

| WEEK 1                           | OBJECTIVES                                                                                                                                                                                                    | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>Number</p> <p>Place Value</p> | <ul style="list-style-type: none"> <li>Doubles</li> <li>Near doubles</li> <li>Subtract ones using number bonds</li> <li>Subtraction - counting back</li> <li>Subtraction - finding the difference.</li> </ul> | <p><i>Pupils look at doubles and understand that it is the same amount twice. Also looking at numbers that are near doubles- how can they recognize that.</i></p> <p>Barrier games to develop speaking &amp; listening</p> <p><i>Through grouping and sharing small quantities pupils begin to understand missing number problems, doubling numbers and quantities.</i></p> <p>NRICH: <a href="#">Halving</a> **</p> <p>NRICH: <a href="#">Happy Halving</a> ***</p> <p><b>Real Life:</b></p> <p>Doubles within the environment</p> <p>NRICH: <a href="#">Making Sticks</a> **</p> <p>NRICH: <a href="#">Robot Monsters</a> *</p> <p>NRICH: <a href="#">Dotty Six</a> *</p> <p>NRICH: <a href="#">All Change</a> *</p> <p>NRICH: <a href="#">What's in a Name?</a> **</p> <p>NRICH: <a href="#">Count the Digits</a> *</p> <p><b>Real-life:</b></p> <p>Using a blank number line focus on position and order of numbers, what number comes next, why?</p> <p>Take Numicon shapes out of a feely bag in correct order.</p> <p>(Possibly introduce concept of rounding)</p> |

| WEEK 2                    | OBJECTIVES                                                                                                                                               | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING                                                                                                                                                                                                                    |
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| <p>Number</p> <p>Tens</p> | <ul style="list-style-type: none"> <li>Related facts</li> <li>Missing number problems</li> <li>Count from 20 to 50</li> <li>20, 30, 40 and 50</li> </ul> | <p><i>Through grouping and sharing small quantities pupils begin to understand missing number problems, Tens and counting in tens including related number facts.</i></p> <p>NRICH: <a href="#">Halving</a> **</p> <p>NRICH: <a href="#">Happy Halving</a> ***</p> |

**TERM: Spring 2**

**YEAR: 1**

| WEEK 2 | OBJECTIVES                                                                       | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
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|        | <ul style="list-style-type: none"> <li>Count by making groups of tens</li> </ul> |                                                 |

| WEEK 3                                                  | OBJECTIVES                                                                                                                                                                                                      | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Number</p> <p>Addition<br/>&amp;<br/>Subtraction</p> | <ul style="list-style-type: none"> <li>Groups of tens and ones</li> <li>Partition into tens and ones</li> <li>The number line to 50</li> <li>Estimate on a number line to 50</li> <li>1 more, 1 less</li> </ul> | <p><i>They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.</i></p> <p>NRICH: <a href="#">2.4.6.8</a> ***</p> <p>NRICH: <a href="#">How Do You See it?</a> *</p> <p>NRICH: <a href="#">Two Dice</a> *</p> <p>NRICH: <a href="#">Find the Difference</a> **</p> <p>NRICH: <a href="#">Sort Them Out (1)</a> *</p> <p><b>Real-life:</b><br/>Using a blank number line focus on position and order of numbers, what number comes next, why?<br/>(possibly introduce concept of rounding)</p> <p>Count backwards from any given number (use of number line to support)</p> <p>Use number line to support counting backwards as subtraction.</p> |

| WEEK 4 | OBJECTIVES | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
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| WEEK 4  | OBJECTIVES                                                                                                                                                 | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Measure | <ul style="list-style-type: none"> <li>Compare lengths and heights</li> <li>Measure length using objects</li> <li>Measure length in centimeters</li> </ul> | <p>Through <b>grouping</b> (and sharing) small quantities, in order to become familiar with standards measures, pupils begin to use measuring tools such as a ruler.</p> <p>Use multi-link/Unifix cubes to measure length.</p> <p>NRICH: <a href="#">Wallpaper</a> **</p> <p>NRICH: <a href="#">Sizing Them Up</a> *</p> <p>NRICH: <a href="#">The Animals' Sports Day</a> *</p> <p>NRICH: <a href="#">Different Sizes</a> *</p> <p><b>Real-life:</b><br/>Begins to record lengths and heights using related vocabulary - if appropriate, progress onto using standard units</p> |

| WEEK 5                 | OBJECTIVES                                                                                                                                | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Number<br><br>Division | <ul style="list-style-type: none"> <li>Heavier and lighter</li> <li>Measure mass</li> <li>Compare mass</li> <li>Full and empty</li> </ul> | <p>Through grouping and sharing small quantities, pupils begin to understand: Through <b>grouping</b> (and sharing) small quantities, In order to become familiar with standards measures, pupils begin to use measuring tools such as a ruler and a jug to look at mass.</p> <p>Use multi-link/Unifix cubes to measure length.</p> <p>NRICH: <a href="#">Wallpaper</a> **</p> <p>NRICH: <a href="#">Sizing Them Up</a> *</p> <p>NRICH: <a href="#">The Animals' Sports Day</a> *</p> <p>NRICH: <a href="#">Different Sizes</a> *</p> <p><b>Real-life:</b></p> |

**TERM: Spring 2**

**YEAR: 1**

| WEEK 5 | OBJECTIVES | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING                                                                    |
|--------|------------|--------------------------------------------------------------------------------------------------------------------|
|        |            | Begins to record lengths and heights using related vocabulary - if appropriate, progress onto using standard units |

| WEEK 6                    | OBJECTIVES                                                                                                                 | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Measurement<br><br>Length | <ul style="list-style-type: none"> <li>• Compare volume</li> <li>• Measure capacity</li> <li>• Compare capacity</li> </ul> | <p><i>In order to become familiar with standards measures, pupils begin to use measuring tools such as a measuring jug.</i></p> <p>Use multi-link/Unifix cubes to measure length.</p> <p>NRICH: <a href="#">Wallpaper</a> **</p> <p>NRICH: <a href="#">Sizing Them Up</a> *</p> <p>NRICH: <a href="#">The Animals' Sports Day</a> *</p> <p>NRICH: <a href="#">Different Sizes</a> *</p> <p><b>Real-life:</b><br/>Begins to record lengths and heights using related vocabulary - if appropriate, progress onto using standard units</p> <p><b>Mathematical Challenges for the More Able</b><br/>Gold Bars - 7</p> |