

**TERM: Summer 2**

**YEAR: 1**

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number  Place value	<ul style="list-style-type: none"> <li>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 least.</li> </ul>	NRICH: <a href="#">Making Sticks</a> ** NRICH: <a href="#">Robot Monsters</a> * NRICH: <a href="#">Dotty Six</a> * NRICH: <a href="#">All Change</a> *  <b>Real-life:</b> Build and extend on prior learning.
WEEK 2	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number  Addition & Subtraction	<ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 20.</li> </ul>	NRICH: <a href="#">Domino Sorting</a> * NRICH: <a href="#">One Big Triangle</a> * NRICH: <a href="#">Ladybirds in the Garden</a> ** NRICH: <a href="#">Number Lines</a> * NRICH: <a href="#">Pairs of Numbers</a> * NRICH: <a href="#">Weighted Numbers</a> * NRICH: <a href="#">Butterfly Flowers</a> *  <b>Mathematical Challenges for the More Able</b> Card Sharp – 14  <b>Real-life:</b> Build and extend on prior learning.
WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number  Multiplication & Division	<ul style="list-style-type: none"> <li>Solve one-step problems involving multiplications and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul>	<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>  NRICH: <a href="#">Lots of Biscuits!</a> * NRICH: <a href="#">Share Bears</a> *  <b>Real-life:</b> Build and extend on prior learning.

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WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Geometry  Fractions and 2-D & 3-D shape	<ul style="list-style-type: none"> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>	<p><i>Pupils are taught half and quarter as 'fractions of discrete and continuous quantities by solving problems using shaped, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects of shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognizing and combining halves and quarters as parts of a whole.</i></p> <p>NRICH: <a href="#">Halving</a> **            NRICH: <a href="#">Happy Halving</a> ***</p> <p><b>Mathematical Challenges for the More Able</b>            Spot the shapes 1 – 25</p> <p><b>Real-life:</b>            Focus main teaching and children's tasks on shapes and quantities.</p>

WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measurement  Time	<ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>Time [for example, quicker, slower, earlier, later]</li> </ul> </li> <li>Measure and begin to record the following:               <ul style="list-style-type: none"> <li>Time (hours, minutes, seconds)</li> </ul> </li> </ul>	<p><b>Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past.</b></p> <p><b>BBC videos e.g. Chuckle Bothers</b></p> <p>NRICH: <a href="#">Wallpaper</a> **            NRICH: <a href="#">Sizing Them Up</a> *            NRICH: <a href="#">The Animals' Sports Day</a> *            NRICH: <a href="#">Different Sizes</a> *            NRICH: <a href="#">How Tall?</a> *            NRICH: <a href="#">Can You Do it Too?</a> **</p> <p><b>Real-life:</b>            Focus on o'clock and half past.</p>

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WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Geometry  Position & Direction	<ul style="list-style-type: none"><li>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li></ul>	<p><i>Pupils use the language of position, direction and motion including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.</i></p> <p><i>Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.</i></p> <p>Link to PE (Dance) &amp; Computing - Bee Bots</p> <p>NRICH: <a href="#">Tangram Tangle</a> *** NRICH: <a href="#">Olympic Rings</a> ** NRICH: <a href="#">2 Rings</a> * NRICH: <a href="#">Turning</a> *</p> <p><b>Mathematical Challenges for the More Able</b> Jack and the beanstalk – 15</p>