

TERM: Spring 2

YEAR: 1

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Place Value	<ul style="list-style-type: none">Identify and represent numbers using objects and pictorial representations including the number line and use the language of equal to, more than, less than (fewer), most and leastRead and write numbers from 1 to 20 in numerals and words	<p>NRICH: Making Sticks ** NRICH: Robot Monsters * NRICH: Dotty Six * NRICH: All Change * NRICH: What's in a Name? ** NRICH: Count the Digits *</p> <p>Real-life: Using a blank number line focus on position and order of numbers, what number comes next, why? Take Numicon shapes out of a feely bag in correct order. (Possibly introduce concept of rounding)</p>
WEEK 2	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Fraction	<ul style="list-style-type: none">Recognise, find and name a half as one of two equal parts of an object, shape or quantity	<p><i>Through grouping and sharing small quantities pupils begin to understand multiplication and division, doubling numbers and quantities.</i></p> <p>NRICH: Halving ** NRICH: Happy Halving ***</p>

WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Number Addition & Subtraction</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, 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 addition and subtraction, using concrete objects and pictorial representations, and missing number problems e.g. $7 = \square - 9$ 	<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: 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: Using a blank number line focus on position and order of numbers, what number comes next, why? (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
<p>Number Multiplication</p>	<ul style="list-style-type: none"> Solve one-step problems involving multiplications by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher 	<p><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. They make connections between arrays, number patterns, and counting in twos, fives, and tens.</i></p> <p>Real Life: Reinforce idea of repeated addition as multiplication</p>

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WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Number</p> <p>Division</p>	<ul style="list-style-type: none"> Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<p><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. They make connections between arrays, number patterns, and counting in twos, fives, and tens.</i></p> <p>NRICH: Lots of Biscuits! * NRICH: Share Bears *</p> <p>Real-life: Could introduce repeated subtraction as division... (link back to previous learning of repeated addition as multiplication)</p> <p>Division to be taught as grouping and sharing (possibly sticking to 2s, 5s and 10s to reinforce previous knowledge)</p> <p>Begin to make links between multiplication & division.</p>

WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Measurement</p> <p>Length</p>	<ul style="list-style-type: none"> Measure and begin to record lengths & heights Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] 	<p><i>In order to become familiar with standards measures, pupils begin to use measuring tools such as a ruler.</i></p> <p>Use multi-link/Unifix cubes to measure length.</p> <p>NRICH: Wallpaper ** NRICH: Sizing Them Up * NRICH: The Animals' Sports Day * NRICH: Different Sizes *</p> <p>Real-life: Begins to record lengths and heights using related vocabulary – if appropriate, progress onto using standard units</p> <p>Mathematical Challenges for the More Able Gold Bars – 7</p>