TERM: Spring 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. • Count, read and write numbers to 100 in numerals. Count in multiples of 2s, 5s and 10s.	*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.* *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.* *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.* 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. **Mathematical Challenges for the More Able** Snakes and Ladders – 4 Birds Eggs – 10

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WEEK 2	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measurement Money and Coin Recognition	• Recognise and know the value of different denominations of coins and notes.	**Real Life:** Money/exchanging money, e.g. how many ways to make 5p? 10p? (linked to number bonds).

WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measurement Addition involving Money	• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Solve one step problems that involve addition (+) and subtraction (-), using concrete objects and pictorial representations and missing number problems such as 7 = ? - 9	*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 less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.* **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
Number Place value	• Count, read and write numbers to 100 in numerals and count in multiples of twos, fives and tens.	*They recognise and create repeating patterns with objects and with shapes* (consider using as a starter activity). *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 patterns in the number system (for example, odd and even numbers) including varied and frequent practice through increasingly complex questions.* **NRICH: Writing Digits *** **NRICH: Shut the Box *** **NRICH: Biscuit Decorations *** **NRICH: Grouping Goodies ***** **Real Life:** Money

TERM: Spring 1 YEAR: 1

WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Multiplication	• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	*They make connections between arrays, number patterns and counting in twos, fives, and tens.* Use of Cuisenaire rods and number tracks also. **NRICH: Lots of Biscuits! *** **NRICH: Share Bears *** **Real Life:** Reinforce idea of repeated addition (e.g. linked to money) as multiplication.

WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Geometry 2D & 3-D shapes	• Recognise and name common 2-D shapes, including [for example, rectangles (including squares), circles and triangles]. (This could link to starter activities). • Recognise and name common 3-D shapes including cuboids (including cubes), pyramids and spheres.	*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.* Barrier games to develop speaking & listening **NRICH: Shaping It *** **NRICH: What's Happening? *** **Real Life:** Shapes within the environment