FOCUSMATHS

A positive approach to the Maths Curriculum

Year 1

By Clive Davies

Companies, institutions and other organisations wishing to make bulk purchases of books published by Focus Education should contact their local bookstore or Focus Education direct:

Customer Services, Focus Education, Talking Point Conference & Exhibition Centre,
Huddersfield Road, Scouthead, Saddleworth, OL4 4AG
Tel 01457 821818 Fax 01457 878205

www.focus-education.co.uk
customerservice@focus-education.co.uk
Produced in Great Britain by Focus Education UK Ltd, Scouthead

focuseducationuk   focuseducation1   focus-education-uk-ltd

ABOUT THE AUTHOR

Clive Davies, OBE is one of the founding Directors of Focus working with school both nationally and internationally. He draws on a vast experience, including work as a headteacher, Ofsted inspector, trainer and consultant.

Clive has a wealth of experience working with schools to analyse their current position and supporting leaders to construct purposeful and fit-for-purpose self-evaluation systems which impact on pupil outcomes. Over recent years, Clive has been focusing particularly on the development of an approach to leading and delivering the curriculum which ensures a high degree of engagement for children. This approach to the curriculum is being used in schools across England. He is one of the innovators for the learning challenge curriculum which has gained national acclaim for its success. Clive works in all areas of school improvement and works from early years through the secondary phase.

As a headteacher, Clive's school gained a National Curriculum Award and featured in the TES as one of three schools recognised for its quality practice. Awarded an OBE for Services to Education in 2009, he still works with schools on an advisory basis, and is a highly sought after key note speaker at conferences both nationally and internationally.

Clive has written a wide range of publications which have become known for their straight forward and useful style; helping school leaders focus on what is most important to making a difference, including the best-selling 'Raising Standards by Setting Targets'. Some of Clive's most recent and best selling publications are:

- Making Good Lessons Outstanding
- Maths Learning Challenge Curriculum: Pre and Post Learning Challenges
- Talk for Success
- Science Learning Challenge Curriculum
- History & Geography Learning Challenge Curriculum
- Leading the EYFS (co-authored with Sarah Quinn)
- Assessing Science and Non Core Subjects: In the new National Curriculum (Years 1 to 6)
- Focus on Maths (co-authored with Helen Rowland)
- Assessing without Levels
- Empowering Learners: A Focus on Learning Behaviours
- Step up to the Challenge Series
- Making Book Scrutiny more Meaningful

Contents

Title	Page

Year 1: Overview of the year

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 Number and place value	3 Number and Place Value	4 Number and place value	7 Measures Length and mass/weight	5 Number and place value	10 Measures Time
2 Number and place value	1 Fractions	5 Measures Mass/weight	1 Multiplication & Division	5 Addition and subtraction	2 Multiplication and division
1 Measures Length and mass/weight	2 Measures Capacity and volume	2 Geometry 2D and 3D shape	2 Fractions	9 Measures Capacity and volume	5 Addition & Subtraction
1 Addition and subtraction	3 Measures Money	6 Measures Counting and money	3 Geometry Position and direction	3 Fractions	11 Revise Measures
2 Addition and subtraction	4 Measures Time	3 Addition and Subtraction	8 Measures Time	4 Geometry Position and direction	Revise Number and Place Value & Addition & Subtraction
1 Geometry 2D and 3D shape	Consolidate and assess	4 Addition and Subtraction	Consolidate and assess	5 Geometry 2D and 3D shape	Consolidate and assess

YEAR 1 : AUTUMN 1: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
1 Number and place Value	**2 Number and place Value**	**1 Measures Length & Weight**	**1 Addition & Subtraction**	**2 Addition & Subtraction**	**1 Geometry 2D & 3D Shape**
Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number	Count in multiples of 2s, 5s and 10s	Compare, describe & solve practical problems for: Lengths & heights and Mass/weight	Read, write and interpret mathematical statements involving + - = signs.	Represent and use number bonds and related subtractions facts within 20.	Recognise and name common 2D shapes, including: 2D, e.g. circles, triangles
➢ Count on from 0-20 ➢ Count on from 0-50 ➢ Count on from 0-100 ➢ Count on from any number to 20 ➢ Count on from any number to 50 ➢ Count on from any number to 100 ➢ Count back from 10 to 0 ➢ Count back from 20 to 0 ➢ Count back from 50 to 0 ➢ Count back from 100 to 0 ➢ Count back from any number smaller than 10 to 0 ➢ Count back from any number smaller than 20 to 0 ➢ Count back from any number smaller than 50 to 0 ➢ Count back from any number smaller than 100 to 0 ➢ Count on beyond 100 ➢ Count back starting with a number greater than 100	➢ Count in 10s to 50 ➢ Count in 10s to 100 ➢ Count in 2s to 20 ➢ Count in 2s to 50 ➢ Count in 2s to 100 ➢ Count in 5s to 50 ➢ Count in 5s to 100	➢ Use the following vocabulary correctly in context: long, short, longer, shorter, tall, short, double, half. ➢ Compare two objects and say which is longest/shortest. ➢ Order up to five objects by length. ➢ Compare two objects and say which is tallest/shortest. ➢ Order up to five objects by height. ➢ Use the following vocabulary correctly in context: heavy, light, heavier than, lighter than. ➢ Compare two objects and say which is heaviest/lightest ➢ Order up to five objects by weight.	➢ Use + - = sign with concrete objects. ➢ Record statements using + - = in written form.	➢ Know and use all addition bonds to 5. ➢ Know and use all addition bonds to 10. ➢ Know and use all addition bonds to 20. ➢ Know and use all subtraction facts to 5. ➢ Know and use all subtraction facts to 10. ➢ Know and use all subtraction facts to 20.	➢ Identify and name squares (in any orientation) ➢ Identify and name rectangles (in any orientation) ➢ Identify and name circles (in any orientation) ➢ Identify and name triangles (in any orientation)

Year 1: Autumn 1

Week 1: Number and Place Value

Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number

Autumn 1: Week 1: Pre-Learning Task

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Autumn 1: Week 1
Objective: Number 1	**Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number**

Finish off the sequences

3, 4, 5,		8, 7, 6,	
15, 16, 17,		16, 15, 14,	
33, 34, 35,		37, 36, 35,	
72, 73, 74,		82, 81, 80,	

Autumn 1: Week 1: Practice and Consolidation

Number and Place Value 1: Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:
- Count on from 0-20 - Count on from 0-50 - Count on from 0-100 - Count on from any number to 20 - Count on from any number to 50 - Count on from any number to 100 - Count back from 10 to 0 - Count back from 20 to 0 - Count back from 50 to 0 - Count back from 100 to 0 - Count back from any number smaller than 10 to 0 - Count back from any number smaller than 20 to 0 - Count back from any number smaller than 50 to 0 - Count back from any number smaller than 100 to 0 - Count on beyond 100 - Count back starting with a number greater than 100	- Counting games to 20, then to 50 and then to 100. - Number rhymes and number games to 20, then to 50 and then to 100. - Counting games back to 0 from 20, then 50 and then 100. - Counting on beyond 100. - Counting back starting with a number greater than 100.	1, 2, 3, ▢ ▢ 6; 11, 12, 13, ▢ ▢ 16 47, 48, ▢ ▢ 51; 87, 88, ▢ ▢ 91, 92 9, 8, 7, ▢ ▢ 4; 13, 12, 11, ▢ ▢ 8 25, 24, 23, ▢ ▢ 20; 33, 32, 31, 30, ▢ ▢ 73, 72, 71, ▢ ▢ 61, 60, ▢ ▢ ▢ 44, 43, 42, ▢ ▢ ▢ ▢ 98, 99, 100, ▢ ▢ 102, 101, 100, ▢ ▢

Number and Place Value 1: Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:

Teaching Sequence

- Count on from 0-20
- Count on from 0-50
- Count on from 0-100
- Count on from any number to 20
- Count on from any number to 50
- Count on from any number to 100
- Count back from 10 to 0
- Count back from 20 to 0
- Count back from 50 to 0
- Count back from 100 to 0
- Count back from any number smaller than 10 to 0
- Count back from any number smaller than 20 to 0
- Count back from any number smaller than 50 to 0
- Count back from any number smaller than 100 to 0
- Count on beyond 100
- Count back starting with a number greater than 100

Rearrange these numbers with the smallest or largest first:

34	17	8	23	14

89	73	7	79	50

What is one more or one less than…

23

16

75

83

Write 25, 28 and 34 in the correct place on this number grid.

11	12	13	14	15	16
17	18	19	20		

Complete these tables:

12		14		16

81			84	85

19			22	

Number and Place Value 1: Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number

Teaching Sequence

- Count on from 0-20
- Count on from 0-50
- Count on from 0-100
- Count on from any number to 20
- Count on from any number to 50
- Count on from any number to 100
- Count back from 10 to 0
- Count back from 20 to 0
- Count back from 50 to 0
- Count back from 100 to 0
- Count back from any number smaller than 10 to 0
- Count back from any number smaller than 20 to 0
- Count back from any number smaller than 50 to 0
- Count back from any number smaller than 100 to 0
- Count on beyond 100
- Count back starting with a number greater than 100

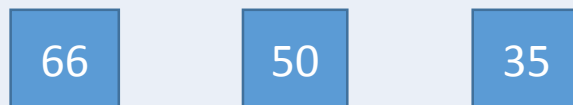### Activities for pupils working at greater depth:

Look at these cards:

| 6 | 5 | 3 | 7 | 2 |

Using the cards make up a 2-digit number that is:
- Greater than 50;
- Between 30 and 40;
- Less than 50
- Between 50 to 60

In a family there is a mum, a grandad, a baby and an older brother. One is 60 years old, one is 35 years old, one is 1 year old and one is 5 years old. Show how old each person is.

Person	Age	Person	Age
Mum		Older Brother	
Baby		Grandad	

Look at the set of three numbers below. Make a case for each being the odd one out.

| 66 | | 50 | | 35 |

What is wrong with these sequences?

| 11 | 13 | 12 | 14 | 15 |

| 81 | 85 | 83 | 84 | 82 |

| 13 | 16 | 15 | 14 | 17 |

Autumn 1: Week 1: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Number and Place Value 1: Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number	Me	My Teacher
Can you count back from any number smaller than 100 to 0?		
Can you count back from any number smaller than 50 to 0?		
Can you count back from any number smaller than 20 to 0?		
Can you count back from 100 to 0?		
Can you count back from 50 to 0?		
Can you count back from 20 to 0?		
Can you count on from any number to 100?		
Can you count on from any number to 50?		
Can you count on from any number to 20?		
Can you count on from 0 to 100?		
Can you count on from 0 to 50?		
Can you count on from 0 to 20?		
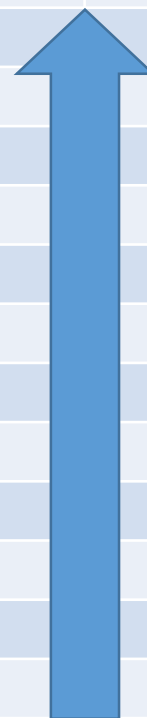
Year 1: Autumn 1

Week 2: Number and Place Value

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

Autumn 1: Week 2: Pre-Learning Task

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Autumn1: Week 2
Objective Number 2	**Count in multiples of 2s, 5s and 10s**

Finish off the sequences

10, 20, 30,				5, 10, 15,		
40, 50, 60,				75, 80, 85,		
2, 4, 6, 8,				20, 30, 40,		
24, 26, 28,				60, 50, 40,		

Autumn 1: Week 2: Practice and Consolidation

Number and Place Value 1: Count in multiples of 2s, 5s and 10s

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:
➤ Count in 10s to 50 ➤ Count in 10s to 100 ➤ Count in 2s to 20 ➤ Count in 2s to 50 ➤ Count in 2s to 100 ➤ Count in 5s to 50 ➤ Count in 5s to 100	• Counting games to 20, then to 50 and then to 100. • Number rhymes and number games to 20, then to 50 and then to 100. • Counting games back to 0 from 20, then 50 and then 100. • Orally counting on in 2s, 5s and then 10s • Link to pairs of: socks; shoes; arms; feet, etc. • Then 5 fingers, etc.	10, 20, 30, ▢ ▢ 40, 50, 60, ▢ ▢ 20, 30, 40 ▢ ▢ 50, 60, ▢ ▢ 90 2, 4, 6, ▢ ▢ 12; 10, 12, 14, ▢ ▢ 20 5, 7, 9, ▢ ▢ 3, 5, 7, 9, ▢ ▢ 33, 35, 37, ▢ ▢ 62, 64, ▢ ▢ ▢ 44, 46, 48, ▢ ▢ ▢ ▢ 45, 50, 55 ▢ ▢ 12, 17, 22, 27, 32 ▢ ▢

Autumn 1: Week 2: Mastering this Objective – Deeper Understanding

Number and Place Value 1: Count in multiples of 2s, 5s and 10s

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:

Teaching Sequence

➢ Count in 10s to 50
➢ Count in 10s to 100
➢ Count in 2s to 20
➢ Count in 2s to 50
➢ Count in 2s to 100
➢ Count in 5s to 50
➢ Count in 5s to 100

Complete these lines:

14	16	18		

15		25		35

80		60	50	

Complete the chart below

Count on in:				
2s	7			
5s	16			
10s	31			

Write 65, 85 and 90 in the correct place on this number grid.

15	20	25	30	35	40
45		55			70
	80				

What is 2, 5 or 10 more than:

13, 17, 9, and 78

What is 2, 5 or 10 less than:

34, 67, 12 and 45

Autumn 1: Week 2: Working at greater depth

Number and Place Value 1: Count in multiples of 2s, 5s and 10s

Teaching Sequence	Activities for pupils working at greater depth:
➢ Count in 10s to 50 ➢ Count in 10s to 100 ➢ Count in 2s to 20 ➢ Count in 2s to 50 ➢ Count in 2s to 100 ➢ Count in 5s to 50 ➢ Count in 5s to 100	**Complete these by using your own numbers.** ☐ is 5 less than ☐ ☐ is 2 less than ☐

Henry thinks of a number. 5 more than his number is 16. What is his number?

Mohsin thinks of another number. 10 more than his number is 87. What is his number?

Ellie thinks of a number. 2 less than her number is 34. What is her number?

Yes or No

If I count on in 2s from 34 will I say 78?

If I count on in 5s from 19 will I say 56?

If I count on in 10s from 45 will I say 88?

Look at the following cards:

| 6 | 7 | 5 | 4 | 2 |

Make up two, 2-digit numbers.
Show two numbers that are more or less than 10 apart.
Show two numbers that are more or less than 5 apart.

Autumn 1: Week 2: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Number and Place Value 2: Count in multiples of 2s, 5s and 10s	Me	My Teacher
Can you work out what is 2, 5 or 10 less than any given number?		
Can you work out what is 2, 5 or 10 more than any given number?		
Can you count on in 2s, 5s or 10s from any number to 100?		
Can you count from any number in 5s to 100?		
Can you count from any number in 5s to 50?		
Can you count from any number in 2s to 100?		
Can you count from an even number in 2s to 50?		
Can you count from an even number in 2s to 20?		
Can you count from a 10s number in 10s to 100?		
Can you count from a 10s number in 10s to 50?		
Can you count from 1 to 100?		

Year 1: Autumn 1

Week 3: Measures: Length and Mass/ Weight

Compare, describe and solve practical problems for: lengths and heights and mass/weight

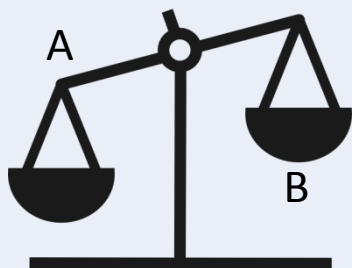## Autumn 1: Week 3: Pre-Learning Task

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

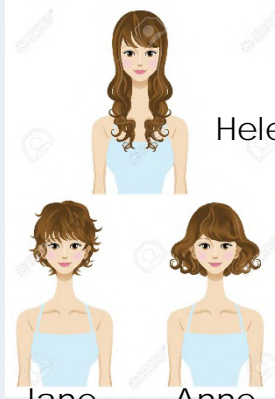| Name	Autumn1: Week 3
Objective Measure 1	**Compare, describe and solve practical problems for: lengths and heights and mass/weight**

A

B

Which side weighs the heaviest?

A

B

Which pencil is longer?

Name 4 things that weigh more than a laptop.
Name 4 things that are taller than you.
Name 4 things that are longer than a pencil.

Ask pupils to handle 5 objects and set them out in order with the heaviest first.
Ask pupils to look at 5 objects and set them out in order with the longest first.

Measures 1: Compare, describe and solve practical problems for: lengths and heights and mass/weight

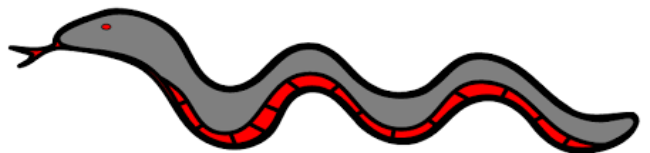| Teaching Sequence	Oral and Practical Activities Examples:	Pencil and Paper Activities Examples:
➢ Use the following vocabulary correctly in context: long, short, longer, shorter, tall, short, double, half. ➢ Compare two objects and say which is longest/shortest. ➢ Order up to five objects by length. ➢ Compare two objects and say which is tallest/shortest. ➢ Order up to five objects by height. ➢ Use the following vocabulary correctly in context: heavy, light, heavier than, lighter than. ➢ Compare two objects and say which is heaviest/lightest ➢ Order up to five objects by weight.	• Practise the following terminology: • Long; longer and longest; • Short; shorter and shortest • Heavy; heavier and heaviest • Look for or remind pupils of these terminologies in stories, such as traditional tales. • Set out materials of different lengths, heights and weights and get pupils to order them, linking appropriate terminology to their explanations.	Start by putting 10 cubes in the left hand side of the scales and 5 cubes in the right hand side. Get pupils to explain why the scales are lower on the left hand side. What needs to happen to make the scales even again? What will happen if we put….. in the left hand side and …. In the right hand side? Pupils need to record appropriately. Which girl's hair is the longest? Which girl's hair is the shortest?
	Order 5 different objects according to length. Order 5 different objects according to length.	Order 5 different objects according to weight.

Measures 1: Compare, describe and solve practical problems for: lengths and heights and mass/weight
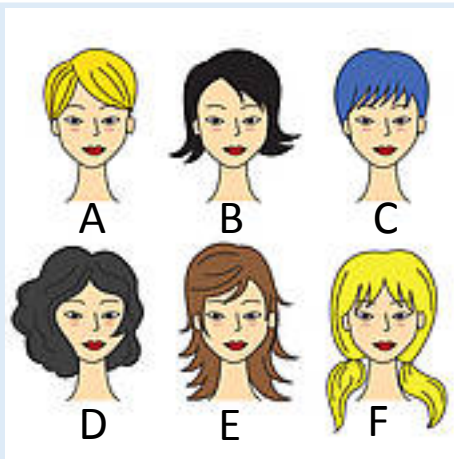
Teaching Sequence

➢ Use the following vocabulary correctly in context: long, short, longer, shorter, tall, short, double, half.
➢ Compare two objects and say which is longest/shortest.
➢ Order up to five objects by length.
➢ Compare two objects and say which is tallest/shortest.
➢ Order up to five objects by height.
➢ Use the following vocabulary correctly in context: heavy, light, heavier than, lighter than.
➢ Compare two objects and say which is heaviest/lightest
➢ Order up to five objects by weight.

If pupils have mastered this objective they will be able to complete these activities independently:
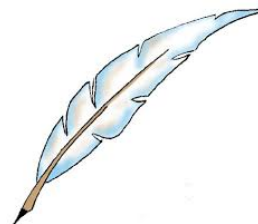
Which is longer – the snake or the line? Explain your answer.

Will the tallest building be the one with most rooms?
Explain your answer.

Using the terms:
Longer,
Longest,
Shorter,
Shortest, and
the same as
Make up as many sentence as you can. One has been done for you.

Girl F has the longest hair.

Which weighs more, the feather or the elephant?
Explain your reasons.

Think of 5 different animals. Put them in order according to their weight.

Autumn 1: Week 3: Working at greater depth

Measures 1: Compare, describe and solve practical problems for: lengths and heights and mass/weight

Teaching Sequence

- Use the following vocabulary correctly in context: long, short, longer, shorter, tall, short, double, half.
- Compare two objects and say which is longest/shortest.
- Order up to five objects by length.
- Compare two objects and say which is tallest/shortest.
- Order up to five objects by height.
- Use the following vocabulary correctly in context: heavy, light, heavier than, lighter than.
- Compare two objects and say which is heaviest/lightest
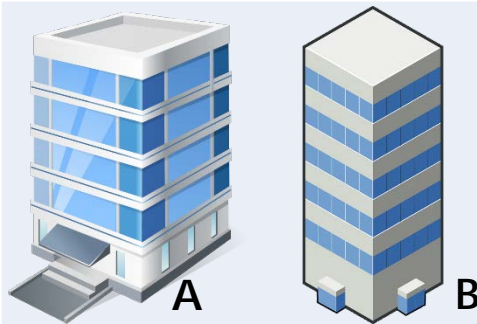- Order up to five objects by weight.

Activities for pupils working at greater depth:
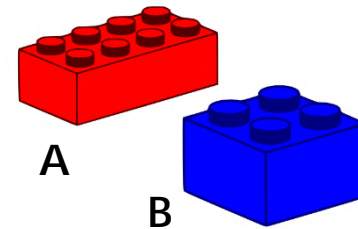
A
B
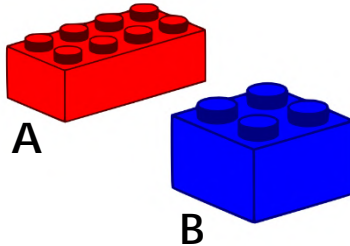
Brick A is twice as long as Brick B.

Think of other combinations to ask

Which is the longest:
3 Brick B or 2 Brick A?
7 Brick A or 3 Brick A?

A
B

Building A has 5 floors and Building B has 10 floors.
Building A has 4 rooms on each floor and Building B has 3 rooms on each floor.

Which building has most rooms?
Make up some more questions to ask your friends.

A
B

Brick A weighs twice as much as Brick B.

A
B

If you put 4 large bricks and 4 small bricks in Pan A, how many large bricks will you need to put in Pan B to make the scales balance?
Now make up some more examples to ask your friends.

