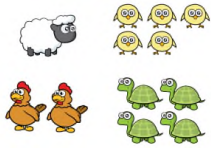




Mathematics Medium Term Plan

Year 1 Autumn Term Unit 1 – Place Value within 10



R2P: 1NPV-1, 1NPV-2

NC:

Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.

Count, read and write numbers to 10 in numerals and words.

Given a number, identify one more or one less.

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, least.

Focus: Number/Place Value

Time: 5 weeks

Concept Sequence

Sort objects into groups in a variety of ways and line them up.

Count objects from 1 to 10. Focus on the 5 counting principles. Know that last number counted is the total. Place objects in a line to encourage accuracy. Include zero.

Count specific number of objects from a larger group.

Represent objects with cubes/counters, include zero.

Recognise numbers as words – matching rather than writing.

Count forwards within 10 – represent as numerals, words and images. Find missing numbers in sequences. Include zero. Use ten frames and tracks.

Count one more – use counting skills and number track. Use dice/dominoes to reinforce subitising.

Count backwards within 10 – represent problems in a variety of ways (numbers, words, images) including sequencing and zero.

Count one less – relate to the opposite of one more. Use dice/dominoes to reinforce subitising.

Compare groups by matching – don't teach difference.

Fewer, same, more – compare numbers of objects

Less than, greater than, equal (values). Introduce <, > and =.

Compare numbers – use counting, sorting, group to aid. Use concrete resource and images.

Order objects and numbers – order 3 groups, line groups up. Use most/fewest for objects and greatest and smallest for numbers. Order numbers starting with smallest or greatest. Use concrete and pictorial representations. Use symbols.

The number line – introduce for first time. Use to practise/consolidate skills – count, one more/less, compare, order. Include zero.

The Counting Principles

Follow the counting principles at all times:

1. The one-one principle (one name to each object)
2. The stable-order principle (numbers said in certain order)
3. The cardinal principle (final object is the total)
4. The abstraction principle (anything can be counted including things that can't be touched)
5. The order-irrelevance principle (the order in which objects are counted is irrelevant, still same total)

Existing Vocabulary

Number

Zero, One, two three.....

None

How many...?

Count, count to/up to, count on, count on from, count on to, count back, count back from,

count back to

Count in ones

Is the same as

More, less

Odd, even

Few, pattern, pair

The same number as, as many as

More, larger, bigger, greater

Fewer, smaller, less

Fewest, smallest, least

Most, biggest, largest, greatest

One more/less

New Vocabulary

numeral

Forwards

Backwards

Equal to

Equivalent to

Most, least, may

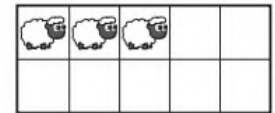
Multiple of

Half-way between

Above, below

Times Tables

Count to 10 in 2s



What number is on each dice?



Planning Links

White Rose, Power Maths, Maths No Problem, Aspire

White Rose Scheme of Work:

<https://assets.whiterosemaths.com/new-schemes/Y1%20Autumn%20Block%201%20SOL%20Place%20value%20within%2010.pdf>

NCETM Teacher Guide and Representations:

<https://www.ncetm.org.uk/classroom-resources/primm-1-03-composition-of-numbers-0-5/>

<https://www.ncetm.org.uk/classroom-resources/primm-1-04-composition-of-numbers-6-10/>

Resources

Objects, Counters, Dice, Dominoes, Number Track/Lines

Gordons Maths Games, Mathletics, TTRockstars

BBC Super Movers

<https://www.bbc.co.uk/teach/super-movers/ks1-maths-collection/z6v4scw>