

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Number Place value</p>	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Read and write number names, in words, to 10. 	<p><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></p> <p>NRICH: Writing Digits * NRICH: Shut the Box * NRICH: Biscuit Decorations * NRICH: Grouping Goodies ***</p> <p>NRICH: What's in a Name? ** NRICH: Count the Digits *</p> <p>Mathematical Challenges for the More Able Snakes and Ladders – 4</p> <p>Real-life: Work with numbers up to 50. Counting totals to help in class e.g. pencils for groups, how many letters need to be given out etc. Counting from a given number – focus on counting from ANY given number, not just 0 or 1. Reading (possibly writing) number names, in words, to 10.</p>

WEEK 2	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Number Addition</p>	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+) and equals (=) signs. Add one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition using concrete objects and pictorial representations, and missing numbers problems such as $7 = _ + 3$. 	<p><i>Pupils combine and increase numbers, counting forward and backwards. They discuss and solve problems in familiar contexts, including using quantities. Problems should include the terms: put together, add, altogether, sum, total & more than, so that pupils develop the concept of addition and are enabled to use the operation flexibly.</i></p> <p>NRICH: 2,4,6,8 *** NRICH: How Do You See it? *</p> <p>Mathematical Challenges for the More Able Pick a pair – 3</p> <p>Real-life: Children start recording their equations using mathematical symbols for + and =. Focus on addition.</p>

TERM: Autumn 2

YEAR: 1

WEEK 2	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
		Use of bead strings, counters, Numicon, compare bears – children to record their practical adding.

WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Subtraction	<ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs. • Subtract one-digit and two-digit numbers to 20, including zero. • Solve one-step problems that involve subtraction using concrete objects and pictorial representations, and missing numbers problems such as $7 = _ + 3$. 	<p><i>Pupils combine and increase numbers, counting forward and backwards. They discuss and solve problems in familiar context, including using quantities. Problems should include the terms: take away, distance between, difference between, less than, so that pupils develop the concept of subtraction and are enabled to use the operation flexibly.</i></p> <p>NRICH: 2,4,6,8 *** NRICH: How Do You See it? * NRICH: Two Dice * NRICH: Find the Difference ** NRICH: Sort Them Out (1) *</p> <p>Real-life: Focus on subtraction. If progressing onto missing number problems, work up to 10. Could use Numicon.</p>

WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Addition & Subtraction	<ul style="list-style-type: none"> • 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. • Solve one-step problems that involve subtraction using concrete objects and pictorial representations, and missing numbers problems such as $7 = _ + 3$. 	<p><i>Pupils combine and increase numbers, counting forward and backwards. They discuss and solve problems in familiar context, including using quantities. Problems should include the terms: take away, distance between, difference between, less than, so that pupils develop the concept of addition and subtraction and are enabled to use the operation flexibly.</i></p> <p>NRICH: 2,4,6,8 *** NRICH: How Do You See it? * NRICH: Two Dice * NRICH: Find the Difference ** NRICH: Sort Them Out (1) *</p> <p>Real-life: More of solving problems involving + and -. Try to link to situations in the classroom or in the wider environment e.g. at the shops adding pieces of fruit. Consolidate weeks 8 & 9.</p>

WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measurement Time	<ul style="list-style-type: none"> Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. Recognise and use language relating to dates, including days of the week, weeks, months and years 	<p><i>Pupils use the language of time</i> NRICH: The Games' Medals ** NRICH: Times of Day *</p> <p>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.</p>

WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measurement Time	<ul style="list-style-type: none"> Tell the time to the hour and draw the hands on a clock face to show these times. 	<p><i>Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past.</i></p> <p>Real-life: Focus on o'clock – moving onto half past when appropriate. Children to make own individual clocks. Use small clocks. Ordering of numbers on a clock face. Identify hour and minute hands. Link to times in a school day and at home (register, lunchtime, home time, bedtime). Nearest o'clock time. Reference to books: E.g. Eric Carle - The Grouchy Ladybug.</p>