Autumn 1: Week 3: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

| **Measures 1**: Compare, describe and solve practical problems for: lengths and heights and mass/weight	Me	My Teacher
Can you order up to 5 objects according to their height?		
Can you order up to 5 objects according to their weight?		
Can you order up to 5 objects according to their length?		
Do you use the terms tall, taller and tallest accurately?		
Do you use the terms heavy, heavier and heaviest accurately?		
Do you use the terms long, longer and longest accurately?		
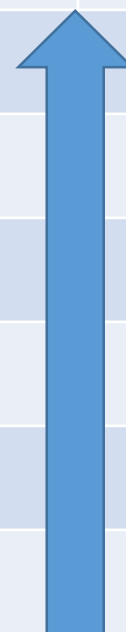
Year 1: Autumn 1

Week 4: Addition and Subtraction:

Read, write and interpret mathematical statements involving + - = signs.

Autumn 1: Week 4: Pre-Learning Task

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Autumn1: Week 4

Objective Addition & Subtraction 1	Read, write and interpret mathematical statements involving + - = signs.

Match the signs to the words:

  +   -   =

Take away   Equals   Add

9   -   7   =   ☐

12   -   5   =   ☐

15   -   8   =   ☐

4   +   6   =   ☐

7   +   4   =   ☐

5   +   5   =   ☐

8   +   4   =   ☐
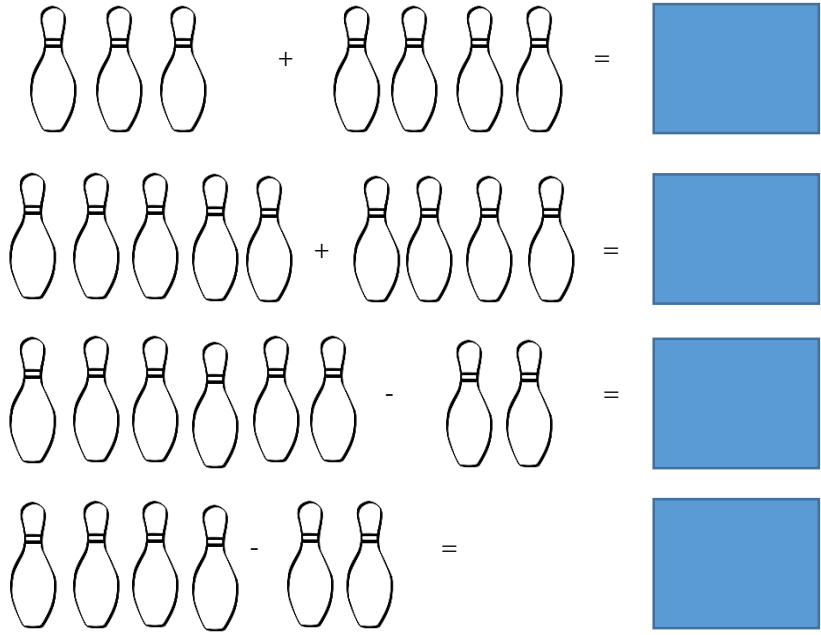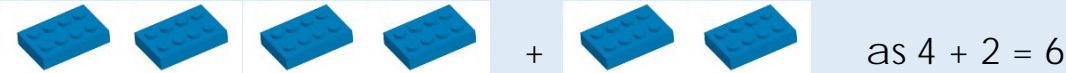
What is the missing sign?

2   ☐   4   =   6

8   ☐   6   =   2

Autumn 1: Week 4: Practice and Consolidation

Addition & Subtraction 1: Read, write and interpret mathematical statements involving + - = signs.

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:
➢ Use + - = sign with concrete objects. ➢ Record statements using + - = in written form.	• Use different objects and cards with the signs +, - and = on, and get pupils to practically set out different number sentences involving addition and subtraction.	

Get pupils to record:

 as 4 + 2 = 6

Autumn 1: Week 4: Mastering this Objective – Deeper Understanding

Addition & Subtraction 1: Read, write and interpret mathematical statements involving + - = signs.

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:	
➢ Use + - = sign with concrete objects. ➢ Record statements using + - = in written form.	Using concrete objects add the following amounts and record appropriately: 3 + 5 = 6 +1 = 7 + 2 = 3 + 4 =	12 + 5 = 14 + 6 = 3 + 15 = 7 + 11 =
	Using concrete objects, subtract the following amounts and record appropriately: 9 – 7 = 8 – 4 = 5 – 0 = 7- 4 =	19 – 5 = 17 – 8 = 15 – 8 = 16 -12 =

Autumn 1: Week 4: Working at greater depth

Addition & Subtraction 1: Read, write and interpret mathematical statements involving + - = signs.

Teaching Sequence	Activities for pupils working at greater depth:	
➢ Use + - = sign with concrete objects. ➢ Record statements using + - = in written form.	A number that has 5 taken away from it is 8. What was my original number? Record using appropriate signs. A number that has 8 added to it is 14. What was my original number? Record using appropriate signs.	Taking the numbers 2, 4, 3, 5, 7 and 8 and the signs + - and =. How many different number sentences can you make up? One is done for you. 8 – 4 = 4 Record all your answers accurately.
	Explain what is the same and different about the following number sentences: 4 + 3 = 7 7 = 4 + 3 and, 7 – 4 = 3 3 = 7 - 4	Look at the following sequences. What rule has been used to complete the sequences: 3, 5, 4, 6, 5, 7, 6, 8, 7 5, 10, 8, 13, 11, 16, 14, 19, 17 Now make up some of your own to give to your friends.

Autumn 1: Week 4: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Addition & Subtraction 1: Read, write and interpret mathematical statements involving + - = signs.	Me	My Teacher
Can you take a sets of objects away from another and record your findings using the appropriate signs?		
Can you bring two sets of objects together and record your findings using the appropriate signs?		
Do you know what this sign (=) stands for?		
Do you know what this sign (-) stands for?		
Do you know what this sign (+) stands for?		
Do you know what this sign (=) is called?		
Do you know what this sign (-) is called?		
Do you know what this sign (+) is called?		

Year 1: Autumn 1

Week 5: Addition and Subtraction:

Represent and use number bonds and related subtraction facts within 20.

Autumn 1: Week 5: Pre-Learning Task

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Autumn1: Week 5

Objective Addition & Subtraction 2	Represent and use number bonds and related subtraction facts within 20.

Can you complete these additions?			*Can you complete these subtractions?*		
4 + 5			7 - 5		
3 + 6			8 - 3		
7 + 6			16 - 4		
12 + 6			12 - 6		

Can you add these together?   13 + 0 =

Can you subtract 0 from 12?
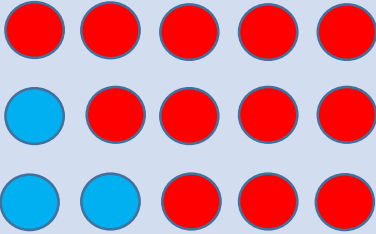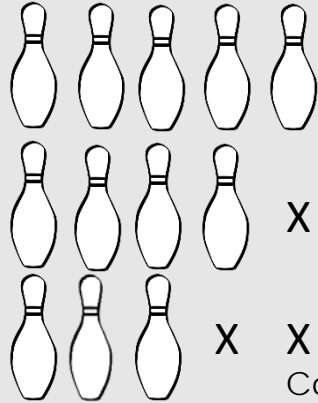
Autumn 1: Week 5: Practice and Consolidation

Addition & Subtraction 2: Represent and use number bonds and related subtraction facts within 20.

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
➢ Know and use all addition bonds to 5. ➢ Know and use all addition bonds to 10. ➢ Know and use all addition bonds to 20. ➢ Know and use all subtraction facts to 5. ➢ Know and use all subtraction facts to 10. ➢ Know and use all subtraction facts to 20.	• Regular opportunities to practise number bonds up to 20 for both addition and subtraction. • Aim for almost instant responses.	8 + 2 = ☐ 17 + 2 = ☐ 16 + 3 = ☐ 9 + 11 = ☐ 10 + 0 = ☐	9 – 7 = ☐ 12 – 5 = ☐ 17 – 3 = ☐ 19 – 16 = ☐ 20 – 15 = ☐
		Continue the following number sentences: 2 + 3 = 5 3 + 4 = 4 + 5 = 5 + 6 = What do you notice?	Continue the following number sentences: 12 – 9 = 13 – 8 = 14 – 7 = 15 – 8 = What do you notice?

Autumn 1: Week 5: Mastering this Objective – Deeper Understanding

Addition & Subtraction 2: Represent and use number bonds and related subtraction facts within 20.

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:	
- Know and use all addition bonds to 5. - Know and use all addition bonds to 10. - Know and use all addition bonds to 20. - Know and use all subtraction facts to 5. - Know and use all subtraction facts to 10. - Know and use all subtraction facts to 20.	Using counters or something similar pupils set out and record number bonds, unaided. $0+ 5 = 5$ $1 + 4 = 5$ $2 + 3 = 5$ Complete and record appropriately.	Mental and Oral activity: Using all addition number bonds to 20, pupils can answer any combination of two numbers that do not add up to more than 20 rapidly. Play a game of how many can they answer in 60 seconds, etc.
	Using the ten pin shown complete the sequence and record appropriately. $5 – 0 = 5$ $5 – 1 = 4$ X $5 – 2 = 3$ X X Complete the sequence.	Complete the following and make up some for others to complete: $15 + 0 = 15$ $14 + 1 = 15$ $13 + 2 = 15$ $12 + 3 = 15$

Autumn 1: Week 5: Working at greater depth

Addition & Subtraction 2: Represent and use number bonds and related subtractions facts within 20.

Teaching Sequence	Activities for pupils working at greater depth:
➢ Know and use all addition bonds to 5. ➢ Know and use all addition bonds to 10. ➢ Know and use all addition bonds to 20. ➢ Know and use all subtraction facts to 5. ➢ Know and use all subtraction facts to 10. ➢ Know and use all subtraction facts to 20.	A number that has 7 taken away from it is 8. What was my original number? Record appropriately. A number that has 9 added to it is 16. What was my original number? Record appropriately.
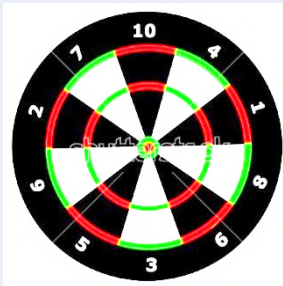
A dartboard has numbers 1 to 10. You have two darts. Set out all possible combinations, including both darts scoring the same. Set out your answers in a logical order.
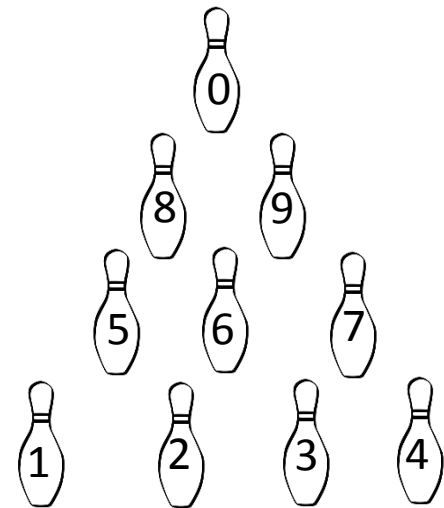
A player knocks down 2 pins with each throw. Can you set out all possible combinations of scores, eg, 9 and 0.

Try to organise your results in a logical order.

Autumn 1: Week 5: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Addition and Subtraction 2: Represent and use number bonds and related subtraction facts within 20.	Me	My Teacher
Can you work out all subtraction number bonds to 20?		
Can you work out all addition number bonds to 20?		
Can you work out all subtraction number bonds to 10?		
Can you work out all addition number bonds to 10?		
Can you work out all subtraction number bonds to 5?		
Can you work out all addition number bonds to 5?		
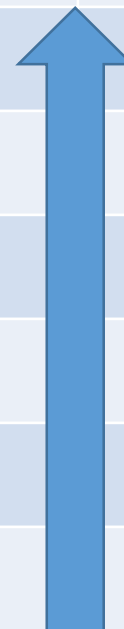
Year 1: Autumn 1

Week 6: Geometry: 2D and 3D shapes

Recognise and name common 2D shapes, including: 2D, e.g. circles, triangles

Autumn 1: Week 6: Pre-Learning Task

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Autumn1: Week 6

Objective Geometry 1	Recognise and name common 2D shapes, including: 2D, e.g. circles, triangles (Although 3D shapes are not part of this objective it may be useful to include them in this pre learning task)

What do you call these 2D shapes?		What do you call these 3D shapes?	
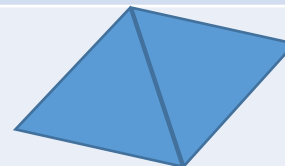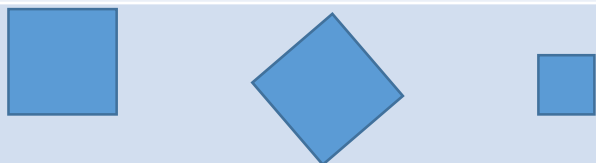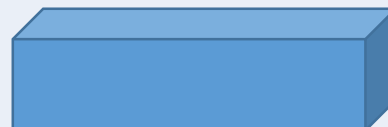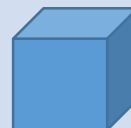
Autumn 1: Week 6: Practice and Consolidation

Geometry 1: Recognise and name common 2D shapes, including: 2D, e.g. circles, triangles

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:
➢ Identify and name squares (in any orientation) ➢ Identify and name rectangles (in any orientation) ➢ Identify and name circles (in any orientation) ➢ Identify and name triangles (in any orientation)	• Pupils to be introduced to 2D shapes and helped to name them accurately. • Pupils could be provided with 2D shapes of different dimensions and asked to group them into 4 sets: circles; triangles; squares and rectangles.	Link the shape to their name: Rectangle Circle Square Triangle Draw 4 triangles. Each needs to be different in some way. Draw 4 circles. Each needs to be different in some way. Draw 4 rectangles. Each needs to be different in some way. / Look around the classroom and find any object which is a square; rectangle; circle or triangle. To help you a book is a rectangle.
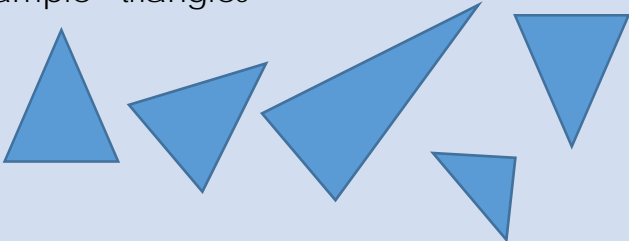
Autumn 1: Week 6: Mastering this Objective – Deeper Understanding

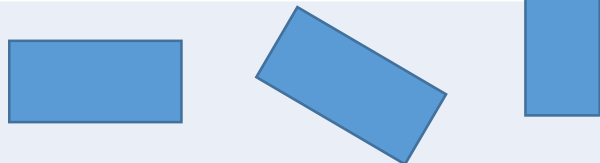**Geometry 1:** Recognise and name common 2D shapes, including: 2D, e.g. circles, triangles

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:	
➢ Identify and name squares (in any orientation) ➢ Identify and name rectangles (in any orientation) ➢ Identify and name circle (in any orientation) ➢ Identify and name triangles (in any orientation)	Draw 4 triangles, squares and rectangles in different orientations. Pupils need to be confident in naming triangles, rectangles and squares in a range of different orientations and sizes.	Describe a shape to pupils and let them draw the shape and name it in their workbooks.
	Provide pupils with a grid and get them to collect items around the school grounds and classroom of different shapes. Photos or drawings. 	Get pupils working in pairs and one has to describe a 2D shape to another. The partner has to try and draw the shape being described on a piece of paper or their workbook. At the end get them to check together and discuss what went well and what did not go well. Then change roles.

Autumn 1: Week 6: Working at greater depth

Geometry 1: Recognise and name common 2D shapes, including: 2D, e.g. circles, triangles

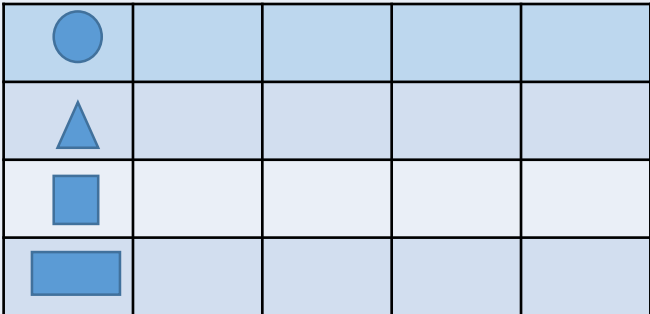| Teaching Sequence	Activities for pupils working at greater depth:	
➤ Identify and name squares (in any orientation) ➤ Identify and name rectangles (in any orientation) ➤ Identify and name circle (in any orientation) ➤ Identify and name triangles (in any orientation)	Play the 'odd one out' game. Give a reason why each of these shapes could be the odd one out.	Take one shape in different orientation and size and explain what is the same and what is different about them. Example - triangles
	Pupils could create their own game of 'snap' by making cards with different shapes. The shapes could be squares, rectangles, circles and triangles. The shapes could be of different colours, size and orientation. The pupils would decide on the rules. This could be done in small groups or individually as appropriate.	Get pupils working in pairs and one has to describe a 2D shape to another. The partner has to try and draw the shape being described on a piece of paper or their workbook. At the end get them to check together and discuss what went well and what did not go well. Then change roles.

Autumn 1: Week 6: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Geometry 1: Recognise and name common 2D shapes, including: 2D, e.g. circles, triangles	Me	My Teacher
Can you name an object in the classroom that is a rectangle shape?		
Can you name an object in the classroom that is a circle shape?		
Can you name an object in the classroom that is a triangle shape?		
Do you know this shape and can you name it?		
Do you know this shape and can you name it?		
Do you know this shape and can you name it?		
Do you know this shape and can you name it?		
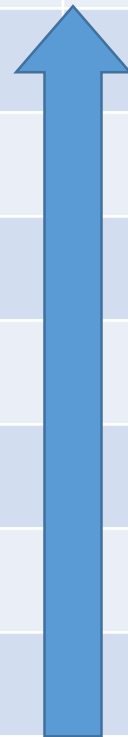
YEAR 1 : AUTUMN 2: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
3 Number and place Value	**1 Fractions**	**2 Measures Capacity and Volume**	**3 Measures Money**	**4 Measures Time**	**Consolidate and Assess**
Count in multiples of 2s, 5s and 10s Read and write numbers to 100 in numerals	Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of two equal parts of an object, shape or quantity.	Compare, describe & solve practical problems for: - Capacity & volume	Recognise & know the value of different **denominations** or coins & notes.	Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening). Recognise & use language relating to dates, including days of the week, weeks, months, years.	Start this week by revising the learning covered in the Autumn term so as to ensure pupils are fluent and secure with their basic skills. Use a simple assessment process to check on pupils' confidence and consistency in using the learning outlined in the Autumn term. Analyse the results and use information to help focus the pre-teaching sessions, as needed, for the following term.
➤ Count in 10s to 50 ➤ Count in 10s to 100 ➤ Count in 2s to 20 ➤ Count in 2s to 50 ➤ Count in 2s to 100 ➤ Count in 5s to 50 ➤ Count in 5s to 100 ➤ Read and write all numerals accurately to 5 ➤ Read and write all numerals accurately to 10 ➤ Read and write all numerals accurately to 20 ➤ Read and write all numerals accurately to 50 ➤ Read and write all numerals accurately to 100	➤ Estimate what half of a given object might be. ➤ Estimate what half of a given shape might be. ➤ Use practical apparatus to show half of a given number of objects. ➤ Show they understand that halves are two equal parts. ➤ Estimate what a quarter of a given object might be. ➤ Estimate what a quarter of a given shape might be. ➤ Use practical apparatus to show a quarter of a given number of objects. ➤ Show they understand that quarters are four equal parts.	➤ Use the following vocabulary correctly in context: full, empty, more than, less than, half full, quarter full. ➤ Compare two containers and say which is full, empty and half full.	➤ Recognise 1p coin ➤ Recognise 2p coin ➤ Recognise 5p coin ➤ Recognise 10p coin ➤ Recognise 20p coin ➤ Recognise 50p coin ➤ Recognise £1 coin ➤ Recognise £2 coin ➤ Recognise £5 note ➤ Recognise £10 note ➤ Compare and order coins based on value ➤ Make given amounts up to £1 using coin combinations	➤ Order: morning afternoon and evening. ➤ Order events that occur in the morning, afternoon and evening. ➤ Use terms: before, next and after accurately. ➤ Use terms: today, tomorrow and yesterday accurately. ➤ Order the days of the week. ➤ Order the months of the year. ➤ Know the number of days in a week. ➤ Know the number of months in a year	

Year 1: Autumn 2

Week 1: Number and Place Value

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

Read and write numbers to 100 in numerals

Autumn 2: Week 1: Pre-Learning Task

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Autumn 2: Week 1
Objective Number and Place Value 3	**Count in multiples of 2s, 5s and 10s and read and write numbers to 100 in numerals**

Finish off the sequences
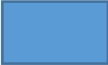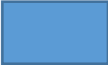
10, 20, 30,			5, 10, 15,	
40, 50, 60,			75, 80, 85,	
2, 4, 6, 8,			Can you read the number **twelve** and write in the box?	
24, 26, 28,			Can you read the number **fifty- nine** and write in the box?	

