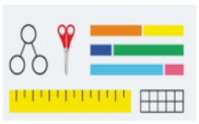
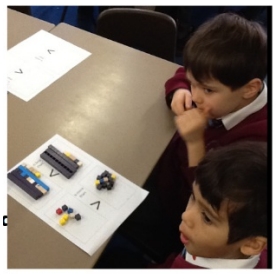
Year 1

Reading and Maths



Maths



Year 1 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: position and direction	Number: Place Value (within 100)		Measurement : money	Time		Consolidation

Bathwick St Mary Progression and Calculation Document—Composition of Number — Year One

NC Learning Objectives:

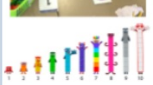
- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count numbers to 100 in numerals; count in multiples of twos, fives and tens
- Identify and represent numbers using objects and pictorial representations
- Read and write numbers to 100 in numerals
- Read and write numbers from 1 to 20 in numerals and words
- Given a number, identify one more and one less

Concrete

Unifix for numbers to 20 and Base 10 beyond.

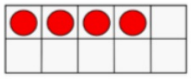
Tens frames. Real objects and counters. Number fans. Fingers.

Numicon used weekly. Physical numberlines.

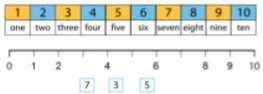


Bead Strings 0-20

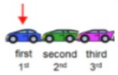
Pictorial



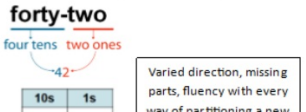
Subitising and explaining using understanding of part, part, whole



Explicitly taught counting strategies which develop understanding of place value—grouping the ten

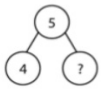


Abstract

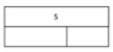


Varied direction, missing parts, fluency with every way of partitioning a new number

10s	1s
2	7



Early introduction of bar models



Key Vocabulary: Comparative language, more, less, equal to, greater than, fewer, number names, positional language, first, second, in front, behind, on top of, next to, between, partition, part, whole, part-part whole diagram, bar model, tens, ones, digit, number, even, odd, zero, value, sequence, counting, group, one-digit, two-digit, position

STEM Sentences:

I know it is 7 because I can see 5 in the top row and 2 underneath.
7 can be partitioned in to 5 and 2. 5 and 2 make 7.
18 is the same as 1 ten and 8 more. 10 and 8 make 18.

Maths

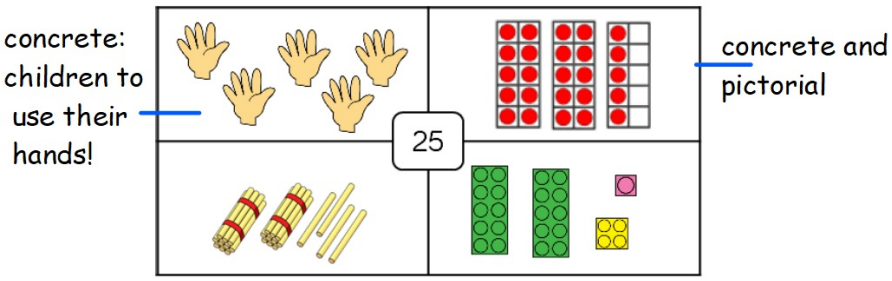
Here is a mini lesson for you:

LI: Can I represent numbers from 10 to 20 in different ways?

How many different ways can you represent the following numbers?

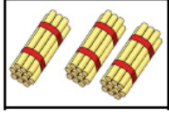
- 34
- 28
- 40
- 16

Here is an example for 25



Place Value challenge activity:
Can I identify and represent numbers up to 50 as tens and ones?

What number is represented in the grid?

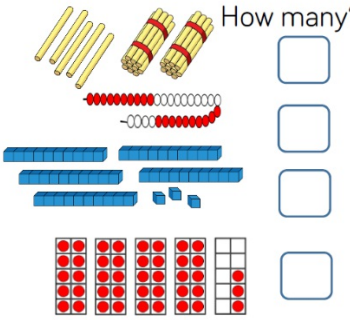
Tens	Ones
	

There are ___ tens and ___ ones.
___ tens + ___ ones = ___

missing number problems

Match the pictures and words.

