

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Place value	<ul style="list-style-type: none"> Count within 20, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers and understand up to 10 in numerals. Count in multiples of 2s, 5s and 10s. To know 11, 12 and 13 	<p><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></p> <p><i>Pupils begin to recognise place value in numbers up to 20 by reading, writing, counting and comparing numbers up to 20, supported by objects and pictorial representations.</i></p> <p><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></p> <p>When counting in 2's etc, highlight on an interactive number grid. Ask children to identify and explain patterns.</p> <p>NRICH: Writing Digits *</p> <p>NRICH: Shut the Box *</p> <p>NRICH: Biscuit Decorations *</p> <p>NRICH: Grouping Goodies ***</p> <p>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).</p> <p>Focus on numbers up to 20. The aim is to go deeper not higher. Playing NRich games, etc will help this. In this small step, children develop their understanding of 10. A deep understanding of 10 will set children up well for future learning. Use ten frames, bead strings and towers of cubes to draw attention to the fact that 10 ones and 1 ten are equivalent. Ten</p>

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		<p>frames, bead strings and regular patterns, such as those on a dice, can support children to instantly recognise (subitise) 10 without needing to count. Spend time looking at 10 in different ways, particularly ways where the 10 can be fixed or broken apart, for example a bundle of 10 straws. Children could then move on to seeing 10 as one base 10 piece that cannot be broken apart, although the individual ones are still obvious.</p> <p>Pupils combine and increase numbers, counting forwards and backwards</p> <p>Exchange - incorporating tens and ones use of straws, Dienes, Numicon, Cuisenaire etc.</p> <p>Mathematical Challenges for the More Able Snakes and Ladders - 4 Birds Eggs - 10</p>

WEEK 2	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Place Value	<ul style="list-style-type: none"> To know 14, 15 and 16 To understand 17, 18 and 19. To understand 20 	<p>Real Life: In this small step, children develop their understanding of 14, 15, and 16 as 1 ten and some ones, or "10-and-a-bit". Start by showing children 10 on a ten frame and explore with them how to use a second ten frame to extend the number represented to 11, 12 and 13 Encourage them to make 11, 12 and 13 using a range of resources that make the "10-and-a-bit" structure clear. Ten frames, number pieces, towers of cubes, Rekenreks and bead strings all support children to see the full ten and part of the next ten to support their place value understanding. This understanding is crucial to</p>

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		<p>future work on addition and subtraction. Time should be taken to ensure that children understand the difference between the digits in the numbers, making links between the tens and ones in the representation and the numeral. Children explore 17, 18 and 19 shown on ten frames, expressing them as 1 ten and a number of ones. Encourage children to notice the "10-and-a bit" structure to help them subitise as they have done previously. Children practise matching numbers to representations using cards showing 17, 18 and 19 in words and numerals alongside representations of each number. Ten frames, number pieces, towers of cubes, Rekenreks and bead strings continue to support children to see the full ten and part of the next ten to support their place value understanding. This understanding is crucial to future work on addition and subtraction. Now that children are looking at the later teen numbers, encourage them to see the number of empty spaces in the second ten frame in order to quickly identify 17, 18 and 19.</p> <p>A deep understanding of 20 will set children up well for future learning. Use ten frames, bead strings and towers of cubes to draw attention to the fact that 2 tens are equivalent to 20. Spend time looking at 20 in different ways, particularly ways where each ten can be fixed or broken apart, for example bundles of straws. Children could then move on to seeing 20 as two base 10 pieces that cannot be broken apart, although the individual ones are still obvious.</p>

WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Place Value	<ul style="list-style-type: none"> • To understand 1 more and 1 less • To know number lines to 20 • To use a number line to 20 	<p>In this small step, children extend the learning of the previous two steps by looking at 1 more and 1 less.</p> <p>In this small step, children apply what they have learnt about 10, to develop an understanding of 20 using a numberline.</p> <p>In this small step, children apply their counting skills to find 1 more and 1 less than any number within 20. Children have already looked at this concept for numbers within 10, so while the focus here is on numbers from 11 to 20, other numbers within 20 can also be covered. Ensure that examples involving zero are used, for example 1 less than 1 is zero and 1 more than zero is 1. Children have already encountered the language of "more" and "less", but this may need reinforcing. Using real-life examples, such as "1 more grape", will help children with their understanding of the vocabulary. Representations such as ten frames are useful for showing 1 more and 1 less. Towers of cubes are particularly useful for clearly showing the 1 more pattern of consecutive numbers. Using a number track alongside concrete resources can help children develop a secure understanding of the concept. Children practise finding 1 more and 1 less using both representations and numerals.</p> <p>NRICH: 2,4,6,8 ***</p> <p>NRICH: How Do You See it? *</p> <p>Real Life: Money</p> <p>Mathematical Challenges for the More Able Gob-stopper - 2 Ride at the Fair - 8</p>

WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Place value	<ul style="list-style-type: none"> To estimate on a number line to 20 To compare numbers to 20 	<p>Children learnt about the number line to 10 in the Autumn term. In this small step, they extend the number line to 20 All the number lines in this step count in 1s. Children can use number lines to practise and consolidate the skills learnt so far in this block. They recap counting from 0 to 20 forwards when labelling a number line and practise counting backwards when reading from right to left. A number line is a great opportunity to count from zero, as children do not do this when counting physical things. They use a variety of number lines all counting in 1s, but with different start and end point values. Children see that 1 more is the next number along the number line, while 1 less is the previous number. They identify all the numbers lying between two given numbers and work out and label numbers on partially labelled number lines.</p> <p>NRICH: Writing Digits *</p> <p>NRICH: Shut the Box *</p> <p>NRICH: Biscuit Decorations *</p> <p>NRICH: Grouping Goodies ***</p> <p>Real Life: Money</p>

WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Place Value Addition	<ul style="list-style-type: none"> To order numbers to 20 Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 	<p>Now that children are confident in counting and comparing numbers to 20, in this small step they move on to ordering sets of three numbers. Expose children to different methods for ordering such as comparing two groups initially and lining groups up. Children should use the language they used in the previous step as well as "greatest", "smallest", "most" and "fewest". Children need to apply their knowledge of tens and ones to help them work abstractly. For example, when ordering 8, 17 and 14 children should recognise that 8 is the only number that does not have 1 ten, therefore 8 is the smallest of the three numbers. In this small step, children build on their</p>

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		<p>learning from earlier in the year as they explore addition by counting on from a given number within 20 The use of ten frames and counters or cubes is particularly useful, together with bar models. Children should begin to understand that addition is commutative (although they do not need to formally know the word), and that it is more efficient to start from the greater number than the smaller number. For example, when working out $1 + 13$, it is quicker to add 1 to 13 than to add 13 to 1. A number line is a particularly useful tool to exemplify this point, as children see the benefit of drawing just 1 jump rather than drawing 13 jumps. It is important that children see that they are not just counting the total of two separate numbers or items; rather, they are adding to what they already have. Use of Cuisenaire rods and number tracks also.</p> <p>NRICH: Lots of Biscuits! *</p> <p>NRICH: Share Bears *</p> <p>Real Life: Reinforce idea of repeated addition (e.g. linked to money) as multiplication.</p>

WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Place Value	<ul style="list-style-type: none"> • Doubles • Near doubles • Subtract ones using number bonds • Subtraction – counting back • Subtraction – finding the difference. 	<p><i>Pupils view common 2-D shape and handle common 3-D shapes - naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangle, triangles, cuboids and pyramids are not always similar to each other.</i></p> <p>Barrier games to develop speaking & listening</p> <p>NRICH: Shaping It *</p> <p>NRICH: What's Happening? *</p> <p>Real Life:</p>

TERM: Spring 1

YEAR: 1

WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
		Shapes within the environment