Autumn 2: Week 1: Practice and Consolidation

Number and Place Value 3: Count in multiples of 2s, 5s and 10s and read and write numbers to 100 in numerals

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
➤ Count in 10s to 50 ➤ Count in 10s to 100 ➤ Count in 2s to 20 ➤ Count in 2s to 50 ➤ Count in 2s to 100 ➤ Count in 5s to 50 ➤ Count in 5s to 100 ➤ Read and write all numerals accurately to 5 ➤ Read and write all numerals accurately to 10 ➤ Read and write all numerals accurately to 20 ➤ Read and write all numerals accurately to 50 ➤ Read and write all numerals accurately to 100	• Chant as a group, starting with 0 sequence moving up in 10s, then 5s and then 2s. • Chant as a group, starting with 100 sequence moving down in 10s, then 5s and then 2s. • Chant as a group, starting with any number sequence moving up in 10s, then 5s and then 2s • Chant as a group, starting with any number sequence moving down in 10s, then 5s and then 2s • Use cards between 0 and 20, then 50 and then 100 and get pupils to call out their names rapidly.	Continue these sequences: 0, 10, 20, 30 ___, ____, _____ 5, 15, 25, ____, ____, ____ 60, 50, 40, ____, ____, ____ 77, 67, 57, ____, ____, ____ Explain what you notice.	Continue these sequences: 0, 2, 4, 6, ____, ____, ____ 17, 19, 21, ____, ____, ____ 73, 71, 69, ____, ____, ____ 0, 5, 10, 15, ____, ____, ____ 34, 39, 44, ____, ____, ____ 89, 84, 79, ____, ____, ____ Explain what you notice.
		Write these as numbers: Thirty-seven Forty-three Fifty-five Seventeen	What is wrong with these sequences? 15, 16, 17, 81, 19 23, 24, 25, 62, 27

Autumn 2: Week 1: Mastering this Objective – Deeper Understanding

Number and Place Value 3: Count in multiples of 2s, 5s and 10s and read and write numbers to 100 in numerals

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:	
- Count in 10s to 50 - Count in 10s to 100 - Count in 2s to 20 - Count in 2s to 50 - Count in 2s to 100 - Count in 5s to 50 - Count in 5s to 100 - Read and write all numerals accurately to 5 - Read and write all numerals accurately to 10 - Read and write all numerals accurately to 20 - Read and write all numerals accurately to 50 - Read and write all numerals accurately to 100	Explain what is wrong with these number sequences: 12, 13, 14, 16, 17 78, 77, 76, 74, 73 10, 20, 40, 50, 60 75, 70, 60, 55, 50	Finish these sequences: $20 + 5 = 25$ $65 - 10 =$ $25 + 5 = 30$ $55 - 10 =$ $30 + 5 = 35$ $45 - 10 =$ --- + --- = ---- ---- - ----- = Now carry on. What do you notice?
	Which number comes before and after forty-eight? Write them in numbers. Which number comes ten before and ten after fifty-three? Write them in numbers. Which number comes five before and five after seventy-two? Write them in numbers	Write the next number in numerals in these sequences: Eighteen, Twenty, Twenty-two…………… Forty-four; forty nine, Fifty-four……………. Twenty-one; nineteen, seventeen…………..

Number and Place Value 3: Count in multiples of 2s, 5s and 10s and read and write numbers to 100 in numerals

Teaching Sequence	Activities for pupils working at greater depth:	
➢ Count in 10s to 50 ➢ Count in 10s to 100 ➢ Count in 2s to 20 ➢ Count in 2s to 50 ➢ Count in 2s to 100 ➢ Count in 5s to 50 ➢ Count in 5s to 100 ➢ Read and write all numerals accurately to 5 ➢ Read and write all numerals accurately to 10 ➢ Read and write all numerals accurately to 20 ➢ Read and write all numerals accurately to 50 ➢ Read and write all numerals accurately to 100	Look at these cards: **6 5 3 7 2** Using the cards make up a 2-digit number that is: • More than 10 apart; • Less than 10 apart; • More than 5 apart • Less than 5 apart	If I count forwards in 2s from 4, I will say 19. Yes or No? If I count backwards in 5s from 27, I will say 12. Yes or No? If I count forwards in 10s from 62, I will say 91. Yes or No? If I count backwards in 5s from 47, I will say 13. Yes or No?
	Look at these number sequences: 17, 27, 37, ……………… What will the sixth number be? 26, 31, 36, 41, …………….. What will the eighth number be?	If 34 is the third number and 39 is the fourth number in a sequence what was the second number? What will the sixth number be? If 45 is the fourth number and 50 is the fifth number in a sequence. What will the seventh number be?

Autumn 2: Week 1: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Number and Place Value 3: Count in multiples of 2s, 5s and 10s and read and write numbers to 100 in numerals	Me	My Teacher
Can you read and write all numbers to 100?		
Can you read and write all 'tens' numbers from 0 to 100?		
Can you read and write all numbers to 20?		
Can you read and write all numbers to 10?		
Can you count in 5s to 100, starting at any number?		
Can you count in 2s to 100, starting at any number?		
Can you count in 2s to 50, starting at any number?		
Can you count in 2s to 20, starting at any number?		
Can you count in 10s to 100, starting at any number?		
Can you count in 10s to 50, starting at any number?		
Can you count from 1 to 100, starting at any number?		

Year 1: Autumn 2

Week 2: Fractions

Recognise, find and name a half as one of two equal parts of an object, shape or quantity, and
recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Autumn 2: Week 2: Pre-Learning Task 1

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Autumn 2: Week 2
Objective Fractions	**Recognise, find and name a half as one of two equal parts of an object, shape or quantity**

Can you work out the answers (using apparatus)?

Can you shade in half of these 2 shapes?		How much of the whole shape is red?	
What is half of these 2 numbers?	14 16	How much of 12 is 6?	
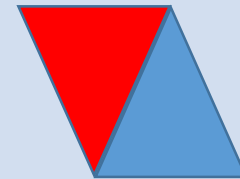
Autumn 2: Week 2: Pre-Learning Task 2

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Autumn 2 Week 2
Objective Fractions	**Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity**

Can you work out the answers?
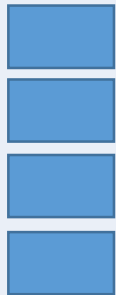
Can you shade in a quarter of these 2 shapes?		How much of the circle is missing?	
What is a quarter of these 2 numbers?	12 8	How much of 16 is 4?	

Autumn 2: Week 2: Practice and Consolidation

Fractions 1: Recognise, find and name a half as one of two equal parts and a quarter as one of four equal parts of an object, shape or quantity

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
➢ Estimate what half of a given object might be. ➢ Estimate what half of a given shape might be. ➢ Use practical apparatus to show half of a given number of objects. ➢ Show they understand that halves are two equal parts. ➢ Estimate what a quarter of a given object might be. ➢ Estimate what a quarter of a given shape might be. ➢ Use practical apparatus to show a quarter of a given number of objects. ➢ Show they understand that quarters are four equal parts.	• Use objects with pupils and get them to estimate initially a half, and later a quarter. • Objects like a metre rule would be useful in the first instance.	Finding half of a given shape by estimating and then by folding before shading a half of different regular and irregular shapes. Finding a quarter of a given shape by estimating and then folding and folding again before shading a quarter of different regular and irregular shapes.	Practical activities. Using a number of objects, split them into two (for half), or four (for a quarter).
		What is half of the following numbers: 16 20 36 50	Using practical objects help children to: Recognise that half is the same as sharing by two and that a quarter is the same as sharing by four.

Autumn 2: Week 2: Mastering this Objective – Deeper Understanding

Fractions 1: Recognise, find and name a half as one of two equal parts and a quarter as one of four equal parts of an object, shape or quantity

Teaching Sequence

- Estimate what half of a given object might be.
- Estimate what half of a given shape might be.
- Use practical apparatus to show half of a given number of objects.
- Show they understand that halves are two equal parts.
- Estimate what a quarter of a given object might be.
- Estimate what a quarter of a given shape might be.
- Use practical apparatus to show a quarter of a given number of objects.
- Show they understand that quarters are four equal parts.

If pupils have mastered this objective they will be able to complete these activities independently:

Colour half of these shapes:
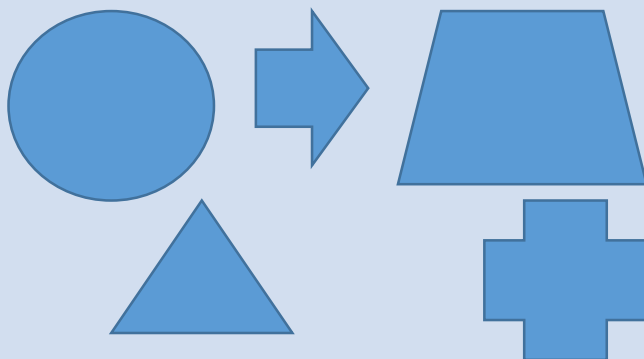
How many can be done in different ways?
Now see which ones you can find a quarter of.

Which of these shapes has a half shaded?

Circle a half of these apples.
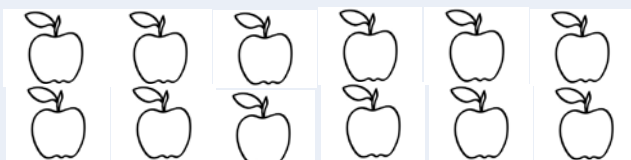
Circle a quarter of these oranges.
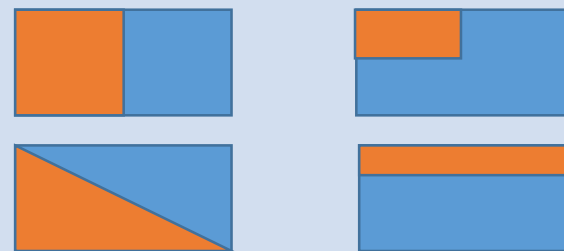
Shade half of these squares.

Now shade in a quarter of the squares
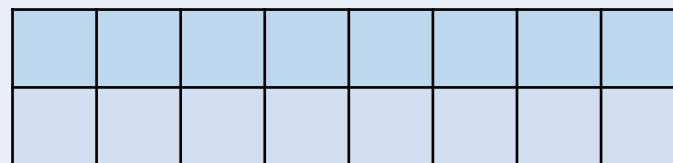
Autumn 2: Week 2: Working at greater depth

Fractions 1: Recognise, find and name a half as one of two equal parts and a quarter as one of four equal parts of an object, shape or quantity

Teaching Sequence	Activities for pupils working at greater depth:	
➢ Estimate what half of a given object might be. ➢ Estimate what half of a given shape might be. ➢ Use practical apparatus to show half of a given number of objects. ➢ Show they understand that halves are two equal parts. ➢ Estimate what a quarter of a given object might be. ➢ Estimate what a quarter of a given shape might be. ➢ Use practical apparatus to show a quarter of a given number of objects. ➢ Show they understand that quarters are four equal parts.	Harry went to play with Ahmed. Ahmed had 10 cars and he gave Harry half of them. Harry already had 2 cars. How many cars did Harry have to play with?	A bowl of fruit on a table contained apples, pears, oranges and bananas. One half of all the fruit in the bowl was apples. There were 2 pears; 3 oranges and 5 bananas. How many pieces of fruit were there altogether?
	If 3 children share 6 apples between them. They will all have 1 apple each. Yes / No If 4 children each have a quarter of a cake. There will be no cake left. Yes / No If I give 3 children a quarter of all the sweets then there will be none left. Yes / No	Sam and Ellen were given a bowl of smarties. There were 4 colours altogether. Half of all the smarties were red, 5 were yellow, 2 were blue and 3 were green. How many smarties were there altogether?
	Exactly half the girls at a dance were girls. How many children could there have been at the dance? Put a circle around the number that could have been at the dance. 12 13 15 20 8 7 5 9 18 Explain your reasons.	Exactly a quarter of the gymnastics club were boys. How many children could there have been at the gymnastics club? Put a circle around the number that could have been at the gymnastics club. 13 15 20 8 7 5 9 18 12 Explain your reasons.

Autumn 2: Week 2: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

	Me	My Teacher
Fractions 1: Recognise, find and name a half as one of two equal parts and a quarter as one of four equal parts of an object, shape or quantity		
Do you recognise that four quarters make up a whole amount?		
Can you work out what a quarter of a given number of objects is?		
Can you estimate accurately what a quarter of a given shape is?		
Can you estimate accurately what a quarter of a given object is?		
Do you recognise that two halves make up a whole amount?		
Can you work out what half of a given number of objects is?		
Can you estimate accurately what half of a given shape is?		
Can you estimate accurately what half of a given object is?		
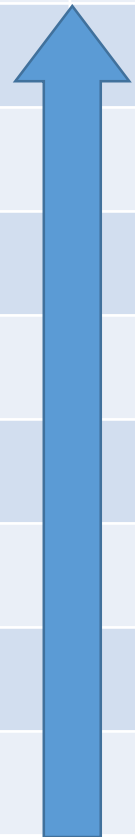
Year 1: Autumn 2

Week 3: Measures: Capacity and Volume

Compare, describe and solve practical problems for:
-   Capacity and volume

Autumn 2: Week 3: Pre-Learning Task 1

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Autumn 2: Week 3

Objective Measures 2	Compare, describe and solve practical problems for: - Capacity and volume

Put the words: Full; Empty or Half full against these bottles.

Put the words Full and Empty next to these boxes:

Shade in each glass so that one is full; one is empty and one is half full.
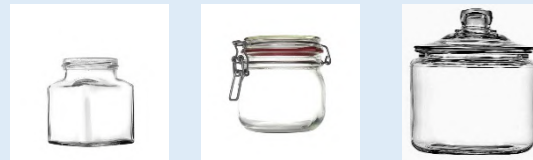
Explain why it is difficult to work out which of these three jars will hold most marbles.

Measures 2: Capacity and Volume: Compare, describe and solve practical problems for - Capacity and volume

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
➤ Use the following vocabulary correctly in context: full, empty, more than, less than, half full, quarter full. ➤ Compare two containers and say which is full, empty and half full.	• Use objects and apparatus to help pupils be familiar with the words: • Full; empty; half full; more than; less than and a quarter full.	Walk around the classroom. How many containers can you find that can be described as: • Full • Empty, or • Half Full	Take 3 jars of different size and estimate how many marbles or sweets they will hold. Fill each with marbles or sweets (same shape and size). What do you notice? How accurate were your estimations?
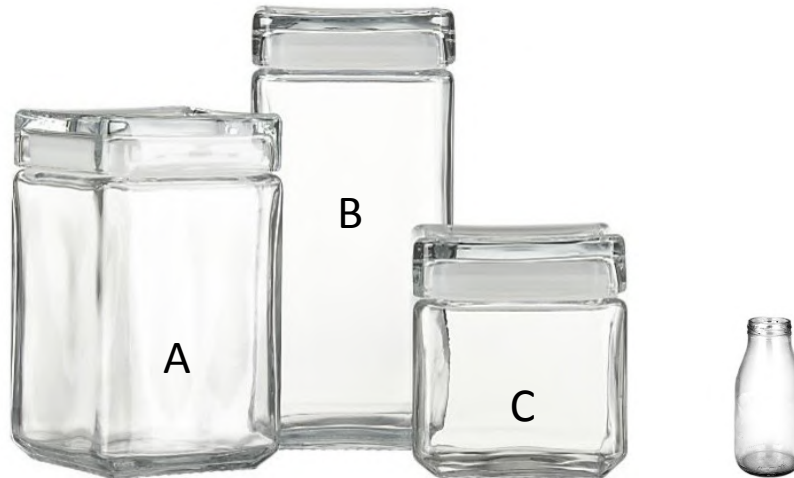
Ahmed fills each of the three jars up with water poured from the bottle shown.
It takes 5 full bottles to fill Jar C.
Estimate how many full bottles it will take to fill Jar A and Jar B.
Explain your estimates.

A

B

C

Autumn 2: Week 3: Mastering this Objective – Deeper Understanding

Measures 2: Capacity and Volume: Compare, describe and solve practical problems for - Capacity and volume

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:

Teaching Sequence

➤ Use the following vocabulary correctly in context: full, empty, more than, less than, half full, quarter full.

➤ Compare two containers and say which is full, empty and half full.
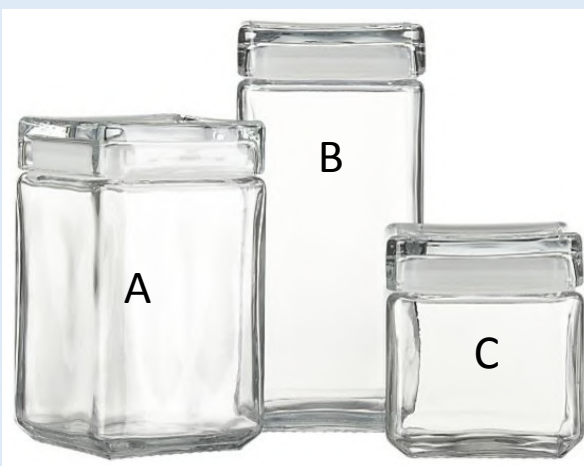
Each of these containers is filled with water.
Will they all contain the same amount of water?
Give reasons for your answer.
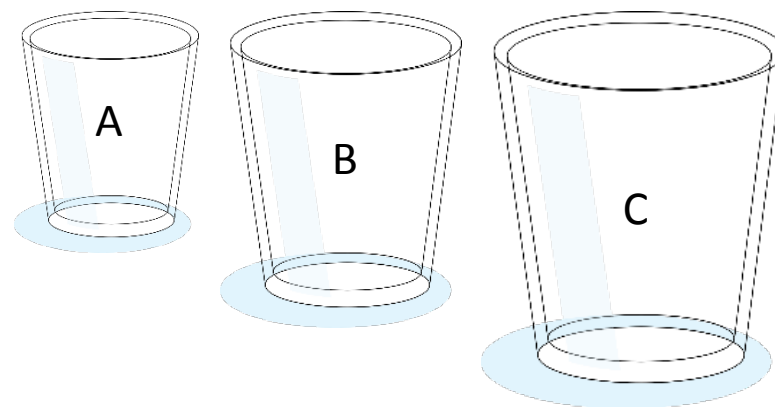
Two full Glass A will fill Glass B
Two Full Glass B will fill Glass C.

How many Full Glass A will it take to fill Glass C?

Look at the three glass jars above. If Jar C can hold 10 marbles; Jar B can hold 20 marbles and Jar A can hold 25 marbles.

Write some sentences about the three Jars which contain the terms 'less than' and 'more than'.

Autumn 2: Week 3: Working at greater depth

Measures 2: Capacity and Volume: Compare, describe and solve practical problems for - Capacity and volume
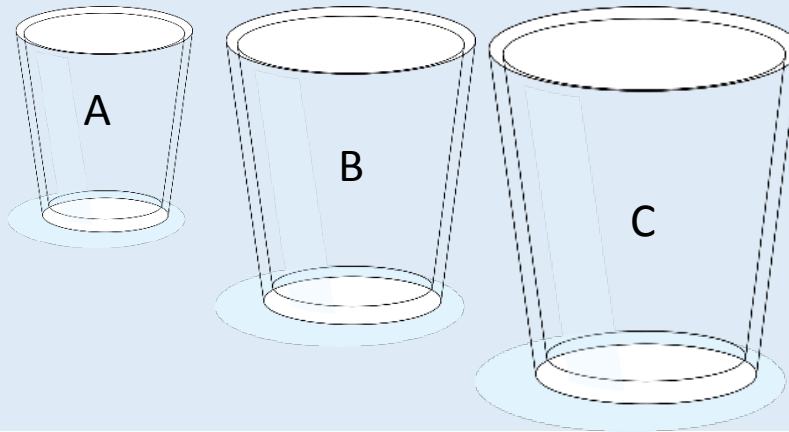
Teaching Sequence	Activities for pupils working at greater depth:
➤ Use the following vocabulary correctly in context: full, empty, more than, less than, half full, quarter full. ➤ Compare two containers and say which is full, empty and half full.	 Each of the three glasses contain lemonade. Each glass is half full. Will they contain the same amount of lemonade? Explain your answer. If Glass B holds twice as much as Glass A and Glass C holds twice as much as Glass B, will a full Glass A and a full Glass B fill Glass C? Explain your answer. If two identical boxes are filled with different materials, will they weigh the same? Box A is filled with bars of chocolate and Box B is filled with bars of metal which are exactly the same shape and size as the bars of chocolate. Which box will have most bars? Which box will be the heaviest? Explain your answer/how you know?
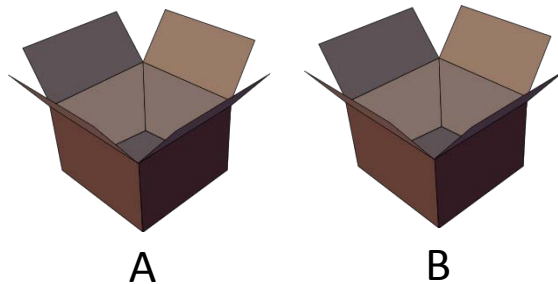
Autumn 2: Week 3: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Measures 2: Capacity and Volume: Compare, describe and solve practical problems for - Capacity and volume	Me	My Teacher
Do you appreciate that when you have two boxes of the same size filled with different materials they may not weigh the same?		
Do you appreciate that when you have full containers of different size they will not hold the same amount?		
Are you confident when estimating which of two or three different boxes holds the most material?		
Are you confident when estimating which of two or three different bottles holds the most liquid?		
Do you regularly use terms like 'more than' and 'less than' when it comes to measuring capacity?		
Do you understand the terms full, empty and half full?		
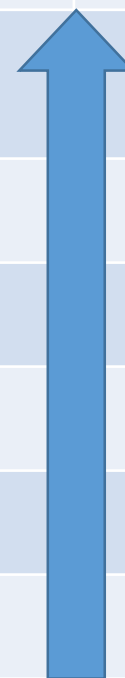
Year 1: Autumn 2

Week 4: Measures: Money

Recognise and know the value of different denominations or coins and notes.

Autumn 2: Week 4: Pre-Learning Task 1

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.
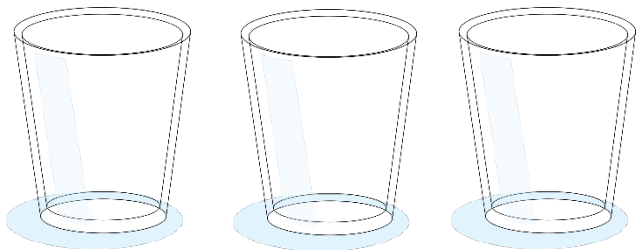
Name	Autumn 2: Week 4

Objective Measures 3	Recognise and know the value of different denominations or coins and notes.

What is the value of each of these coins?

How many 10p in £1?

How many 50p in £1?
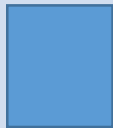
How many 2p in 10p?

How many 20p in £1?
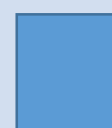
Autumn 2: Week 4: Practice and Consolidation

Measures 3: Money: Recognise and know the value of different denominations or coins and notes.