- Four tens and three ones
- Two tens and five ones
- Three tens and four ones
- Three ones and five tens

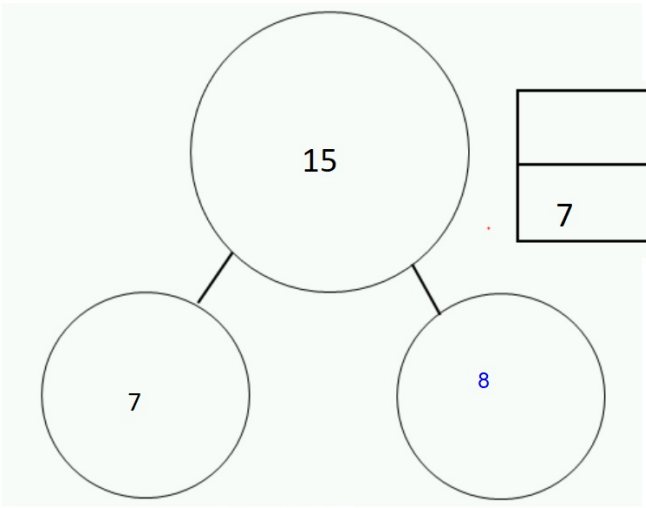


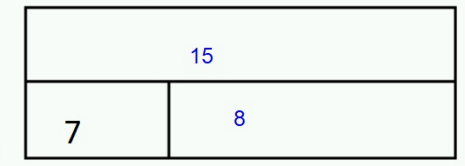
linking concrete with pictorial

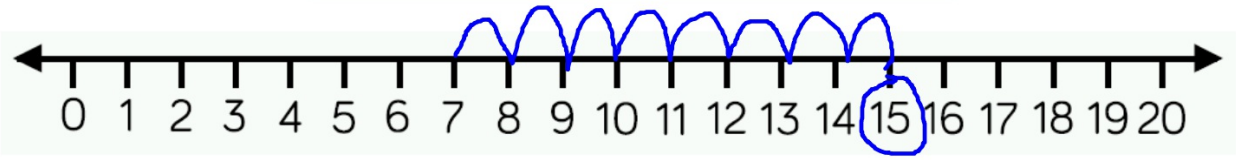
Part whole models

Bar models

Number lines







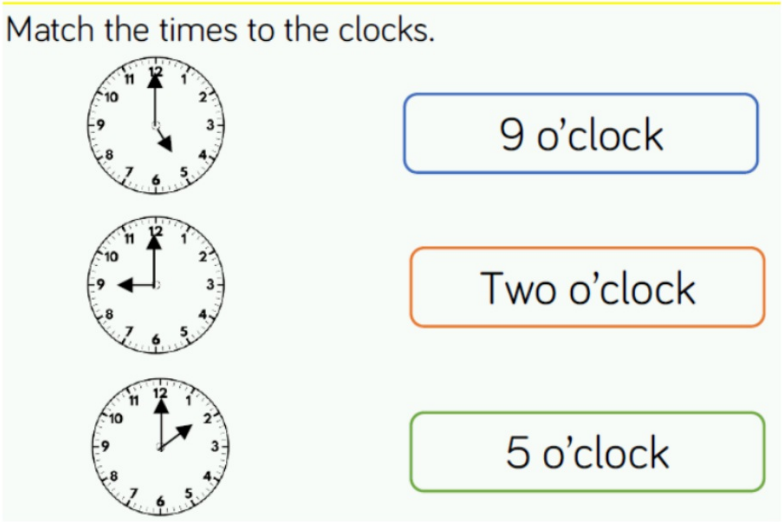
How you can help at home:

Please refer to the booklet and what we have shown you tonight.

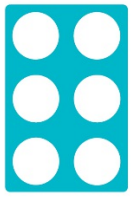
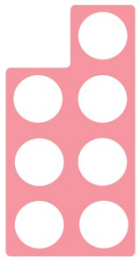
Things to focus on:

- Place Value
- Number bonds to 10 and 20
- Times tables: 2 5 10

And finally...2 more topics which really benefit from support at home!
Time and money!



Can I use coin values to find totals?

How can we make 3p?

Can you make 4p, 6p and 7p?