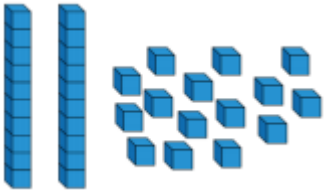
Crosby Primary School

Mathematics Medium Term Plan

Year 1 Spring Term Unit 1 Number: Place Value to 20

Focus: Numbers to 20

Time: 3 weeks



R2P: 1NPV-1, 1-NPV-2

NC:

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

Count, read and write numbers to 20 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.

Concept Sequence

Count within 20 – builds on counting to 10. Use concrete resources to support 'ten and a bit' structure of teen numbers. Use number tracks to aid counting forwards and backwards.

Understand 10 – use tens frames, bead strings and towers of cubes. Show that 10 ones and 1 ten are equivalent. Subitise - recognise ten without counting.

Understand 11, 12, 13 – use tens frames, towers of cubes, rekenreks and bead strings. Supports place value and is crucial to future work on addition and subtraction.

Understand 14, 15, 16 – explore similarities and differences with previous step. Use part whole models (introduction to partitioning).

Understand 17, 18, 19 – match words to representations. Focus on number of empty spaces in second ten frame to help identify numbers.

Understand 20 – use tens frames, bead strings, cube towers to draw attention to 2 tens are equivalent to 20 ones.

1 more 1 less - number lines/tracks. Modelling with concrete resources to avoid misconception of ten more/less. Include examples with zero.

Number line to 20 – builds on numbers to 10. Count in 1s. Recap counting within 20 including zero. Use different start/end points.

Use a number line to 20 – reinforce 1 more and 1 less. Identify numbers lying between two given numbers. Label partially labelled number lines.

Estimate on a number line to 20 – new concept. Explore half way point.

Compare numbers to 20 - Compare groups of objects – greater than/less than/equal to. Use symbols. Use find difference strategies. Abstract numbers. Choose efficient methods to compare. Continue to compare below 10. Compare numbers written as words.

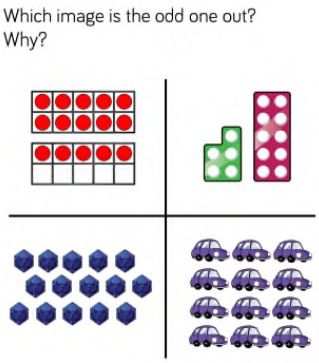
Order numbers to 20 - recap ordering below 10 first. Order three groups of objects. Share different methods to expose efficient ways. Order numbers – represent with concrete materials or pictorially. Apply knowledge of tens and ones. Use greatest, smallest, most, fewest. Apply place value knowledge when ordering abstractly.

Existing Vocabulary

Number
Zero, One, two three…..twenty
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, 0dd, 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 20 in 2s

Resources

Objects, Counters, Dice, Dominoes, Number Track/Lines, Base 10, Place Value Grid, Rekenreks, Cubes, Bead strings
Gordons Maths Games, Mathletics, TTRockstars
BBC Super Movers
https://www.bbc.co.uk/teach/supermovers/ks1-maths-collection/z6v4scw

Planning Links

White Rose, Power Maths, Maths No Problem, Aspire Maths
White Rose Scheme of Work:
https://assets.whiterosemaths.com/new-schemes/Year%201%20Spring%20Block%201%20SOL%20Place%20value%20within%2020.pdf
NCETM Teacher Guide and Representations:
https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/number-addition-and-subtraction/