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
➢ Recognise 1p coin ➢ Recognise 2p coin ➢ Recognise 5p coin ➢ Recognise 10p coin ➢ Recognise 20p coin ➢ Recognise 50p coin ➢ Recognise £1 coin ➢ Recognise £2 coin ➢ Recognise £5 note ➢ Recognise £10 note ➢ Recognise £20 note ➢ Compare and order coins based on value ➢ Make given amounts up to £1 using coin combinations	• Getting pupils to recognise each of the coins up to £2 by showing and getting pupils to respond to large images of the coins and by handling the coins. • Make up 10p in 1p coins; then in 2p coins; then in 5p coins. • Now make up £1 in 10p coins; then in 5p coins; then in 20p coins, etc.	Take a number of different coins and get pupils to set them out according to their value, e.g. Put the following coins in a row with the smallest value first.	Recognise the value of each coin and each note to include £5, £10 and £20.
		Exchange coins: How many 2p do you need to make 50p? How many 50p do you need to make £2? How many 10p do you need to make £1?	Making up different amounts: Make up 15p Make up 25p Make up 70p Make up 85p

Autumn 2: Week 4: Mastering this Objective – Deeper Understanding

Measures 3: Money: Recognise and know the value of different denominations or coins and notes.

Teaching Sequence

➤ Recognise 1p coin
➤ Recognise 2p coin
➤ Recognise 5p coin
➤ Recognise 10p coin
➤ Recognise 20p coin
➤ Recognise 50p coin
➤ Recognise £1 coin
➤ Recognise £2 coin
➤ Recognise £5 note
➤ Recognise £10 note
➤ Recognise £20 note
➤ Compare and order coins based on value
➤ Make given amounts up to £1 using coin combinations

If pupils have mastered this objective they will be able to complete these activities independently:

Using multiples of 1p, 5p and 10p coins only.

Make up 19p in 3 different ways.

Make up 26p in three different ways.

Make up 32p in three different ways.

Using multiples of 2p, 20p and 50p coins only.

Make up 78p using as few coins as possible.

Make up £1.20 using as few coins as possible.

Make up 88p using as few coins as possible.

£2 + 50p + 20p =

£1 + £1 + 10p + 20p =

Autumn 2: Week 4: Working at greater depth

Measures 3: Money: Recognise and know the value of different denominations or coins and notes.

Teaching Sequence	Activities for pupils working at greater depth:	
➢ Recognise 1p coin ➢ Recognise 2p coin ➢ Recognise 5p coin ➢ Recognise 10p coin ➢ Recognise 20p coin ➢ Recognise 50p coin ➢ Recognise £1 coin ➢ Recognise £2 coin ➢ Recognise £5 note ➢ Recognise £10 note ➢ Recognise £20 note ➢ Compare and order coins based on value ➢ Make given amounts up to £1 using coin combinations	Show two ways of paying 55p Show two ways to pay 75p Show three ways of paying 29p	Ella has 2 different silver coins. What is the smallest amount she could have? What is the most that she could have? What is the smallest and the most she could have if the 2 coins do not have to be different?
	A bar of chocolate costs 10p. A shop offers a special price if you buy 3 chocolate bars. 3 bars will cost 25p. How much money do you save by buying three bars?	
	Amjal has only 2p, 5p and 10p coins. Can he pay 21p without needing change? Show how he can do this. Is it possible to do this in more than 1 way? Show your workings.	

Autumn 2: Week 4: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Measures 3: Money: Recognise and know the value of different denominations or coins and notes.	Me	My Teacher
Can you work out how many 10p coins are the same as £1?		
Can you work out how many 50p coins are the same as £1?		
Can you work out how many £1 coins would be the same as a £10 note?		
Can you point to a £5 note and a £10 note?		
Can you point to a 10p and a 20p coin?		
Can you point to a 50p coin?		
Can you point to a £1 coin?		
Can you point to a 1p and 2p coin?		
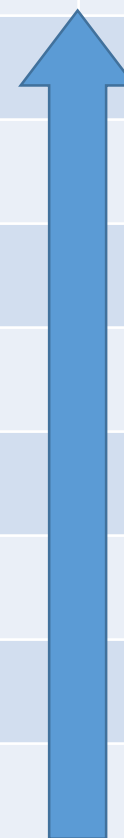
Year 1: Autumn 2

Week 5: Measures: Time

Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening).
Recognise and use language relating to dates, including days of the week, weeks, months, years.

Autumn 2: Week 5: Pre-Learning Task 1

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Autumn 2: Week 5

Objective Measures 4	Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening). Recognise and use language relating to dates, including days of the week, weeks, months, years.

Put the following in order (Put 1 to 4 against each statement):

Having breakfast Lunchtime Getting out of bed Getting home from school		Tuesday Friday Monday Saturday	
Use the words **before**, **after** and **next** to complete these sentences: _____ breakfast every morning I brush my teeth. I say goodbye to my parents _____ I make my way to school. _____the bell goes I walk into my classroom.		Name 4 days of the week _____ _____ _____	Name 4 months of the year _____ _____ _____
When is your birthday? _____		Which is your favourite day of the week? _____	

Autumn 2: Week 5: Practice and Consolidation

Measures 4: Time: Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening).
Recognise and use language relating to dates, including days of the week, weeks, months, years.

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
➤ Order: morning afternoon and evening. ➤ Order events that occur in morning, afternoon and evening. ➤ Use terms: before, next and after accurately. ➤ Use terms: today, tomorrow and yesterday accurately. ➤ Order the days of the week. ➤ Order the months of the year. ➤ Know the number of days in a week. ➤ Know the number of months in a year	• Chanting days of the week, starting from any day. • Chanting months of the year. • Orally answering questions or statements such as, 'If it is Tuesday today what day was it yesterday?' • If it Friday today what day will it be tomorrow? • If it Saturday today what day will it be in 2 days time?	When do we do these things? Morning: Afternoon or Evening • Get out of bed • Have lunch • Get ready to go to bed	If it is Thursday today, what day was it yesterday? What day will it be tomorrow? If it is Monday today what day is it in two days? If it is Saturday today, what day is it in three days?
		What month is your birthday? When is your mother's birthday? Which of these two months is in the summer: July or December?	If it is March this month, which month will it be next? If it is April this month, which month was it last month? Do all months have the same number of days?

Autumn 2: Week 5: Mastering this Objective – Deeper Understanding

Measures 4: Time: Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening).
Recognise and use language relating to dates, including days of the week, weeks, months, years.

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:	
➢ Order: morning afternoon and evening. ➢ Order events that occur in morning, afternoon and evening. ➢ Use terms: before, next and after accurately. ➢ Use terms: today, tomorrow and yesterday accurately. ➢ Order the days of the week. ➢ Order the months of the year. ➢ Know the number of days in a week. ➢ Know the number of months in a year	If it is Monday tomorrow what day is it today? If it was Saturday yesterday, what day is it today? If it will be Saturday tomorrow, what day is it today? If it is Sunday today, what day will it be in one week?	Name the three months of the year which start with the letter 'J'. Name the two months of the year that end with 'ary'. Name the four months of the year that end with 'ber'
	Name the month that comes directly before and directly after April. Name the month of the year that comes directly before and directly after June. What is the date on the first day of each new year? Which month of the year does a new school year start?	Which are the two days of the week that we do not attend school? How many days of the week start with the letter 'S'? Which day of the week has most letters in it? Which day of the week has fewest letters in it?

Autumn 2: Week 5: Working at greater depth

Measures 4: Time: Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening).
Recognise and use language relating to dates, including days of the week, weeks, months, years.

Teaching Sequence

- Order: morning afternoon and evening.
- Order events that occur in morning, afternoon and evening.
- Use terms: before, next and after accurately.
- Use terms: today, tomorrow and yesterday accurately.
- Order the days of the week.
- Order the months of the year.
- Know the number of days in a week.
- Know the number of months in a year

Activities for pupils working at greater depth:

March						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Look at the calendar which shows the days in March. There are five days coloured in when Hussain has special events.

Hussain has a dental appointment on a Tuesday. Which date is this?
Hussain has a party on a weekend. Which date is this?
Hussain's mother's birthday is at the beginning of the month. Which date is this?
Hussain and his friends go bowling on a Friday evening. Which date is this?

The following table outlines Jemma's day from 8 in the morning to 8 at night.

8	9	10	11	12	1	2	3	4	5	6	7	8
Get Up	Have breakfast			Have Lunch		Meet my friend		Watch TV		Have Tea		Go to Bed

Make up as many sentences as you can that involve the words: before, after, next, and later.

Autumn 2: Week 5: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Measures 4: Time: Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening). Recognise and use language relating to dates, including days of the week, weeks, months, years.	Me	My Teacher
Can you name the days of the week when there is no school?		
Can you name the months of the year that fall in the summer?		
Can you name the months of the year in order?		
Can you name the days of the week in order?		
Can you use the terms before, after and next accurately?		
Can you use the terms yesterday, today and tomorrow accurately?		
Can you think of things that normally happen in the morning, afternoon and night time?		
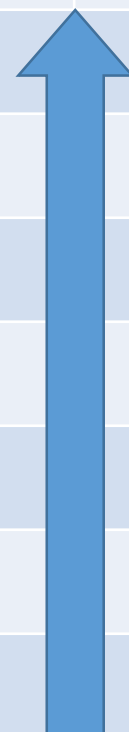
Year 1: Autumn 2

Week 6: Consolidate and Assess

- Start this week by using the warm ups outlined on the next page so as to ensure pupils are fluent and secure with their basic skills.

- Use a simple assessment process to check on pupils' confidence and consistency in using the learning outlined in the Autumn term.

- Analyse the results and use information to help focus the pre-teaching sessions, as needed, for the following term.

Year 1: Autumn 2: Week 6

The focus of the consolidation should be the following aspects:

- Read and write numbers to 50 in figures.
- Count on and back in 1s from any one or two digit number.
- Count on and back in multiples of 2.
- Order a set of random numbers to 50.
- Recall addition and subtraction facts for each number up to 10.
- Recall doubles of numbers up to 10+10.
- Recall halves of even numbers up to 20.
- Add a single digit number to any number up to 20 by counting on.
- Subtract a single digit number from any number up to 20 by counting back.
- Identify number patterns on number lines and hundred squares.

- Although practice and consolidation should be on-going through each half term, during Week 6 there should be greater opportunity taken to check pupils' learning.
- Summative and Formative assessment procedures should help teachers gain a clear picture as to which pupils are at different stages, including mastery and greater depth.

YEAR 1 : SPRING 1: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
4 Number and place Value	**5 Measures Mass and Weight**	**2 Geometry 2D and 3D shapes**	**6 Measures Money**	**3 Addition and Subtraction**	**4 Addition and subtraction**
Given a number, identify 1 more or 1 less.	Measure & begin to record the following: - Mass/weight	Identify & describe common 2D shapes, including: - 2D, e.g. rectangles (including squares) circles, triangles	Continue with: Recognise & know the value of different **denominations** or coins and notes.	Add and subtract 1-digit and 2-digit numbers to 20, including zero.	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
➤ Know 1 more than a given number to 20 ➤ Know 1 more than a given number to 50 ➤ Know 1 more than a given number to 100 ➤ Know 1 less than a given number to 20 ➤ Know 1 less than a given number to 50 ➤ Know 1 less than a given number to 100 ➤ Write a number that is one more than any given number to 20 ➤ Write a number than is 1 less than any given number to 20	➤ Measure weight using a range of non-standard units and compare mass/weight. ➤ Begin to measure mass in g and kg.	➤ Identify and name squares, rectangles, circles and squares (in any orientation) ➤ Describe the properties of a square – talk about number of sides and length of sides ➤ Describe the properties of a rectangle and how they differ from a square ➤ Describe the properties of a triangle – talk about the number of sides and how they can look very different ➤ Describe the properties of a circle and how they can vary in size.	➤ Make given amounts up to £1 using coin combinations	Mentally: ➤ Add two 1-digit numbers to ten. ➤ Add two 1-digit numbers to 18. ➤ Add two numbers that equal any number up to 20, including zero. ➤ Subtract two 1-digit numbers. ➤ Subtract a 1-digit number from a 2-digit number up to 20. ➤ Subtract a 2-digit number from a 2-digit number up to 20.	➤ Solve one step problems involving addition to 10, using concrete objects and pictorial representations ➤ Solve one step problems involving subtraction to 10, using concrete objects and pictorial representations ➤ Solve one step problems involving addition to 20, using concrete objects and pictorial representations ➤ Solve one step problems involving subtraction to 20, using concrete objects and pictorial representations

Year 1: Spring 1

Week 1: Number and Place Value

Given a number, identify 1 more or 1 less.

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Spring 1: Week 1
Objective Number & Place Value	**Given a number, identify 1 more or 1 less.**

What is 1 more than…..?			*What is 1 less than …..?*		
7			8		
13			17		
34			54		
98			78		
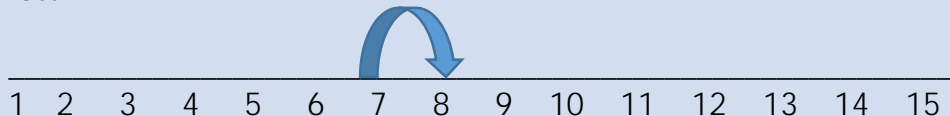
Write down a number that is one more than thirteen.		
Write down a number that is one less than twelve.		

Spring 1: Week 1: Practice and Consolidation

Number and Place Value 4: Given a number, identify 1 more or 1 less.

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:
- Know 1 more than a given number to 20 - Know 1 more than a given number to 50 - Know 1 more than a given number to 100 - Know 1 less than a given number to 20 - Know 1 less than a given number to 50 - Know 1 less than a given number to 100 - Write a number that is one more than any given number to 20 - Write a number than is 1 less than any given number to 20	- Counting on and back at pace between 0 and 100. - Counting on and back at pace from any starting place between 0 and 100. - Use number lines with pupils and show what one more and one less actually means. - Asking quick fire questions, such as, what is one more than 16?; what is one less than 78?; etc.	Using a number line get pupils to identify one more or one less. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 This shows that one more than 7 is 8 17 18 19 20 21 22 23 24 25 26 27 28 This shows that one more 21 is 22 Now do the same but demonstrating one less than.

What is one more than the following numbers:	What is one less than the following numbers:
17	19
23	29
27	47
49	70

Number and Place Value 4: Given a number, identify 1 more or 1 less.

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:

Teaching Sequence

- Know 1 more than a given number to 20
- Know 1 more than a given number to 50
- Know 1 more than a given number to 100
- Know 1 less than a given number to 20
- Know 1 less than a given number to 50
- Know 1 less than a given number to 100
- Write a number that is one more than any given number to 20
- Write a number than is 1 less than any given number to 20

If pupils have mastered this objective they will be able to complete these activities independently:

Write the missing number in each box:

23 is one **more** than ⟶ ☐

56 is one **more** than ⟶ ☐

76 is one **less** than ⟶ ☐

Complete these number sequences:

17		19	20	

37		35	34	

72				76

If Hamish's mum is 49 how old will she be when she has her next birthday?

A milk lady has 46 bottles of milk on her milk float. She delivers one to the Harris house. How many has she left on the milk float?

If she delivers 10 in total, how many will she have left?

Complete the numbers in this table.

19	19
	19
14	16

Spring 1: Week 1: Working at greater depth

Number and Place Value 4: Given a number, identify 1 more or 1 less.

Teaching Sequence	Activities for pupils working at greater depth:

Teaching Sequence

➤ Know 1 more than a given number to 20
➤ Know 1 more than a given number to 50
➤ Know 1 more than a given number to 100
➤ Know 1 less than a given number to 20
➤ Know 1 less than a given number to 50
➤ Know 1 less than a given number to 100
➤ Write a number that is one more than any given number to 20
➤ Write a number than is 1 less than any given number to 20

Activities for pupils working at greater depth:

Complete these with your own numbers:

☐   is one **more** than   →   ☐

☐   is one **more** than   →   ☐
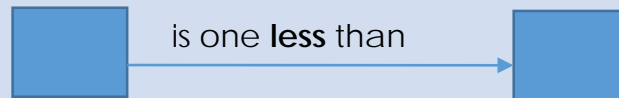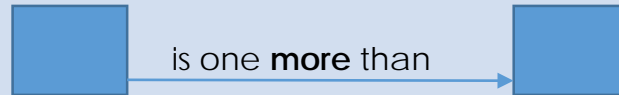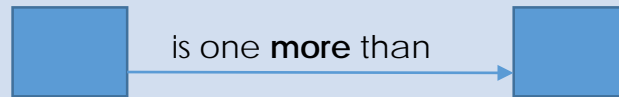
☐   is one **less** than   →   ☐

Hamid thought of a number.
One more than his number is 19.

What was his number?

Trudy thought of a number.
One less than her number is 56.

What was her number?

Harry thought of a 2-digit number.
It was less than 70 but more than 40.
One more than his number finished with a 6 in the unit and one less than his number finished with a 4 in the unit.

What could the number be?

Now make up some similar questions for your friends to answer.

		16		
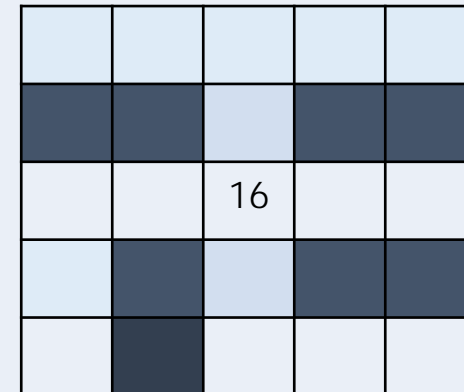
If you move up or to the right →
Add 1.
If you move down or to the left ←
Take away 1.
Do not enter a number in the shaded squares.

Now make up your own.

Spring 1: Week 1: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Number and Place Value 4: Given a number, identify 1 more or 1 less.	Me	My Teacher
Can you write a number that is 'one less than' any number to 100?		
Can you write a number that is 'one more than' any number to 100?		
Can you say a number that is 'one less than' any number to 100?		
Can you say a number that is 'one less than' any number to 50?		
Can you say a number that is 'one less than' any number to 20?		
Can you say a number that is 'one more than' any number up to 100?		
Can you say a number that is 'one more than' any number up to 50?		
Can you say a number that is 'one more than' any number up to 20?		
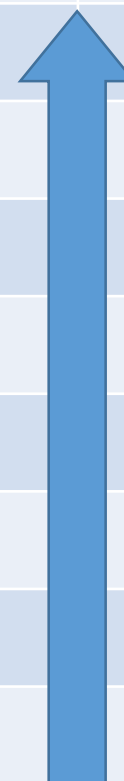
Year 1: Spring 1

Week 2: Measures: Mass and Weight

Measure and begin to record the following:
- Mass/weight

Spring 1: Week 2: Pre-Learning Task

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Spring 1: Week 2

Objective Measures: Mass and Weight	Measure and begin to record the following: - **Mass/weight**

Which of these two objects weighs the most?		Use a balance scale to record the weight of a book:	
Find three objects that weigh approximately 1Kg. Find three objects that weigh approximately 100g. Find three objects that weigh approximately 500g.		Use scales to find out how much you weigh?	
		Find something that weighs approximately the same as you.	
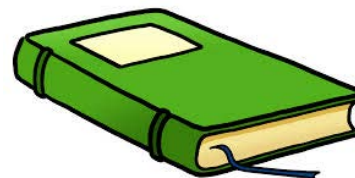
Spring 1: Week 2: Practice and Consolidation

Measures 5: Mass and Weight - Measure and begin to record the following:

Teaching Sequence	Oral and Practical Activities Examples:	Pencil and Paper Activities Examples:	
➢ Measure weight using a range of non-standard units and compare mass/weight. ➢ Begin to measure mass in g and kg.	• Introduce the concept of a Kg and grams by measuring common objects around the classroom. • Show pupils how many different systems there are for measuring weight and mass, eg, weighing scales, balance scales, etc. • Work out which of two objects weighs 'more than' or 'less than'.	Take a given object, for example, a book. Estimate how many lego pieces of the same size would be about the same weight as the object. Then use a balance to check how accurate you are.	Within a given group get pupils to estimate which is the heaviest and which is the lightest person.
		Use a bag of sand to try and match the weight of specific objects in the classroom. Add or take away sand as necessary. Check how accurate their estimates have been.	Use terminology of 'weighs more than' or 'weighs less than' when comparing two objects.
		Use a balancing scale to measure in grams. Use objects within the classroom that weigh up to 50gms. Pupils should be encouraged to estimate first before measuring.	Use objects that weigh more than a Kg. Again, estimate in the first instance. Pupils should be supported to know their own weight in Kg.

Spring 1: Week 2: Mastering this Objective – Deeper Understanding

Measures 5: Mass and Weight - Measure and begin to record the following:

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:	
➤ Measure weight using a range of non-standard units and compare mass/weight. ➤ Begin to measure mass in g and kg.	Give pupils 3 or 4 items with a different mass. Get pupils to put them in order with the lightest first. Record their findings. Ask pupils to find 3 or 4 items themselves and provide the same problem for their friends.	Pupils to find 3 items they think will weigh 500g. They will then check to see how close they are. Record their findings. Now do the same with items weighing 1Kg.
	Compare two objects and use terminology of 'weighs more than' and 'weighs less than'. Firstly, estimate. Then, check using balances or weighing scales. Then, record findings.	Weigh a variety of objects. Use the following table to record:

	Weighs less than 100g	Weighs between 100g and Kg	Weighs More than 1Kg

Spring 1: Week 2: Working at greater depth

Measures 5: Mass and Weight - Measure and begin to record the following:

Teaching Sequence	Activities for pupils working at greater depth:	
➢ Measure weight using a range of non-standard units and compare mass/weight. ➢ Begin to measure mass in g and kg.	Use the balancing scales. Provide pupils with 3 or 4 items of similar mass. Get them to use the balancing scales to find out which is the lightest, heaviest, etc. 	Find 2 buckets of the same size. Fill one with sand and fill the other with water (any two substances that will end up weighing differently will do). Explain why one weighs more than the other.
	Practical Activity: Provide pupils with two bags of sand with different amounts in each. Pupils to use balances and move sand from one bag to the other so as to ensure that there is the same amount of sand in both bags. This is mainly aimed at helping pupils to use the balances and aim for accuracy.	Look at items that are sold in a supermarket. Recognise that some are sold in packets by weight. Find 5 items that are sold by weight, eg, sugar. Record them and explain why they may be sold in these sizes.

