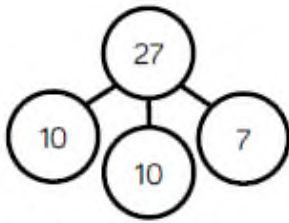


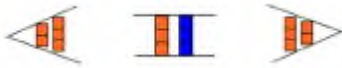


Year 1 Spring Term Unit 3 Place Value within 50



Focus: Number/Place Value

Time: 2 weeks



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

NC

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

Count, read and write numbers to 50 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.

Count in multiples of 2s, 5s and 10s.

Concept Sequence

Count from 20 to 50 - count forwards, backwards. Use number track.

20, 30, 40 and 50 – develop multiples of 10 to 50 using tens frame, base 10, bead strings and cubes.

Count by making groups of tens – group into tens and ones.

Groups of tens and ones – show representations not in place value order. Use base 10 as an aid.

Partition into tens and ones – investigate with representations before numbers. Don't describe as an addition number sentence at this stage.

Number line to 50 – use different start/end points and include zero. Label.

Estimate on a number line to 50 – use mid points as an aid.

1 more, 1 less – within 50. Use concrete resources and representations. Use tens frames and counters. Use number lines alongside.

Resources

Straws, Cubes, Lolly sticks, tens frames, Objects, Counters, Dice, Dominoes, Number Track/Lines, Diennes, 1-50 grid

Gordons Maths Games, Mathletics, TTRockstars

BBC Super Movers

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

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

Planning Links

Maths No Problem/Aspire Maths/Power Maths
White Rose Scheme of Work:

<https://assets.whiterosemaths.com/new-schemes/Year%201%20Spring%20Block%203%20SOL%20Place%20value%20within%2050.pdf>

NCETM Teacher Guide and Representations:

<https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/number-addition-and-subtraction/>

<https://www.ncetm.org.uk/classroom-resources/primm-2-01-counting-unitising-and-coins/>

Times Tables 1NF-2

Spring A:

Count to 50 in multiples of 5

Continue to develop counting of 2s and 10s

Link with even numbers and supporting doubles.

Spring B:

Continue to develop counting in multiples of 2s 10s 5s with growing fluency

