i>Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.</i> Link to PE (Dance) & Computing - Bee Bots NRICH: Tangram Tangle *** NRICH: Olympic Rings ** NRICH: 2 Rings * NRICH: Turning * Mathematical Challenges for the More Able Jack and the beanstalk - 15