Spring 1: Week 2: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Measures 5: Mass and Weight - Measure and begin to record the following:	Me	My Teacher
Given a number of objects can you put them in order according to their weight and then record your findings?		
Can you compare two or three objects by weight and record your findings appropriately?		
Can you estimate how much you weigh?		
Can you find objects that weigh less than 100g?		
Do you recognise that weight is measured in grams and Kilograms?		
Do you recognise that weight is measured by using different scales?		
Can you hold two objects and estimate which is heavier and lighter?		
Do you appreciate that different objects have a different mass		
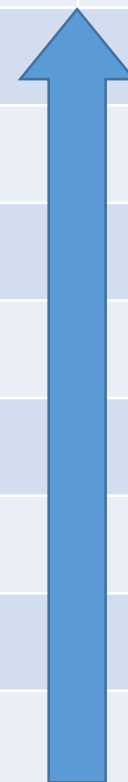
Year 1: Spring 1

Week 3: Geometry:

Identify and describe common 2D shapes, including:
- 2D, e.g. rectangles (including squares) circles, triangles

Spring 1: Week 3: Pre-Learning Task

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Spring1: Week 3

Objective Geometry 2	Identify and describe common 2D shapes, including: 2D, e.g. circles, triangles

What do you know about these 2D shapes?

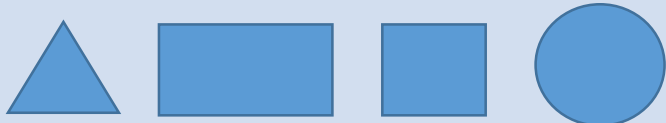| How many sides and corners do they have?	Sides	Corners	
Rectangle			
Square			
Triangle			
Circle			

Spring 1: Week 3: Practice and Consolidation

Geometry 2: Identify and describe common 2D shapes, including:
- 2D, e.g. rectangles (including squares) circles, triangles
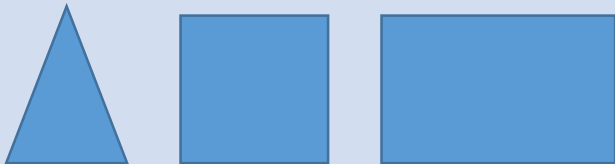
Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:
- Identify and name squares, rectangles, circles and squares (in any orientation) - Describe the properties of a square – talk about number of sides and length of sides - Describe the properties of a rectangle and how they differ from a square - Describe the properties of a triangle – talk about the number of sides and how they can look very different - Describe the properties of a circle and how they can vary in size.	- Pupils to be reminded of the 2D shapes they met in Autumn 1 and reminded about naming them accurately. - Pupils could be provided with 2D shapes of different dimensions and asked to recognise the number of sides and corners they have.	How many sides and corners do these shapes have:

How many sides and corners do these shapes have:

	Triangle	Rectangle	Square	Circle
Sides				
Corners				

Recognise that when a shape is of different size and in a different orientation their properties remain the same.

Using a feely bag put in a number of shapes. Unseen to the pupils select a shape and describe it and let the pupils work out which shape it is.

Spring 1: Week 3: Mastering this Objective – Deeper Understanding

Geometry 2: Identify and describe common 2D shapes, including:
-    2D, e.g. rectangles (including squares) circles, triangles

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:	
- Identify and name squares, rectangles, circles and squares (in any orientation) - Describe the properties of a square – talk about number of sides and length of sides - Describe the properties of a rectangle and how they differ from a square - Describe the properties of a triangle – talk about the number of sides and how they can look very different - Describe the properties of a circle and how they can vary in size.	Draw 4 triangles, squares and rectangles in different orientations. Pupils need to be confident that their properties are unaltered.	**Can you work out what I'm describing?** One pupil describes a shape, using appropriate language, to another pupil and lets that pupils draw the shape in their workbooks. At the end get them to check together and discuss what went well and what did not go well. Then change roles.
	Same and Different Describe what is the same and what is different about: • A square and a Triangle • A Rectangle and a Square • A Circle and a Triangle	**Use of different shapes** What do we use the following shapes for: • Circle • Triangle • Rectangle

Spring 1: Week 3: Working at greater depth

Geometry 2: Identify and describe common 2D shapes, including:

- 2D, e.g. rectangles (including squares) circles, triangles

Teaching Sequence	Activities for pupils working at greater depth:	
➢ Identify and name squares, rectangles, circles and squares (in any orientation) ➢ Describe the properties of a square – talk about number of sides and length of sides ➢ Describe the properties of a rectangle and how they differ from a square ➢ Describe the properties of a triangle – talk about the number of sides and how they can look very different ➢ Describe the properties of a circle and how they can vary in size.	Play the 'odd one out' game. By using descriptive language, give a reason why each of these shapes could be the odd one out.	Take one shape and draw 3 of these shapes in different orientation. Example – triangles Other examples are rectangles; squares and circles.
	Pupils could create their own game of 'snap' by creating cards with different shapes and cards with descriptions on, eg, 3 sides; 4 corners, etc. The shape must be partnered with a description to create a snap.	Get pupils working in pairs. One has to describe a 2D shape to another by using descriptive language such as 4 corners, etc. The partner has to try and draw the shape being described on a piece of paper or their workbook. At the end get them to check together and discuss what went well and what did not go well. Then change roles.

Spring 1: Week 3: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Geometry 2: Identify and describe common 2D shapes, including: - 2D, e.g. rectangles (including squares) circles, triangles	Me	My Teacher
Do you appreciate that a shape's properties do not change when they are in a different orientation?		
Do you appreciate that a shape's properties do not change when they are small or large?		
Can you describe the difference between a rectangle and a square?		
Can you name a shape that has three corners?		
Can you name a shape that has 3 sides?		
Can you name a shape that has no corners?		
Can you name a shape that has four sides of equal lengths?		
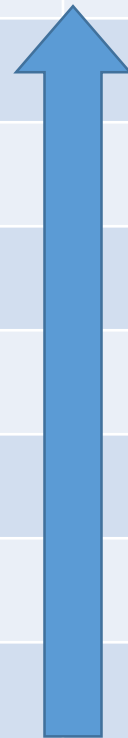
Year 1: Spring 1

Week 4: Measures: Money

Continue with:
Recognise and know the value of different denominations or coins and notes.

Spring 1: Week 4: Pre-Learning Task

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Spring 1: Week 4
Objective Measures 6: Money	**Recognise & know the value of different denominations or coins and notes.**

How much money have I got?

Find two different ways of making up 60p.

Find three ways of making up 75p.

Spring 1: Week 4: Practice and Consolidation

Measures 6: Money: Recognise & know the value of different denominations or coins and notes.

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:
➢ Make given amounts up to £1 using coin combinations	• Getting pupils to pay different amounts of money as a group. • This can be done by giving groups of pupils a pot of money and they will physically work out how to pay different amounts. • As a group using all coins up to 50p pay for different amounts and give change.	 Using only the coins above: Pay 17p Pay 35p Pay 87p Now record your answers
		Pay the following amounts using as few coins as possible (you may use the same coin as many times as you wish): Pay 47p Pay 97p	I have a 10p, 5p and a 2p coin in my pocket. Have I enough to pay for something that costs 11p. How would I pay for it and how much change should I get?

Spring 1: Week 4: Mastering this Objective – Deeper Understanding

Measures 6: Money: Recognise and know the value of different denominations or coins and notes.

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:

➢ Make given amounts up to £1 using coin combinations

Using 5p, 10p and 20p coins only.

How can you pay for an item that costs 38p?

How can you pay for an item that costs 47p?

In each case, how much change should I receive?

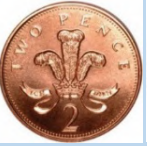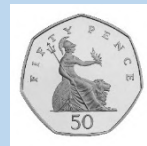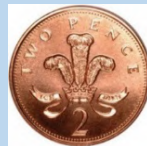Using 2p, 5p, 20p and 50p coins only.

Make up 78p using as few coins as possible.

Make up 95p using as few coins as possible.

Make up 88p using as few coins as possible.

Mary empties her purse and sets out the coins below.

She wants to buy a book for 15p.
How many ways can she pay for the book without needing to have change?
What if the book had cost 19p?
What if the book had cost 25p?

Spring 1: Week 4: Working at greater depth

Measures 6: Money: Recognise and know the value of different denominations or coins and notes.

Teaching Sequence	Activities for pupils working at greater depth:	
➢ Make given amounts up to £1 using coin combinations	Show two ways of paying 89p	Paul has 4 silver coins (not necessarily different).
	Show two ways to pay 98p	What is the smallest amount he could have?
	Show three ways of paying 77p	What is the most that he could have?
	Make up some more amounts of under £1 And ask your friend to work them out.	What is the smallest and the most he could have if the 4 coins have to be different?
	A packet of biscuits costs 15p. A shop offers a special price if you buy 3 packets of biscuits. 3 packets will cost 40p. How much money do you save by buying three packets?	
	Hasan has only 10p, 20p and 50p coins (he has more than 1 of each). Can he pay 60p without needing change? Show how he can do this. Is it possible to do this in more than 1 way? Show your workings.	

Spring 1: Week 4: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Measures 6: Money: Recognise and know the value of different denominations or coins and notes.	Me	My Teacher
Do you know how much change you should receive if you do not have the exact amount to pay for an item?		
Do you know how much money to give to pay for an item if you do not have the exact amount (up to £1)?		
Can you show more than one way to pay for an item of under £1?		
Can you add a 50p to any given amount up to £1?		
Can you add a 10p or 20p to any given amount of up to £1?		
Can you add a 1p or 2p to any given amounts up to £1?		
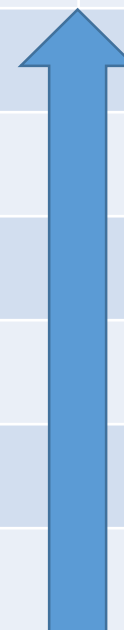
Year 1: Spring 1

Week 5: Addition and Subtraction

Add and subtract 1-digit and 2-digit numbers to 20, including zero.

Spring 1: Week 5: Pre-Learning Task

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Spring 1 Week 5

Objective Addition & Subtraction 3	Add and subtract 1-digit and 2-digit numbers to 20 including 0
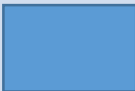
Can you add these numbers together?			*Can you subtract these numbers?*		
4 + 5			7 - 5		
3 + 6			8 - 3		
7 + 6			16 - 4		
12 + 6			12 - 6		
Can you add these together: 13 + 0 =					
Can you subtract 0 from 12					

Spring 1: Week 5: Practice and Consolidation

Addition & Subtraction 3: Add and subtract 1-digit and 2-digit numbers to 20, including zero.

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
Mentally: ➢ Add two 1-digit numbers to ten. ➢ Add two 1-digit numbers to 18. ➢ Add two numbers that equal any number up to 20, including zero. ➢ Subtract two 1-digit numbers. ➢ Subtract a 1-digit number from a 2-digit number up to 20. ➢ Subtract a 2-digit number from a 2-digit number up to 20.	Oral drills: Using number bonds for addition and subtraction to 10 and then to 20; Oral drill: Adding one and subtracting one quickly from any given number up to 20; Oral drill: Example, add 9 quickly to a given number, etc. Oral drills: involving zero.	Add these amount together without using additional apparatus: $4 + 5 =$ $6 + 3 =$ $0 + 2 =$ $3 + 5 =$	$12 + 6 =$ $14 + 3 =$ $13 + 5 =$ $7 + 12 =$
		Subtract these without using additional apparatus $9 - 7 =$ $8 - 4 =$ $5 - 0 =$ $7 - 4 =$	$19 - 6 =$ $17 - 4 =$ $15 - 9 =$ $16 - 12 =$

Spring 1: Week 5: Mastering this Objective – Deeper Understanding

Addition & Subtraction 3: Add and subtract 1-digit and 2-digit numbers to 20, including zero.

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:

Mentally:
- Add two 1-digit numbers to ten.
- Add two 1-digit numbers to 18.
- Add two numbers that equal any number up to 20, including zero.
- Subtract two 1-digit numbers.
- Subtract a 1-digit number from a 2-digit number up to 20.
- Subtract a 2-digit number from a 2-digit number up to 20.

Add 2 one-digit numbers to 20:

3 + 5 =

6 +1 =

7 + 2 =

3 + 4 =

Subtract a one-digit number from a two-digit number

12 - 5 =

14 - 6 =

19 - 5 =

17 - 1 =

Subtract a two-digit number from another two-digit number:

18 – 14 =

15 – 10 =

17 - 14 =

Look at these number sentences:
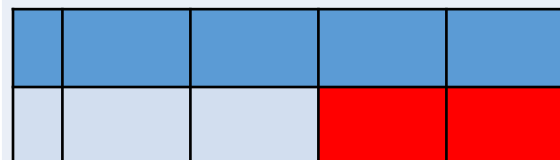
3 + 2 = 5;   2 + 3 = 5;   5 – 3 = 2; 5 - 2 = 3

Can you make a similar range of number sentences using the table below:

Spring 1: Week 5: Working at greater depth

Addition & Subtraction 3: Add and subtract 1-digit and 2-digit numbers to 20, including zero.

Teaching Sequence	Activities for pupils working at greater depth:
➢ Know and use all addition bonds to 5. ➢ Know and use all addition bonds to 10. ➢ Know and use all addition bonds to 20. ➢ Know and use all subtraction facts to 5. ➢ Know and use all subtraction facts to 10. ➢ Know and use all subtraction facts to 20.	A number that has 5 taken away from it is 8. What was my original number? Record appropriately. A number that has 7 added to it is 19. What was my original number? Record appropriately. Put as many + or - number facts as you can. Then create a similar diagram for your friend.
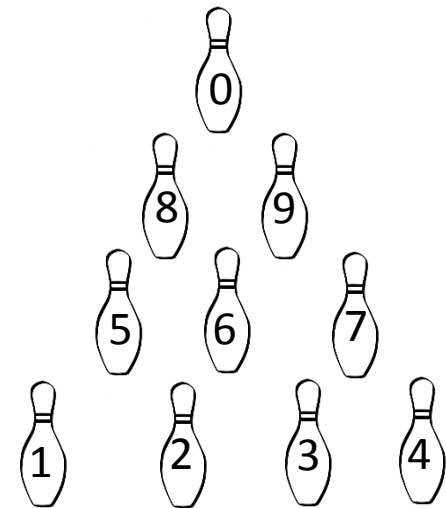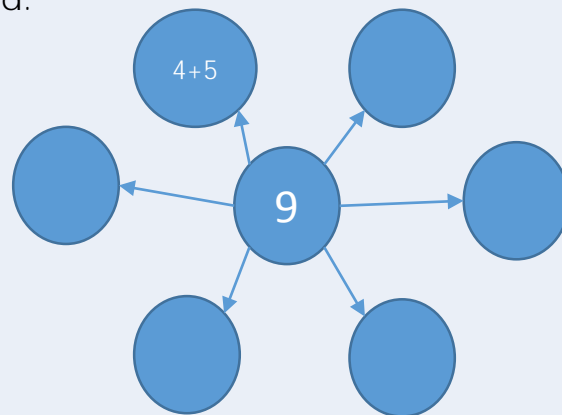
4+5

9

A player knocks down 2 pins with each throw. Can you set out all possible combinations of scores, eg, 9 + 0.

Try to organise your results in a logical order.

0

8 9

5 6 7

1 2 3 4

Spring 1: Week 5: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Addition and Subtraction 3: Add and subtract 1-digit and 2-digit numbers to 20, including zero.	Me	My Teacher
Can you subtract a 1-digit number from a 2-digit number?		
Do you know how much money to give to pay for an item if you do not have the exact amount (up to £1)?		
Can you subtract two, 1-digit numbers?		
Can you add a 1-digit number to a 2-digit number to 20?		
Can you add two, 1-digit numbers to 20?		
Can you add two, 1-digit numbers to 10?		
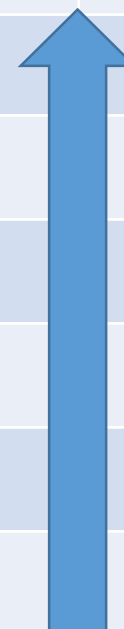
Year 1: Spring 1

Week 6: Addition and Subtraction

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
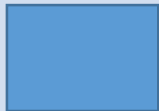
Spring 1: Week 6: Pre-Learning Task

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Spring 1 Week 6
Objective Addition and Subtraction 4	**Solve simple one-step problems that involve addition and subtraction using concrete objects, pictorial representations and missing number problems**

Can you work these out within 10 seconds (use apparatus as needed)?

If I have 3 sweets and someone gives me another 5, how many have I altogether?			If I have 15 stickers and I buy another 4, how many will I have altogether?		
If I score 2 goals in one match and I score 3 in another, how many goals have I scored in the 2 matches?			If I listen to 12 songs and then another 3, how many will I have listened to altogether?		
If I have 9 cards and I give 4 away, how many cards have I left?			If I have 18 books and give 3 away, how many will I have left?		
How many coins have I left if I have 7 and I give 3 away?			What is 19 take away 5?		

Spring 1: Week 6: Practice and Consolidation

Addition & Subtraction 4: Solve simple one-step problems that involve addition and subtraction using concrete objects, pictorial representations and missing number problems

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
➢ Solve one step problems involving addition to 10, using concrete objects and pictorial representations ➢ Solve one step problems involving subtraction to 10, using concrete objects and pictorial representations ➢ Solve one step problems involving addition to 20, using concrete objects and pictorial representations ➢ Solve one step problems involving subtraction to 20, using concrete objects and pictorial representations	Use concrete materials to help pupils solve word problems. Recognising key words associated with word problems, eg, altogether; difference;	**Complete a range of activities involving addition to 10:** Examples: Raesa has 4 stickers and Charlotte has 3 stickers. How many stickers do they have altogether? Carl put three more cars on his road. There were 4 cars on there already. How many cars are there on the road now?	**Complete a range of activities involving addition to 20:** Examples: For his birthday Tomas was given 13 munchkins. He already had 4 munchkins. How many does he now have?
		Complete a range of activities involving subtraction to 10: Examples: Paula had a packet of sweets. There were 9 sweets in the packet and she ate 4 of them. How many sweets were there left?	**Complete a range of activities involving subtraction to 20:** Examples: George was tired of his old toys. He had 17 cars and he decided to give 7 away to his friends. How many cars did George have left?
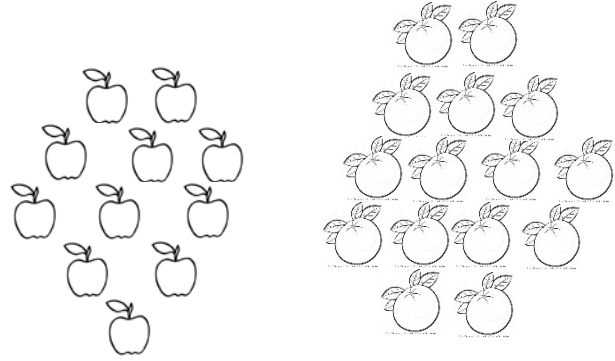
Spring 1: Week 6: Mastering this Objective – Deeper Understanding

Addition & Subtraction 4: Solve simple one-step problems that involve addition and subtraction using concrete objects, pictorial representations and missing number problems.

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:	
➢ Solve one step problems involving addition to 10, using concrete objects and pictorial representations ➢ Solve one step problems involving subtraction to 10, using concrete objects and pictorial representations ➢ Solve one step problems involving addition to 20, using concrete objects and pictorial representations ➢ Solve one step problems involving subtraction to 20, using concrete objects and pictorial representations	John scored 8 goals for the school team. His best friend, Emma, scored 6 goals. How many more goals did John score than Emma? How many goals did Emma and John score altogether?	Altogether Mustafa and Ahmed have 18 munchkins. Mustafa has 5 munchkins. How many munchkins does Ahmed have?
	Harriet has 5 more strawberries than Peter. Peter has 12 strawberries. How many strawberries does Harriett have? How many strawberries do they have altogether?	Aysha has 5 fewer stickers than Elsa. Elsa has 19 stickers. How many stickers does Aysha have? How many stickers do Aysha and Elsa have altogether?

Spring 1: Week 6: Working at greater depth

Addition & Subtraction 4: Solve simple one-step problems that involve addition and subtraction using concrete objects, pictorial representations and missing number problems.

Teaching Sequence	Activities for pupils working at greater depth:	
➢ Solve one step problems involving addition to 10, using concrete objects and pictorial representations ➢ Solve one step problems involving subtraction to 10, using concrete objects and pictorial representations ➢ Solve one step problems involving addition to 20, using concrete objects and pictorial representations ➢ Solve one step problems involving subtraction to 20, using concrete objects and pictorial representations	Harry and Fatima have their birthday in the same month. Harry's birthday is on the second day of the month and Fatima's birthday is on the 14th day of the month. Which of the two is older? How many days are there between the two birthdays?	Look at the apples and oranges above. How many apples and oranges are there altogether? How many more oranges are there than apples? If we ate 5 oranges and 3 apples, how many pieces of fruit would there be left?
	John has 4 football stickers and Hamza has 8 football stickers. They are all different stickers. They have a special book to put in their stickers. In total there are 20 stickers to collect. How many more stickers do they need to fill their book?	

Spring 1: Week 6: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

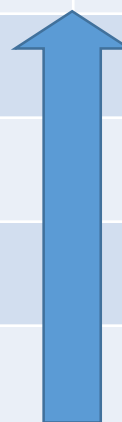|	Me	My Teacher
Addition and Subtraction 4: Solve simple one-step problems that involve addition and subtraction using concrete objects, pictorial representations and missing number problems.		
Can you solve simple word problems involving subtraction to 20?		
Can you solve simple word problems involving addition to 20?		
Can you solve simple word problems involving subtraction to 10?		
Can you solve simple word problems involving addition to 10?		

