

TERM: Autumn 1

YEAR: 1

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Place Value	- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - Read and write numbers from 1 to 20 in numerals and words	<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> NRICH: Writing Digits * NRICH: Shut the Box * NRICH: Biscuit Decorations * NRICH: Grouping Goodies *** NRICH: What's in a Name? ** NRICH: Count the Digits * Real-life: Focus on numbers up to 30. Use 'ordering' language day to day through daily routines (ordinal e.g. lining up, ordering toys, counting out pencils, register, etc). Create number labels around the classroom to encourage writing numbers in numerals and words.

WEEK 2	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Place Value	- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - Read and write numbers from 1 to 20 in numerals and words	NRICH: Writing Digits * NRICH: Shut the Box * NRICH: Biscuit Decorations * NRICH: Grouping Goodies *** NRICH: What's in a Name? ** NRICH: Count the Digits * Real-life: Ensure main focus this week is counting <u>backwards</u> - very important.

WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Place Value	Given a number, identify one more and one less	Real-life: Focus on numbers up to 20 (linked to EYFS profile) however, work up to numbers according to your class.

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WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Geometry 2D shape	Recognise and name common 2-D [for example, rectangles (including squares) circles and triangles]	<i>Pupils view common 2-D shapes naming these and related everyday objects fluently. They recognize these shapes in different orientations and sizes, and know that rectangles, triangles are not always similar to each other.</i> NRICH: Shaping It * NRICH: What's Happening? * Real-life: Use shapes alongside previously taught concepts, for example 'find 1 more circle'; 'Which shape has fewer sides?' Shape hunts around the school. At this stage encourage children to draw 2D shapes as well as identify them.

WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Addition	- Read, write and interpret mathematical statements involving addition(+), subtraction(-) and equals(=) signs - Add and subtract one-digit and two-digit numbers to 20, including zero	NRICH: Two Dice * NRICH: Find the Difference ** NRICH: Sort Them Out (1) * NRICH: 2,4,6,8 *** NRICH: How Do You See it? Real-life: Reading number sentences together as class (with some children possibly recording their own equations). Use a selection of practical/physical resources to support; Numicon, counters, compare bears, bead strings, etc.).

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WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Fractions	- Represent and use number bonds and related subtraction facts within 20 - Recognise, <u>find</u> and name a half as one of two equal parts of an object or quantity	<i>Through grouping and sharing small quantities, pupils begin to understand multiplication and division; doubling numbers and quantities, and finding simple fractions of objects, numbers and quantities.</i> NRICH: Domino Sorting * NRICH: One Big Triangle * NRICH: Ladybirds in the Garden ** NRICH: Number Lines * NRICH: Pairs of Numbers * NRICH: Weighted Numbers * NRICH: Butterfly Flowers * NRICH: Halving ** NRICH: Happy Halving Mathematical Challenges for the More Able: Four-pin bowling -1 Real-life: Could be two week block depending on length of half-term. Progress onto doubling and halving (with more emphasis on halving at this stage). Relate back to number bonds and shape (previously taught). Pupils work on number pairs/bonds for numbers up to and including 10 (5, 6, 7, 8, 9 and 10).