YEAR 1 : SPRING 2: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
7 Measures Length and Weight	**1 Multiplication and Division**	**2 Fractions**	**3 Geometry Position and Direction**	**8 Measures Time**	**Consolidate and Assess**
Measure & begin to record the following: - Length & heights - Mass/weight	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Describe position, direction and movement, including half, quarter and three-quarter turns	Compare, describe & solve practical problems for: - Time	Start this week by revising the learning covered in the Autumn and Spring terms so as to ensure pupils are fluent and secure with their basic skills. Use a simple assessment process to check on pupils' confidence and consistency in using the learning outlined in the Spring term. Analyse the results and use information to help focus the pre-teaching sessions, as needed, for the following term.
➤ Measure length using a range of non-standard units and compare length. ➤ Begin to measure length in cm and m. ➤ Measure length using a range of non-standard units and compare height. ➤ Begin to measure height in cm and m. ➤ Measure weight using a range of non-standard units and compare mass/weight. ➤ Begin to measure mass in g and kg.	➤ Solve one step problems involving multiplication to 10, using concrete objects, pictorial representations and arrays ➤ Solve one step problems involving division to 10, using concrete objects, pictorial representations and arrays ➤ Solve one step problems involving multiplication to 20, using concrete objects, pictorial representations and arrays ➤ Solve one step problems involving division to 20, using concrete objects, pictorial representations and arrays	➤ Estimate what a quarter of a given object might be. ➤ Estimate what a quarter of a given shape might be. ➤ Use practical apparatus to show a quarter of a given number of objects. ➤ Show they understand that quarters are four equal parts.	➤ Know and use: left, right, top, middle, bottom, on top of, in front of, above, between, around, near, close, far, up, down, forwards, backwards, inside, outside ➤ Demonstrate full turn by moving body ➤ Demonstrate half turn ➤ Demonstrate quarter turn ➤ Demonstrate three-quarter turn ➤ Hold up left/right hand, as required ➤ Point to left/right, as required ➤ Describe position, direction, movement using vocabulary above	➤ Use the following vocabulary correctly in context: earlier, later. ➤ Compare the movements of two objects and describe which is slower, quicker. ➤ Begin to measure time in hours, minutes and seconds	

Year 1: Spring 2

Week 1: Measures

Measure and begin to record the following:
-    Length and heights; Mass/weight

Spring 2: Week 1: Pre-Learning Task

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Spring 2 Week 1

Objective Measures 7	**Measure and begin to record the following:** - **Length and heights; Mass/weight**

Name 3 things that are longer than 1 metre. 1 _____ 2 _____ 3 _____		Name three items that weigh more than 1 Kilogram. 1 _____ 2 _____ 3 _____	
Find three items in your classroom and set them out with the longest first. Now record your findings:		Find three items in your classroom and set them out with the heaviest first. Now record your findings:	
Complete this sentence: _____ is longer than _____		Complete this sentence: _____ is heavier than _____	

Spring 2: Week 1: Practice and Consolidation

Measures 7: Measure and begin to record the following:
- Length and heights; Mass/weight

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
- Measure length using a range of non-standard units and compare length. - Begin to measure length in cm and m. - Measure length using a range of non-standard units and compare height. - Begin to measure height in cm and m. - Measure weight using a range of non-standard units and compare mass/weight. - Begin to measure mass in g and kg.	- Look together at a metre stick and discuss what they can see that is longer and shorter than a metre. - Pass a Kg weight around and get pupils to name items that they can see that weigh more or less than a Kg. - Use a metre stick that has been divided into 10 equal areas. Talk about how each of the sections is 10cms. - Explore the pupils' understanding of the relationship between metres and centimetres.	**Which of these weighs the most?** butterfly or cow	**Which of these two is the longest?** a bus or a car
		Using a metre stick, use it to find and then record at least five things in the classroom that measure more than a metre. Now do the same for items outside your classroom	**Carry a kilogram weight**, then look for and record at least five things in the classroom that weigh more than a kilogram. Now do the same for items outside your classroom.
		Find 10cms on a ruler or metre stick. Find and then record five items that measure approximately 10cms.	**Find food items in your home.** Make a list of them and how much they weigh.

Spring 2: Week 1: Mastering this Objective – Deeper Understanding

Measures 7: Measure and begin to record the following:
- Length and heights; Mass/weight

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:

Teaching Sequence

➤ Measure length using a range of non-standard units and compare length.
➤ Begin to measure length in cm and m.
➤ Measure length using a range of non-standard units and compare height.
➤ Begin to measure height in cm and m.
➤ Measure weight using a range of non-standard units and compare mass/weight.
➤ Begin to measure mass in g and kg.

Using numbers 1 to 5 order these arrows tallest first.
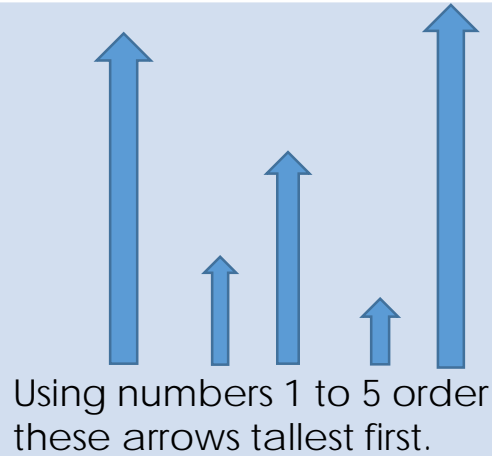
If there are 10 lego bricks in this pan, how many could there be in this pan?

Complete this table:

Weighs less than 1Kg	Weighs more than 1Kg but less than 5Kg	Weighs more than 5Kg
Pencil		

Take 3 items you can find in the classroom and measure them according to their length in metres and cms. and then in Kilograms and grams.

Spring 2: Week 1: Working at greater depth

Measures 7: Measure and begin to record the following:
- Length and heights; Mass/weight

Teaching Sequence	Activities for pupils working at greater depth:

Teaching Sequence

➢ Measure length using a range of non-standard units and compare length.

➢ Begin to measure length in cm and m.

➢ Measure length using a range of non-standard units and compare height.

➢ Begin to measure height in cm and m.

➢ Measure weight using a range of non-standard units and compare mass/weight.

➢ Begin to measure mass in g and kg.

Activities for pupils working at greater depth:

Find a range of items to complete this table:

	Weighs less than 1Kg	Weighs more than 1Kg
Is less than 1m		
Is between 1m and 5m		
Is more than 5m.		

Explain why the heaviest item is not always the longest. Justify your answer.

You have an adult and a child together. They both move forward 5 steps.
Which is more likely to have moved the furthest?

Explain your thinking.

Look at the buildings above. Why is it that the tallest building is not always the one with most rooms?

Explain why we need standard measures for measuring length and weight.

Justify your reasoning with examples.

Spring 2: Week 1: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Objective: Measures 7: Measure and begin to record the following: - Length and heights; Mass/weight	Me	My Teacher
Do you know that a Kilogram is broken into 1000 grams and that you use grams to measure items lighter than a Kilogram?		
Do you know that a metre is broken into 100 centimetres and that you use centimetres to measure items shorter than a metre?		
Do you know the term kilogram and can you show some objects that weigh more or less than a kilogram?		
Do you know the term metre and can you show objects that are longer or shorter than a metre?		
Can you work out which object is the heaviest and lightest of a number of objects?		
Can you work out which object is the highest and lowest of a number of objects?		
Can you work out which object is the longest and shortest of a number of objects?		

Year 1: Spring 2

Week 2: Multiplication and Division

Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Spring 2: Week 2: Pre-Learning Task

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Spring 2 Week 2

Objective: Multiplication & Division	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Can you work out the answers (using apparatus)?

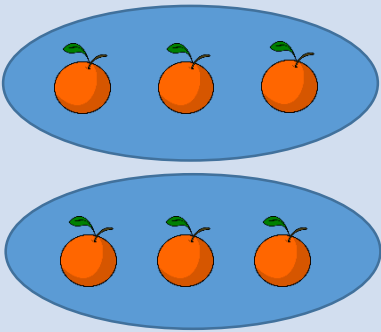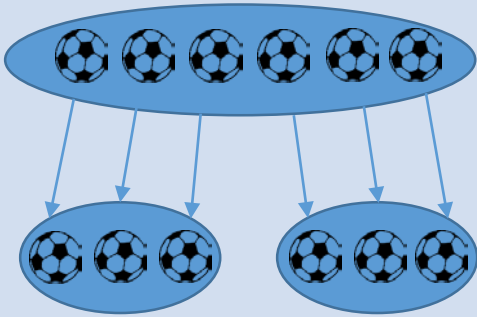| What are 3 lots of 2?			Can you share 8 objects between 2 people?		
What are 2 lots of 5?			Can you share 9 objects between 3 people?		
What are 4 lots of 2?			Can you share 12 objects between 3 people?		
What are 3 lots of 3?			Can you divide 15 objects between 5 people?		

Spring 2: Week 2: Practice and Consolidation

Multiplication & Division : Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
➢ Solve one step problems involving multiplication to 10, using concrete objects, pictorial representations and arrays ➢ Solve one step problems involving division to 10, using concrete objects, pictorial representations and arrays ➢ Solve one step problems involving multiplication to 20, using concrete objects, pictorial representations and arrays ➢ Solve one step problems involving division to 20, using concrete objects, pictorial representations and arrays	• Showing pupils practically 'two lots of' then 'three lots of', etc. • Showing pupils practically how to share objects, initially into two and then three, etc. • Linking the term 'lots of' with multiplication • Linking the term 'sharing' with division.	Working out what 2 lots of various objects are: Move on to work with 3, 4 and 5 lots of.	Share 6 objects between 2 people. Now share other amounts by 2, 3, 4 and 5.
		Using apparatus: 10 boys share 20 sweets. How many sweets will each one get? 5 girls share 25 stickers. How many stickers will each one get?	**Using apparatus:** Every day Simon is awarded with 2 golden stars. How many will he have collected after 5 days? Aysha collects munchy monsters. She gets 5 every time she goes to the shop. How many will she have after 3 visits to the shop?

Spring 2: Week 2: Mastering this Objective – Deeper Understanding

Multiplication & Division: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:	
➤ Solve one step problems involving multiplication to 10, using concrete objects, pictorial representations and arrays ➤ Solve one step problems involving division to 10, using concrete objects, pictorial representations and arrays ➤ Solve one step problems involving multiplication to 20, using concrete objects, pictorial representations and arrays ➤ Solve one step problems involving division to 20, using concrete objects, pictorial representations and arrays	**Wheels on a car** Each car has 4 wheels. How many wheels will there be if you have 4 cars altogether? What if there were 5 cars? What about 3 cars? Show how you work your answers out.	**Horse Racing** In a horse race I counted 16 legs going past. How many horses were there? What if there were 12 legs? Put a circle around the number of legs that could have passed me: 10 8 13 15 20 4 17 21 3
	Penalty Shoot Out A team of 5 children take penalties. Each one scores 3 times. How many goals did they score? Another team of 5 children take penalties. 3 children score 3 each and the other 2 scored 2 each. How many penalties did they score altogether?	**Gobsuckers** Tariq has 20p. He wants to buy 5 gobsuckers which cost 3p each. Has he got enough money? Aysha has 10p. She want to buy mints which cost 2p each. How many could she buy?

Spring 2: Week 2: Working at greater depth

Multiplication and Division 4: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Teaching Sequence	Activities for pupils working at greater depth:	
➢ Solve one step problems involving multiplication to 10, using concrete objects, pictorial representations and arrays ➢ Solve one step problems involving division to 10, using concrete objects, pictorial representations and arrays ➢ Solve one step problems involving multiplication to 20, using concrete objects, pictorial representations and arrays ➢ Solve one step problems involving division to 20, using concrete objects, pictorial representations and arrays	**Hamid has 20 sweets altogether.** He has four friends coming to tea. Is he able to share the sweets between himself and his friends so that they all have the same amount? Show how you have done your calculations. **Sharing sweets with friends** If Hamid had 20 sweets altogether would he be able to share them equally if he had 3 friends coming? (Don't forget Hamid's share) What about if 2 friends were coming? How about five friends?	**I buy cup cakes which cost 5p each.** I have 20p. Am I able to buy 5 cup cakes? I have 10p. Am I able to buy 2 cup cakes? I have 16p. Am I able to buy 3 cup cakes. What do you notice? Make up some problems for your friends but this time the cup cakes will cost 4p. **Hannah's Toy Box** In Hannah's toy box she has cars (with 4 wheels) and bikes (with 2 wheels) Altogether there are 18 wheels. Work out how many cars and bikes could have been in the toy box. There has to be at least 1 car and 1 bike.

Spring 2: Week 2: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

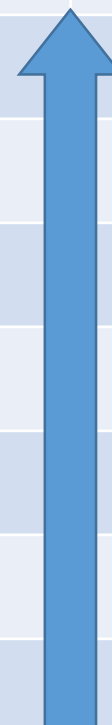| Objective: Multiplication & Division: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Me	My Teacher
Can you see that adding in 2s, 5s and 10s is just like multiplication?		
Without using real objects, can you use division involving numbers to 20?		
Without using real objects, can you use multiplication involving numbers to 20?		
Using real objects, can you use division involving numbers to 20?		
Using real objects, can you use multiplication involving numbers to 20?		
Do you know that the symbol (÷) stands for division?		
Do you know that the symbol (x) stands for multiplication?		

Year 1: Spring 2

Week 3: Fractions

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Spring 2: Week 3: Pre-Learning Task

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.
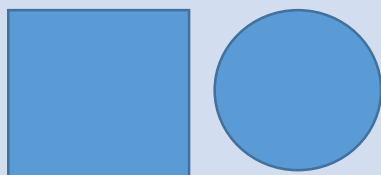
Name	Spring 2 Week 3
Objective: Fractions	**Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity**

Work out the answers

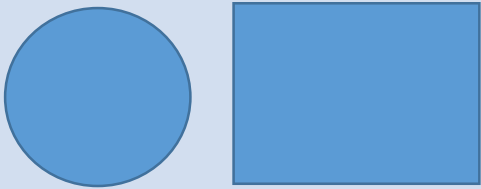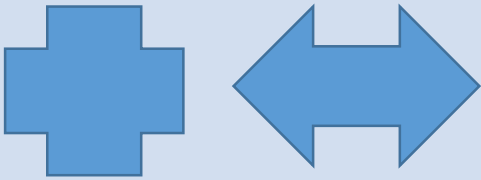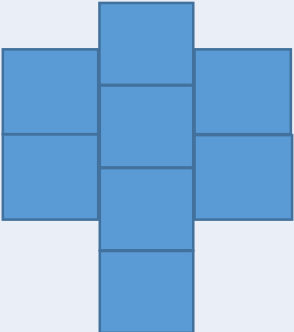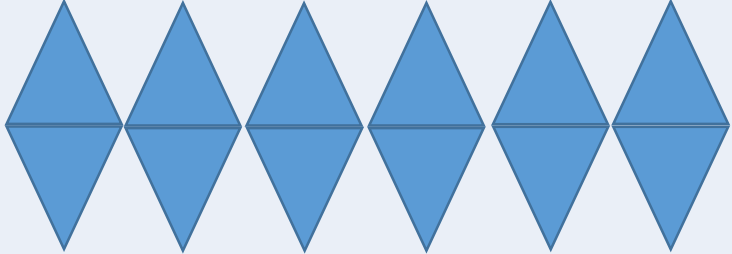|	
Can you shade in a quarter of these 2 shapes?	How much of the circle is missing?
What is a quarter of these 2 numbers? 12 8	How much of 16 is 4?

Spring 2: Week 3: Practice and Consolidation

Fractions 2: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
➢ Estimate what a quarter of a given object might be. ➢ Estimate what a quarter of a given shape might be. ➢ Use practical apparatus to show a quarter of a given number of objects. ➢ Show they understand that quarters are four equal parts.	• Remind pupils of the term half and find half of various items to re-inforce the concept of half. • Show what a quarter is by using paper and folding twice, etc. • Now share objects by 4 and explain that one set is a quarter of the original.	Shade a quarter of the following shapes: 	Find a quarter of these numbers: 4 12 16 20
		If 8 is half of a number. What was the original number? How much will a quarter of this number be?	If 3 is a quarter of a given number, how much is the original number? If 5 is a quarter of a given number, how much is the original number?

Spring 2: Week 3: Mastering this Objective – Deeper Understanding

Fractions 2: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:	
➢ Estimate what a quarter of a given object might be. ➢ Estimate what a quarter of a given shape might be. ➢ Use practical apparatus to show a quarter of a given number of objects. ➢ Show they understand that quarters are four equal parts.	If 4 is a quarter of a number, how much was the number in the first place? If I take a quarter of the number away I am left with 12. How much was the number in the first place? If half of a number is 8, what will a quarter be?	**Yes or No** • If 3 children share 6 apples between them, then they will all have 1 apple each. **Yes / No** • If 4 children each have a quarter of a cake. Then there will be no cake left. **Yes / No** • Can you equally share one packet of sweets and have half each? **Yes / No** • If I give 3 children a quarter of all the sweets then there will be none left. **Yes / No**

Shade in a quarter of these shapes.

Spring 2: Week 3: Working at greater depth

Fractions 2: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Teaching Sequence	Activities for pupils working at greater depth:	
➢ Estimate what a quarter of a given object might be. ➢ Estimate what a quarter of a given shape might be. ➢ Use practical apparatus to show a quarter of a given number of objects. ➢ Show they understand that quarters are four equal parts.	**Taking a quarter away** If I take a quarter of the number away I am left with 12. How much was the number in the first place?	A bowl of fruit holds 20 pieces of fruit. It had 3 bananas; 5 apples; 6 oranges; 4 pears and 2 kiwi fruits. If you wanted a quarter of the bowl to hold bananas, how many bananas would you need? Which fruit would you take out?
	Ahmed's Cars Harry went to play with Ahmed. Ahmed had 10 cars and he gave Harry half of them. Harry already had 2 cars. How many cars did Harry have to play with?	Josh and Francesca were given a bowl of smarties. There were 4 colours altogether. A quarter of all the smarties were red, 7 were yellow, 5 were blue, and 3 were green. How many smarties were there altogether?

Spring 2: Week 3: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Fractions 2: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Me	My Teacher
Do you recognise that if you take a quarter away then you are left with three-quarters?		
Do you know that a quarter is one of four equal parts of a shape or a number?		
Can you work out what a quarter of a number up to 20 is?		
Can you colour in a quarter of a given shape?		
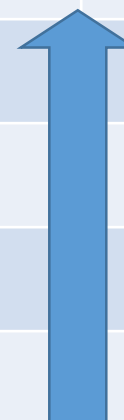
Year 1: Spring 2

Week 4: Geometry: Position and Direction

Describe position, direction and movement, including half, quarter and three-quarter turns

Spring 2: Week 4: Pre-Learning Task

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Spring 2 Week 4
Objective: Geometry: Position and Direction	**Describe position, direction and movement, including half, quarter and three-quarter turns**

Work out the answers

		If the arrow makes half a turn, what will it look like?	
Which shape is to the left of the circle? Which shape is above the moon? Which shape is below the square?		A D B C	If you start by facing A and make a quarter of a turn to the right, which letter will you be facing?

Spring 2: Week 4: Practice and Consolidation
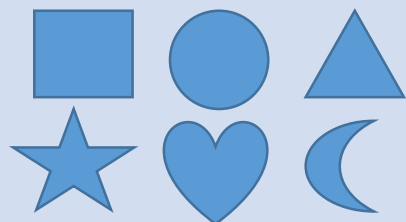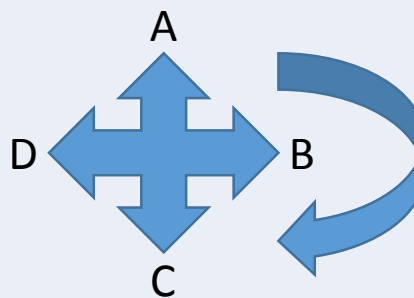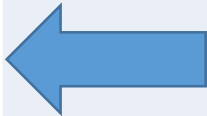
Geometry: Position and Direction 2: Describe position, direction and movement, including half, quarter and three-quarter turns

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:
- Know and use: left, right, top, middle, bottom, on top of, in front of, above, between, around, near, close, far, up, down, forwards, backwards, inside, outside - Demonstrate full turn by moving body - Demonstrate half turn - Demonstrate quarter turn - Demonstrate three-quarter turn - Hold up left/right hand, as required - Point to left/right, as required - Describe position, direction, movement using vocabulary above	- Exercises using left or right hand, then right or left leg. - Link to rhymes which involve the use of the right or left hand or arm or leg. - In pairs, provide pupils with instructions such as: - Stay close to your partner, move away from your partner; move in front of your partner; move behind your partner, etc. - Ask them to look for something on the left or right. - Pupils to make: half, quarter and full turns	Using the shapes: Provide instructions: Put the circle next to the square; Put the cross above the triangle; Put the square between the triangle and the square, etc. If this arrow makes half a turn, what will it look like? If this arrow makes a full turn, what will it look like? Stand facing your partner. Make half a turn. Which way will you be facing? Stand back to back with your partner. If you both make half turns which way will you be facing?

Geometry: Position and Direction 2: Describe position, direction and movement, including half, quarter and three-quarter turns

Teaching Sequence

- Know and use: left, right, top, middle, bottom, on top of, in front of, above, between, around, near, close, far, up, down, forwards, backwards, inside, outside
- Demonstrate full turn by moving body
- Demonstrate half turn
- Demonstrate quarter turn
- Demonstrate three-quarter turn
- Hold up left/right hand, as required
- Point to left/right, as required
- Describe position, direction, movement using vocabulary above

If pupils have mastered this objective they will be able to complete these activities independently:

Alice   Betty   Chloe   Daisy

Who is to the left of Chloe?
Who is to the right of Daisy?
Who is between Betty and Daisy?
How many girls are to the right of Alice?

What are the next two shapes in this sequence?

Which shape is to the left of the star?

School

House with flowers

House for sale

House on the hill

Colin faces the house on the hill. He makes a half turn. Which building will he now face?
Colin faces the house on the hill. He makes a quarter turn to the left. Which house will he now face?

Spring 2: Week 4: Working at greater depth

Geometry: Position and Direction 2: Describe position, direction and movement, including half, quarter and three-quarter turns

Teaching Sequence

➢ Know and use: left, right, top, middle, bottom, on top of, in front of, above, between, around, near, close, far, up, down, forwards, backwards, inside, outside
➢ Demonstrate full turn by moving body
➢ Demonstrate half turn
➢ Demonstrate quarter turn
➢ Demonstrate three-quarter turn
➢ Hold up left/right hand, as required
➢ Point to left/right, as required
➢ Describe position, direction, movement using vocabulary above

Activities for pupils working at greater depth:
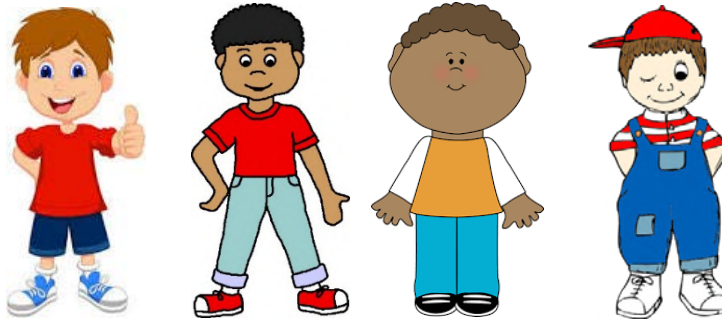
Arthur   Ben   Colin   Duncan
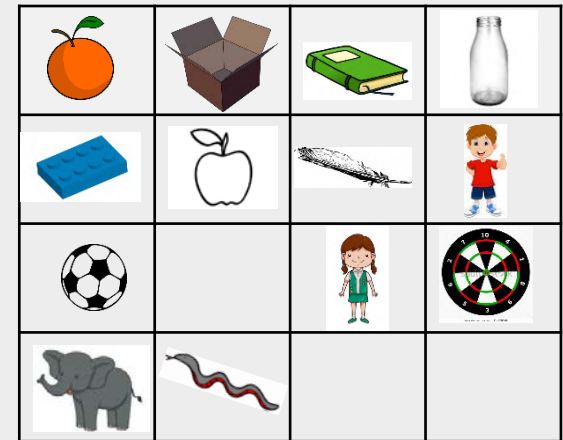
Make up as many sentences as you can about the boys' positions, using the terms: left, right, between, and next to.

One has been done for you.

Colin is to the right of Ben.

Make up as many questions as you can in relation to the position of various items in the table. Two have been done for you:

- The elephant is to the left of the snake.
- The boy is above the dart board

Spring 2: Week 4: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

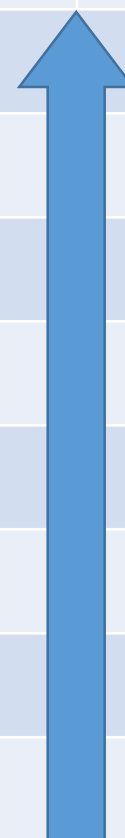| Geometry: Position and Direction: Describe position, direction and movement, including half, quarter and three-quarter turns	Me	My Teacher
Can you use the terms 'to the left of..' or 'to the right of…' accurately?		
Can you use the terms behind, in front of, and in between accurately?		
Can you turn to the right or left?		
Can you hold out your right or left hand?		
Can you turn your body through three-quarters of a turn?		
Can you turn your body through a quarter of a turn?		
Can you turn your body through half a turn?		
Can you turn your body through one full turn?		

Year 1: Spring 2

Week 5: Measures: Time

Compare, describe & solve practical problems for:
-    Time

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Spring 2 Week 5

Objective: Measures: Time	**Compare, describe & solve practical problems for:** - **Time**

Work out the answers

Put numbers 1 to 5 next to the statements according to when they happen:

- I play outside with my friends
- I have breakfast
- I have my tea
- I go to assembly
- I go to bed

A film in the cinema starts at one o'clock and finishes at four o'clock.

How many hours did the film last?

I wake up at 7 o'clock and I eat my lunch at 12 o'clock.

How long is there between getting up and eating lunch?

Three animals have a race: a horse; a mouse and a sheep. Who should win?

If you think of a typical day.
Which of these happens earlier:
Lunch or going to bed.

Spring 2: Week 5: Practice and Consolidation

Measures: Time: Compare, describe and solve practical problems for: Time

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
➢ Use the following vocabulary correctly in context: earlier, later. ➢ Compare the movements of two objects and describe which is slower, quicker. ➢ Begin to measure time in hours, minutes and seconds	• As a group talk about things they do 'earlier' and 'later'. • Use examples of things they do during the day and get pupils to order them according to when they do them. • Talk about what they will be doing 2 or 4 hours later. • Recognise that certain things move faster than others. Compare different animals, etc.	**Journey** Four people travelled from Manchester to London: one travelled by plane; one on a bicycle; one in a car and one by train. Which person should get there first? Which person should take the longest?	**Later or Earlier?** Make up four sentences using the words 'earlier' and 'later' in relation to what they did during the day. One has been done for them: I have lunch later than I have my breakfast.

Timetable

Time	Activity
1 o'clock	Eat Lunch
4 o'clock	Do homework
6 o'clock	Have tea
8 o'clock	Go to bed

Look at the timetable.
At what time did I eat lunch?
How much time is there between my lunch and my tea?
How much time is there between doing my homework and going to bed?
Hoe much time is there between my lunch and going to bed?

Spring 2: Week 5: Mastering this Objective – Deeper Understanding

Measures: Time: Compare, describe and solve practical problems for: Time

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:

Teaching Sequence

➢ Use the following vocabulary correctly in context: earlier, later.

➢ Compare the movements of two objects and describe which is slower, quicker.

➢ Begin to measure time in hours, minutes and seconds

In the story of the Billy Goat's Gruff the Small Billy Goat trip-trapped over the bridge first; then the Middle Billy Goat and finally the Big Billy Goat.

Did the Middle Billy Goat go earlier or later than the Big Billy Goat?

Did the Small Billy Goat go earlier or later than Big Billy Goat?

Which of these 2 statements are likely to be TRUSE or FALSE?

It takes me 15 minutes to eat my breakfast.
It takes me 2 hours to eat my breakfast

My maths lesson lasts for 1 hour.
My maths lesson lasts for 3 hours.

Which of these animals is most likely to win a 100m race.

• Cheetah
• Elephant
• Cat
• Tortoise

Who is likely to be the slowest?

Spring 2: Week 5: Working at greater depth

Measures: Time: Compare, describe and solve practical problems for: Time

Teaching Sequence	Activities for pupils working at greater depth:
➢ Use the following vocabulary correctly in context: earlier, later. ➢ Compare the movements of two objects and describe which is slower, quicker. ➢ Begin to measure time in hours, minutes and seconds	On the way to a football match Harry's parents and Harry spent 30 minutes in the car. They then walked for another 20 minutes to reach the ground. Did the journey take more or less than 1 hour? How many minutes did the journey take?

On the way to a football match Harry's parents and Harry spent 30 minutes in the car. They then walked for another 20 minutes to reach the ground.

Did the journey take more or less than 1 hour?

How many minutes did the journey take?

Think of the story of the Three Bears.

Think of the time that the Three Bears decided to go for a walk in the wood.

Write down three things that happened later in the story.

We go and visit our grandmother each day.
On Monday the journey took 2 hours;
On Tuesday there was a lot of traffic and it took 3 hours but on Wednesday it only took us 1 hour.

On which day did it take the longest time to get to grandmother?

On which day did it take the shortest time to get to grandmother?

How much difference is there between Tuesday's journey and Wednesday's journey?

Think of the story of Cinderella

Think of the time when the fairy Godmother helps Cinderella get ready for the ball.

Think of 3 things that happened earlier in the story.

Spring 2: Week 5: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

| Measures: Time: Compare, describe and solve practical problems for: Time	Me	My Teacher
Can you name the months of the year in order?		
Can you name the days of the week in order?		
Can you use the terms before, after and next accurately?		
Can you use the terms yesterday, today and tomorrow accurately?		
Can you think of things that normally happen in the morning, afternoon and night time?		
Can you tell the time to half past the hour from half past one through to half past twelve?		
Can you tell the time to o'clock from one o'clock through to twelve o'clock?		
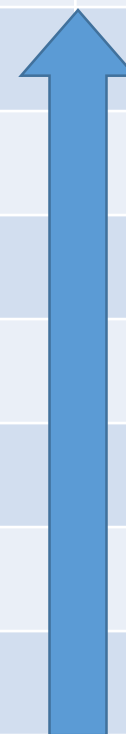
Year 1: Spring 2

Week 6: Consolidate and Assess

- Start this week by using the warm ups outlined on the next page so as to ensure pupils are fluent and secure with their basic skills.

- Use a simple assessment process to check on pupils' confidence and consistency in using the learning outlined in the Spring term.

- Analyse the results and use information to help focus the intervention sessions, as needed, for the following term.

Year 1: Spring 2: Week 6

The focus of the consolidation should be the following aspects:

- Read and write numbers to 100 in figures.
- Count on and back in 1s from any one or two digit number including across 100.
- Count on and back in multiples of 2, 5 and 10.
- Order a set of random numbers to 100.
- Recall addition and subtraction facts for each number up to 20.
- Recall doubles of numbers up to 10.
- Recall halves of even numbers up to 20.
- Add a single digit number to any number up to 20.
- Subtract a single digit number from any number up to 20.
- Identify number patterns on number lines and hundred squares.
- Recognise and create repeating patterns with a number.
- Identify odd and even numbers linked to counting in 2s from 0 and 1.

- Although practice and consolidation should be on-going through each half term, during Week 6 there should be greater opportunity taken to check pupils' learning.
- Summative and Formative assessment procedures should help teachers gain a clear picture as to which pupils are at different stages, including mastery and greater depth.

YEAR 1 : SUMMER 1: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
5 Number and place Value	**5 Addition and Subtraction**	**9 Measures Capacity and Volume**	**3 Fractions**	**4 Geometry Position and Direction**	**5 Geometry 2D and 3D Shape**
Read and write numbers from 1 – 20 in numerals and words	Add and subtract 1-digit and 2-digit numbers to 20, including zero.	Measure & begin to record the following: - Capacity & volume	Consolidate and start to link to numbers: Recognise, find and name a half as one of two equal parts and a quarter as being one of four equal parts of an object, shape or quantity.	Consolidate: Describe position, direction and movement, including half, quarter and three-quarter turns and link to shapes	Recognise & name common 3D shapes, including: 3D. e.g. cuboids (including cubes), pyramids, spheres.
➢ Read all numbers to 5 in words ➢ Write all numbers to 5 in words ➢ Read and write all numbers to 10 in words ➢ Read and write all numbers to 10 in words ➢ Read and write all numbers to 20 in numbers without making reversals ➢ Read and write all numbers to 20 in words	Record in writing: ➢ Add two 1-digit numbers to ten. ➢ Add two 1-digit numbers to 18. ➢ Add two numbers that equal any number up to 20, including zero. ➢ Subtract two 1-digit numbers. ➢ Subtract a 1-digit number from a 2-digit number up to 20. ➢ Subtract a 2-digit number from a 2-digit number up to 20.	➢ Measure volume using a range of non-standard units and compare. ➢ Measure capacity using a range of non-standard units and compare. ➢ Begin to measure capacity in ml/l	➢ Estimate what a half and a quarter of a given object might be. ➢ Estimate what a half and a quarter of a given shape might be. ➢ Use practical apparatus to show half and a quarter of a given number of objects.	➢ Use terms left and right in different contexts ➢ Remind them of moving bodies through full turns; half turns; quarter turns and three-quarter turns ➢ Use shape apparatus to show movements through these turns in practical setting ➢ Describe position, direction, movement using appropriate vocabulary	➢ Start with reminder about names of 2D shapes ➢ Identify and name cubes ➢ Identify and name pyramids ➢ Identify and name spheres ➢ Identify and name cylinders

Year 1: Summer 1

Week 1: Number and Place Value

Read and write numbers from 1 – 20 in numerals and words

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Summer 1: Week 1
Objective Place Value	**Read and write: 1 to 20 in numerals and words**

Can you read these numbers and put their numerical value in the box?			*Can you read these numerals and write the word (their value) in the box?*		
seven			8		
six			4		
thirteen			16		
fourteen			12		

Write down a number that is one more than thirteen.

Write down a number that is one less than twelve.

Summer 1: Week 1: Practice and Consolidation

Place Value and Number: Read and write: 1 to 20 in numerals and words

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
➢ Read all numbers to 5 in words ➢ Write all numbers to 5 in words ➢ Read and write all numbers to 10 in words ➢ Read and write all numbers to 10 in words ➢ Read and write all numbers to 20 in numbers without making reversals ➢ Read and write all numbers to 20 in words	• As a group respond quickly to cards with numbers on, both in numerals and in words. • Chant number rhymes, where the number goes up or down.	**Match the number to the word:** 6　　　　　twelve 8　　　　　six 10　　　　eight 12　　　　ten	**Write the following numbers as words:** 5 11 9 15
		Write the answers as words: 3　+　5　= 6　+　3　= 11　+　2　= 10　+　5　=	**Write the answers in words and numerals:** Eight add nine = _____ Eleven take away three _____ Sixteen take away eleven _____

Summer 1: Week 1: Mastering this Objective – Deeper Understanding

Place Value and Number: Read and write: 1 to 20 in numerals and words

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:

Teaching Sequence

➤ Read all numbers to 5 in words
➤ Write all numbers to 5 in words
➤ Read and write all numbers to 10 in words
➤ Read and write all numbers to 10 in words
➤ Read and write all numbers to 20 in numbers without making reversals
➤ Read and write all numbers to 20 in words

Look at the number.
Make up an addition or subtraction sentence which equals the number:

Eight   _____

Eleven   _____

Nineteen   _____

Use 2 dice: one with numbers and one with words.

Throw both dice and make up either an addition or subtraction number sentence from the numbers shown

Play a simple game of snap with cards which have numerals and names up to 20.

five
6
nine

sixteen

7
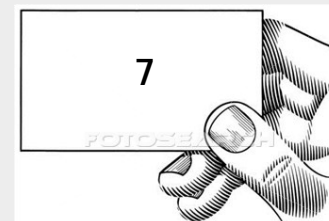
Take a set of cards with numbers written in words 10 to 20 and another set with numbers from 0 to 9.

Take the number card away from the word card. Repeat as often as you can.

Summer 1: Week 1: Working at greater depth

Place Value and Number: Read and write: 1 to 20 in numerals and words

Teaching Sequence

- Read all numbers to 5 in words
- Write all numbers to 5 in words
- Read and write all numbers to 10 in words
- Read and write all numbers to 10 in words
- Read and write all numbers to 20 in numbers without making reversals
- Read and write all numbers to 20 in words

Activities for pupils working at greater depth:

Write the answers to this puzzle in words:
ONE, TWO, THREE
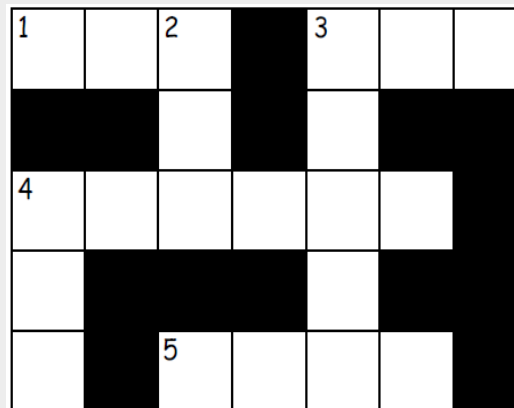
Across
1   9 – 7
3   4 + 2
4   10 + 1 + 1
5   3 + 5 + 1

Down
2   9 - 8
3   4 + 3
4   5 + 8 - 3

Which written numbers between 0 and 20 end with 'teen'? Make a list of them.

Word Search
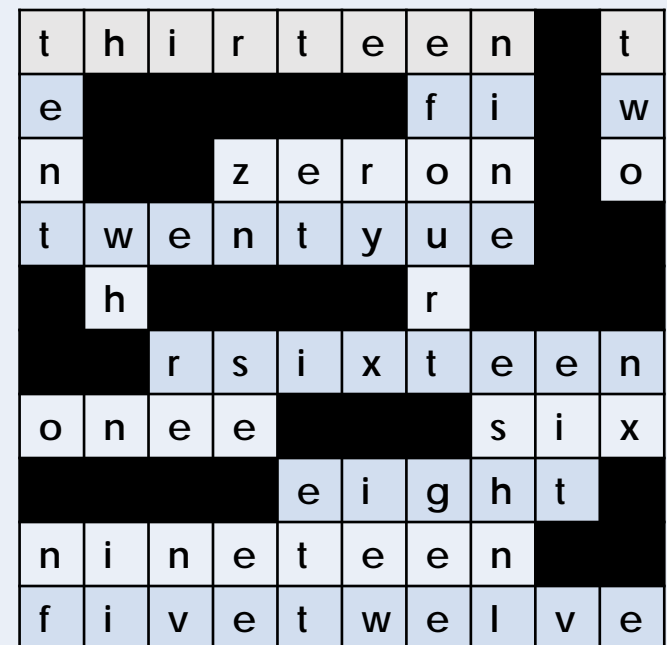
How many written numbers (0-20) can you find?

Summer 1: Week 1: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Number and Place Value 5: Read and write: 1 to 20 in numerals and words.	Me	My Teacher
Can you read and write all numbers to 20 in words?		
Can you read and write all numbers to 20 in numbers without making reversals?		
Can you write all numbers to 10 in words?		
Can you read all numbers to 10 in words?		
Can you write all numbers to 5 in words?		
Can you read all numbers to 5 in words?		
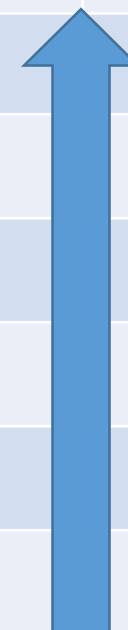
Year 1: Summer 1

Week 2: Addition and Subtraction

Add and subtract 1-digit and 2-digit numbers to 20, including zero.

Summer 1: Week 2: Addition and Subtraction

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Summer 1: Week 2
Objective	Add and subtract 1-digit and 2-digit numbers to 20 including 0

Can you add these numbers together?			Can you subtract these numbers?		
4 + 5			7 - 5		
3 + 6			8 - 3		
7 + 6			16 - 4		
12 + 6			12 - 6		

Can you add these together: 13 + 0 =

Can you subtract 0 from 12?

Summer 1: Week 2: Practice and Consolidation

Addition and Subtraction: Add and subtract 1-digit and 2-digit numbers to 20 including 0

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
Record in writing: ➤ Add two 1-digit numbers to ten. ➤ Add two 1-digit numbers to 18. ➤ Add two numbers that equal any number up to 20, including zero. ➤ Subtract two 1-digit numbers. ➤ Subtract a 1-digit number from a 2-digit number up to 20. ➤ Subtract a 2-digit number from a 2-digit number up to 20.	• Check pupils' response to adding mentally any two 1-digit numbers. • Now work adding 10 to a 1-digit number, doing so rapidly. • Talk about and practise adding nine to any 1-digit number. • Check pupils' response to subtracting one 1-digit number from another, then a subtract a 1-digit number from a 2-digit number to 20. • Talk about how to take 9 from a 2-digit number to 20.	Four children took part in a football competition. Maria scored 8 goals out of 10, Moshin scored 4 out of 10, James scored 5 out of 10; and Thomas scored 2 out of 10. How many goals were scored altogether?	**Put a circle around each calculation with the answer 8.** 5 + 3 15 − 7 13 + 3 12 - 5 12 − 4 12 + 3 5 +1 + 3 4 + 2 + 2 19 − 11 17 - 9
		Temperature Check The temperature was 18 degrees in the morning and 11 degrees colder in the evening. What was the temperature in the evening? What would the evening temperature be if it fell by 7 degrees?	**Coins in the bowl** A bowl contains 19 coins. Sade takes 8 coins and Helen takes 7 coins. How many coins are there left in the bowl?

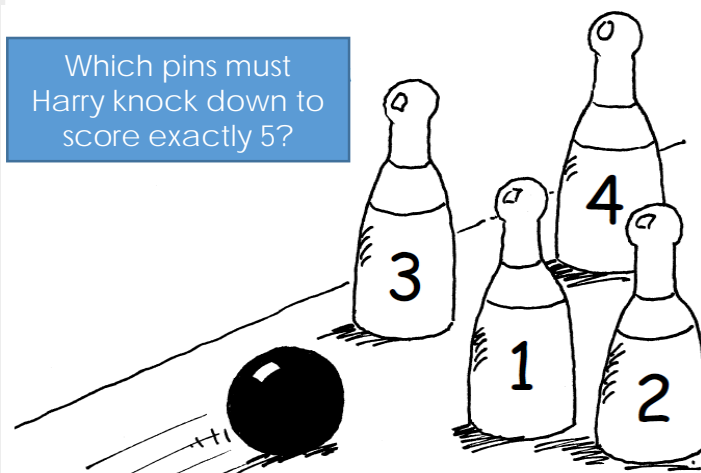# Summer 1: Week 2: Mastering this Objective – Deeper Understanding

Addition and Subtraction: Add and subtract 1-digit and 2-digit numbers to 20 including 0

Teaching Sequence

Record in writing:
➤ Add two 1-digit numbers to ten.
➤ Add two 1-digit numbers to 18.
➤ Add two numbers that equal any number up to 20, including zero.
➤ Subtract two 1-digit numbers.
➤ Subtract a 1-digit number from a 2-digit number up to 20.
➤ Subtract a 2-digit number from a 2-digit number up to 20.

If pupils have mastered this objective they will be able to complete these activities independently:

7   5   3

8
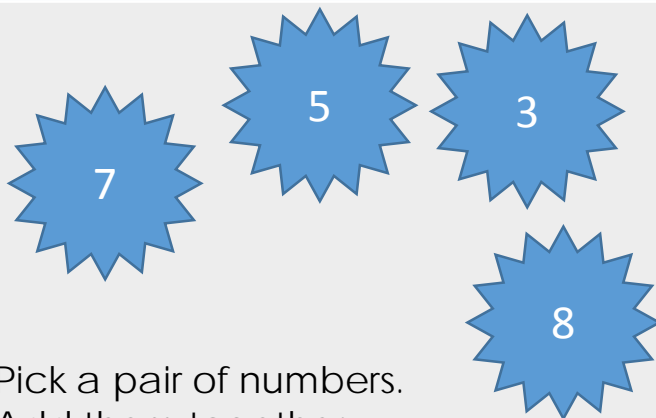
Pick a pair of numbers.
Add them together.
Write the numbers and the answers.

Now pick a different pair and write the numbers and the answers.
Keep doing this and find out how many possible answers you can get.

You can do this again with 4 different numbers – all below 10

Which pins must Harry knock down to score exactly 5?

Change the numbers on the pins but do not go beyond 9.
Also change the total from 5 to any other up to 20.

What do you notice about the following?

18 - 3 = 15   19 – 14 = 5
18 -15 = 3   19 – 5 = 14

Make similar number sentences.

Summer 1: Week 2: Working at greater depth

Addition and Subtraction: Add and subtract 1-digit and 2-digit numbers to 20 including 0

Teaching Sequence	Activities for pupils working at greater depth:
Record in writing: ➢ Add two 1-digit numbers to ten. ➢ Add two 1-digit numbers to 18. ➢ Add two numbers that equal any number up to 20, including zero. ➢ Subtract two 1-digit numbers. ➢ Subtract a 1-digit number from a 2-digit number up to 20. ➢ Subtract a 2-digit number from a 2-digit number up to 20.	Helen went to play with Cybel. Helen had 10 stickers and she gave Cybel 4 of them. Cybel already had 4 stickers. Which of the two girls had most stickers to play with? I have 3 dice (1 to 6). Show three ways I can lay out the dice so that the numbers on top add up to 15. 2 5 4 Choose a number between 0 and 9 to go into the empty circles so that each line adds up to 16 3 2 Now make your own. **Addition Triangle** 12 14 10 What numbers are missing from the squares inside the triangle? Harry had 17 football cards. He wanted to give some to his friend Hamid. After giving them to Hamid, Harry had 3 more than Hamid. How many did each boy have?
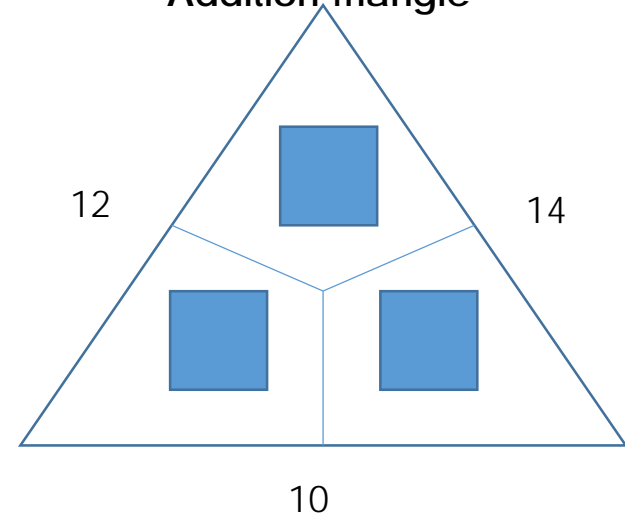
Summer 1: Week 2: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Addition and Subtraction: Add and subtract 1-digit and 2-digit numbers to 20 including 0	Me	My Teacher
Can you subtract a 1-digit number from a 2-digit number?		
Can you subtract two, 1-digit numbers?		
Can you add a 1-digit number to a 2-digit number to 20?		
Can you add two, 1-digit numbers to 20?		
Can you add two, 1-digit numbers to 10?		

Year 1: Summer 1

Week 3: Measures
Measure and begin to record the following: - Capacity and Volume

Summer 1: Week 3: Practice and Consolidation

Measures: Measure and begin to record the following - Capacity and Volume

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
➢ Measure volume using a range of non-standard units and compare. ➢ Measure capacity using a range of non-standard units and compare. ➢ Begin to measure capacity in ml/l	• Revise the work covered in Autumn 2: Week 3: • Use objects and apparatus to remind of the following terms: • Full; empty; half full; more than; less than and a quarter full. • In addition have a collection of containers which hold a litre or half a litre, eg, drinks. • Use the containers to get across the concept of a litre. • Ensure pupils use the term capacity and volume correctly.	**Containers** In the classroom and at home make a collection of containers which hold (has a capacity of) a litre; more than a litre and less than a litre. Record pictorially within the following table: | Less than 1 litre	Approx. 1 Litre	More than 1 Litre
---	---	---
		| **Measuring in litres and m/litres** Use a range of jugs to measure water in various containers	**Using Non Standard measures** Take a number of containers of different shape and size. Use a small container and fill with water and fill each of the other containers. Estimate in the first instance. Record how many of the small containers it takes to fill each one. Organise into the one with the greatest capacity to the one with the smallest capacity. **Measuring Volume** Now do the same with a variety of containers but this time use lego bricks of the same size to fill the containers. Estimate how many lego bricks it takes to fill each container before checking. Record pictorially and put containers in order from greatest to smallest.

Summer 1: Week 3: Mastering this Objective – Deeper Understanding

Measures: Measure and begin to record the following - Capacity and Volume

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:

Teaching Sequence

➢ Measure volume using a range of non-standard units and compare.

➢ Measure capacity using a range of non-standard units and compare.

➢ Begin to measure capacity in ml/l

More or less than a litre
Independently, pupils can create a chart which shows photographs of containers which have a capacity of: a litre, more than a litre and less than a litre.

Less than 1 litre	1 Litre	More than 1 Litre

Measuring accurately

Pour 1 litre into a measuring jug and then put into different glass containers. Note how 1 litre looks different in different containers.
Aim: to get concept of what 1 litre looks like.

Estimate and then check
Group containers into the following:
Holds less than 1 litre;
Holds about 1 litre;
Holds between 1 and 5 litres;
Holds more than 5 litres.
Estimate in the first instance and then check.

Lego bricks
Take 50 lego bricks of the same size. Make up a solid shape; photograph it and then make up another solid shape; Photograph it and then do one more. Explain why you end up with different shapes when you have the same number of bricks for each one.

Summer 1: Week 3: Working at greater depth

Measures: Measure and begin to record the following - Capacity and Volume

Teaching Sequence	Activities for pupils working at greater depth:
➤ Measure volume using a range of non-standard units and compare. ➤ Measure capacity using a range of non-standard units and compare. ➤ Begin to measure capacity in ml/l	Consider the 3 food storage containers here. How can you find out how many of container 1 will fit into container 2? and How many of container 1 will fit into container 3? Explain your ideas. Take a number of bottles of different sizes and shapes. If you have a measuring jug, how would you go about working out which of the bottles has a greatest capacity and which has the smallest capacity?

Using the terms capacity and volume accurately

Using measuring jugs pupils should rehearse saying that the jug has a capacity of (however much it can hold).
Put water into each jug but do not fill the jug.
Measure how much water there is inside.
Rehearse saying that the volume of water in the jug is (whatever the measure says).
Pupils should know that the capacity is the amount it could hold and the volume is the amount inside the jug.

Set your answer out on a chart, don't forget to estimate first.
Explain your thinking.

Summer 1: Week 3: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Measures 9: Capacity and Volume: Measure and begin to record the following - Capacity and Volume	Me	My Teacher
Can you first estimate and then order a number of containers according to their capacity?		
Can you estimate if something has a capacity of less or more than a litre?		
Do you know that the capacity of a container is measured in litres?		
Are you confident when estimating which of two or three different bottles holds the most liquid?		
Do you regularly use terms like 'more than' and 'less than' when it comes to measuring capacity and volume?		
Do you remember the terms full, empty and half full?		

Year 1: Summer 1

Week 4: Fractions

Consolidate and start to link to numbers:
Recognise, find and name a half as one of two equal parts and a quarter as being one of four equal parts of an object, shape or quantity.

This unit is a revision session for the Fractions unit in Year 1.

Summer 1: Week 4: Pre-Learning Task 1

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Summer 1: Week 4

Objective Fractions	Consolidate and start to link to numbers: Recognise, find and name a half as one of two equal parts and a quarter as being one of four equal parts of an object, shape or quantity.

Can you shade in half and then a quarter of these 4 shapes?
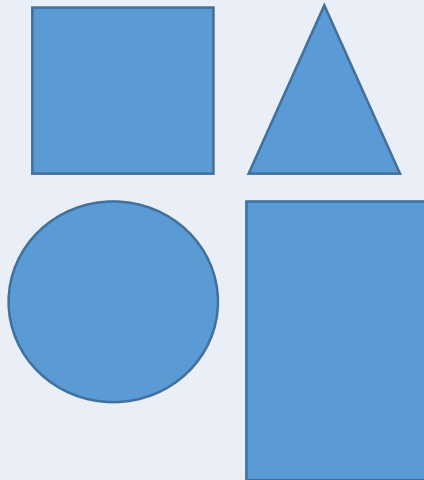
How much of the shapes is red?
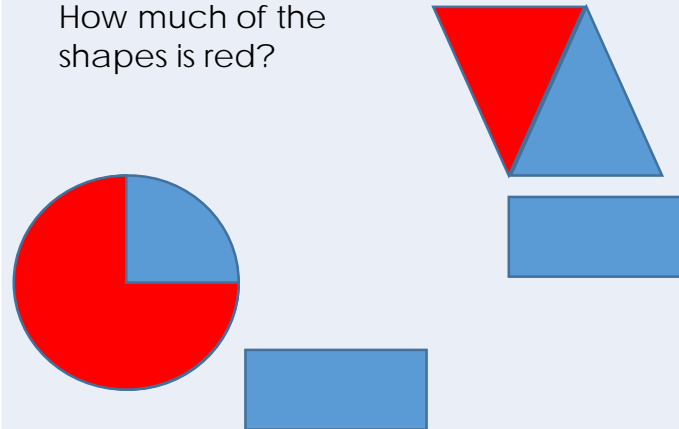
Complete these two sequences by finding half of the number for the first one and quarter of the number for the second:

20…………10…………….

16………..4……………

How much of 12 is 6?
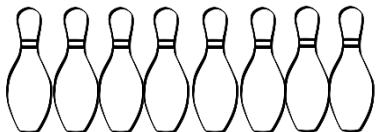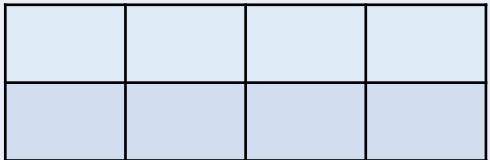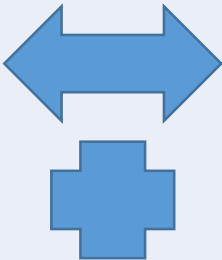
How much of 20 is 5?

How much of 16 is 4?

Summer 1: Week 4: Practice and Consolidation

Fractions: Consolidate and start to link to numbers:
Recognise, find and name a half as one of two equal parts and a quarter as being one of four equal parts of an object, shape or quantity.

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:
➢ Estimate what a half and a quarter of a given object might be. ➢ Estimate what a half and a quarter of a given shape might be. ➢ Use practical apparatus to show half and a quarter of a given number of objects.	• Using a range of materials get pupils to work in small groups and find half, and then a quarter of the given items. • Show a number of shapes that can be divided into halves and quarters and those that cannot. • Emphasise that one half is two equal parts of the whole and that one quarter is four equal parts of the whole.	Set out a number of objects and get pupils to work out how much half and a quarter of the objects will be. For example the pins below: Shade a quarter of the shape shown above. Then, shade three-quarters of the shape.	Find a quarter of the following numbers: 4 12 16 20 Show a quarter of each of these two shapes.

Summer 1: Week 4: Mastering this Objective – Deeper Understanding

Fractions: Consolidate and start to link to numbers:
Recognise, find and name a half as one of two equal parts and a quarter as being one of four equal parts of an object, shape or quantity.

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:

Teaching Sequence

➤ Estimate what a half and a quarter of a given object might be.
➤ Estimate what a half and a quarter of a given shape might be.
➤ Use practical apparatus to show half and a quarter of a given number of objects.

Describe the relationship between a quarter and a half.
Explain it to your partner first then show it using apparatus.

Folding
Take a given shape and practically show how to make a half and a quarter by folding.

Explain why it is quite easy to find half of this shape but not easy to find a quarter of this shape.

Complete this halving wall.

24	
12	

Now choose 2 of your own to complete the following two tables.

Summer 1: Week 4: Working at greater depth

Fractions: Consolidate and start to link to numbers:
Recognise, find and name a half as one of two equal parts and a quarter as being one of four equal parts of an object, shape or quantity.

Teaching Sequence	Activities for pupils working at greater depth:
➢ Estimate what a half and a quarter of a given object might be. ➢ Estimate what a half and a quarter of a given shape might be. ➢ Use practical apparatus to show half and a quarter of a given number of objects.	**Breakfast time** 12 children on a holiday camp went for breakfast. A quarter of the group chose Rice crispies; 5 chose Corn Flakes and the others chose Weetabix. How many chose to have Weetabix for breakfast? **Bowl of Fruit** A bowl of fruit on a table contained apples, pears, oranges and bananas. One quarter of all the fruit in the bowl were apples. There were 4 pears; 6 oranges and 5 bananas. How many pieces of fruit were there altogether?

Four children share a bowl of fruit so that they all have the same amount.
There are 8 apples; 4 oranges; 2 bananas and 1 pear.

Use the table below to show how much each child got.

	Apples	Pears	Bananas	Oranges
Child 1				
Child 2				
Child 3				
Child 4				

Summer 1: Week 4: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Fractions 3: Consolidate and start to link to numbers: Recognise, find and name a half as one of two equal parts and a quarter as being one of four equal parts of an object, shape or quantity.	Me	My Teacher
Can you work out problems related to halves and quarters in different contexts?		
Can you continue a sequence where the number is halved or quartered?		
Can you estimate accurately what three-quarters of a given shape or amount is?		
Do you recognise that two halves and four quarters make up a whole?		
Can you work out what half of a given number of objects is?		
Can you estimate accurately what half or a quarter of a given shape or object is?		
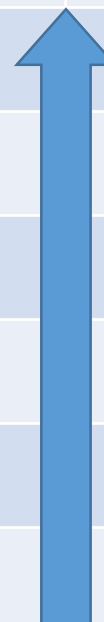
Year 1: Summer 1

Week 5: Geometry – Position and Direction

Consolidate:
Describe position, direction and movement, including half, quarter and three-quarter turns and link to shapes

This unit is a revision session for the Position and Direction unit in Year 1.

Summer 1: Week 5: Pre-Learning Task

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Summer 1 Week 5
Objective: Geometry 4: Position and Direction	Consolidate: **Describe position, direction and movement, including half, quarter and three-quarter turns and link to shapes**

Work out the answers
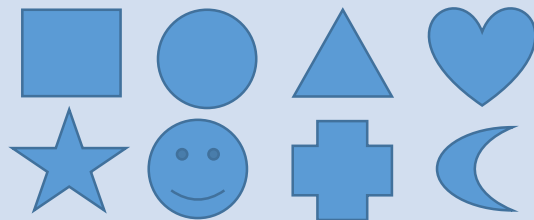
If the arrow makes half a turn, what will it look like?

Which shape is to the left of the circle?

Which shape is above the moon?

Which shape is below the square?

Which shape is second from the left on the bottom row?
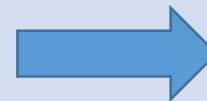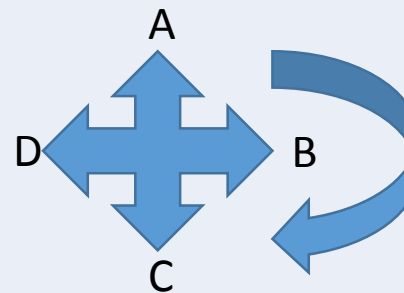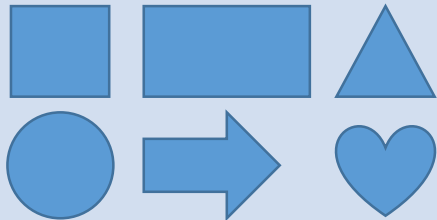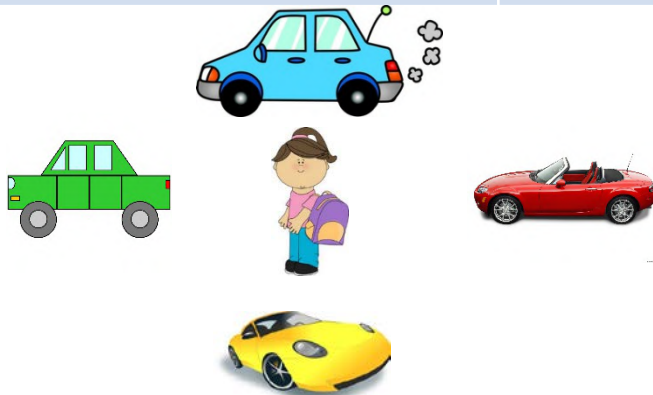
If you start by facing A and make three-quarters of a turn to the right, which letter will you be facing?

Summer 1: Week 5: Practice and Consolidation

Geometry: Consolidate:
Describe position, direction and movement, including half, quarter and three-quarter turns and link to shapes

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
➤ Use terms left and right in different contexts ➤ Remind them of moving bodies through full turns; half turns; quarter turns and three-quarter turns ➤ Use shape apparatus to show movements through these turns in practical setting ➤ Describe position, direction, movement using appropriate vocabulary	Revise turns: • Pupils stand up and turn through half a turn and then a full turn. • Pupils to revise turning a quarter turn to the left or to the right. • Then, work on three quarter turns to the left and to the right. • Ask questions about various objects being to the left or to the right. • Use practical equipment set out in a circle around a person, get them to turn and see which object they face.	Using shapes: 	**Move each of these shapes through:** Half a turn; A quarter turn to the left or to the right; A three-quarter turn What do they notice?
			Betty faces the green car. Which car will she face if she makes half a turn? Which car will she face if she makes a quarter turn to the left? What about half a turn to the right?

Summer 1: Week 5: Mastering this Objective – Deeper Understanding

Geometry: Consolidate:

Describe position, direction and movement, including half, quarter and three-quarter turns and link to shapes

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:
➢ Use terms left and right in different contexts ➢ Remind them of moving bodies through full turns; half turns; quarter turns and three-quarter turns ➢ Use shape apparatus to show movements through these turns in practical setting ➢ Describe position, direction, movement using appropriate vocabulary	Identify the position of each object. Top, middle or bottom, first, second, third, fourth or fifth. To the left or right. On which row is: The bicycle The teddy The toaster The dice Which column from the left is: The lego brick The book The yogurt On which row and column is the car: the football; and the fruit bowl. Associate the turns with North; East, South and West. Start by saying that someone is facing the North (or East, South or West). Then ask them to make a range of turns and record their outcomes.
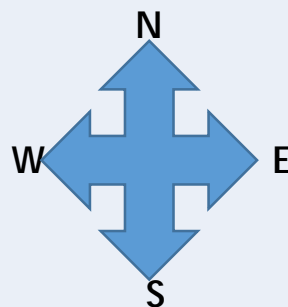
Summer 1: Week 5: Working at Greater Depth

Geometry: Consolidate:

Describe position, direction and movement, including half, quarter and three-quarter turns and link to shapes

Teaching Sequence	Activities for pupils working at greater depth:
- Use terms left and right in different contexts - Remind them of moving bodies through full turns; half turns; quarter turns and three-quarter turns - Use shape apparatus to show movements through these turns in practical setting - Describe position, direction, movement using appropriate vocabulary	Identify the position of each object. Top, middle or bottom, first, second, third, fourth or fifth. To the left or right.

Identify the position of each object. Top, middle or bottom, first, second, third, fourth or fifth. To the left or right.

Your partner thinks of an object from the grid.

You can ask your partner up to 4 questions, using the language above.

Your partner has to answer with a yes or no.

Pupils to set up their own objects in a circle and invite pupils to go into the middle and then ask them to turn using the terms: quarter; half; full; three-quarters; left and right.

On the school playground or the school field, pupils mark out North, East, South and West. Pupils to instruct others to make turns. This time the pupils describe what they will see when they make a turn. The partner needs then to respond by saying that they turned a quarter to the left, etc.

Summer 1: Week 5: Assessment (this re-enforces the learning carried out in Spring 2 Week 4)

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Geometry: Position and Direction: Describe position, direction and movement, including half, quarter and three-quarter turns	Me	My Teacher
Can you use the terms 'to the left of..' or 'to the right of...' accurately?		
Can you use the terms behind, in front of, and in between accurately?		
Can you turn to the right or left?		
Can you hold out your right or left hand?		
Can you turn your body through three-quarters of a turn?		
Can you turn your body through a quarter of a turn?		
Can you turn your body through half a turn?		
Can you turn your body through one full turn?		

Year 1: Summer 1

Week 6: Geometry – 2D and 3D Shapes

Recognise and name common 3D shapes, including:
3D. e.g. cuboids (including cubes), pyramids, spheres.

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

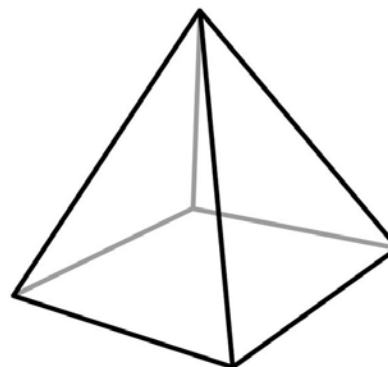| Name	Summer 1: Week 6

Objective: Geometry 5	**Recognise and name common 3D shapes, including:** **3D. e.g. cuboids (including cubes), pyramids, spheres.**
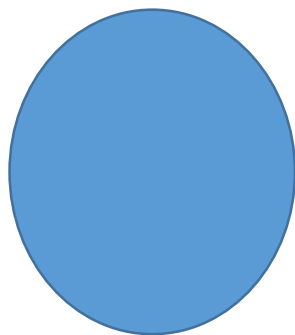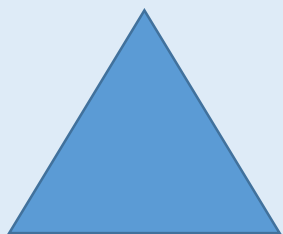
What do you call these 2D shapes?	**What do you call these 3D shapes?**

Summer 1: Week 6: Practice and Consolidation

Geometry: Recognise and name common 3D shapes, including:
3D. e.g. cuboids (including cubes), pyramids, spheres.

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
➤ Start with reminder about names of 2D shapes ➤ Identify and name cubes ➤ Identify and name pyramids ➤ Identify and name spheres ➤ Identify and name cylinders	• Reinforce previous learning about 2D and 3D shapes. • Remind pupils of their properties by using apparatus. • Talk about what various 3D shapes are used for, eg, what everyday use do we have for a sphere? • Use a feely bag containing different 3D shapes. Let pupils know what the attribute of each shape is and get them to work out which shape the teacher is describing	**Cuboids** Find and record as many cuboids as they can find: In the classroom On the playground In their homes	**Spheres and Cylinders** Now do exactly the same with spheres and cylinders. Consider why the objects they have found need to be cuboids; spheres or cylinders.

Name the shapes and then complete these sequences:
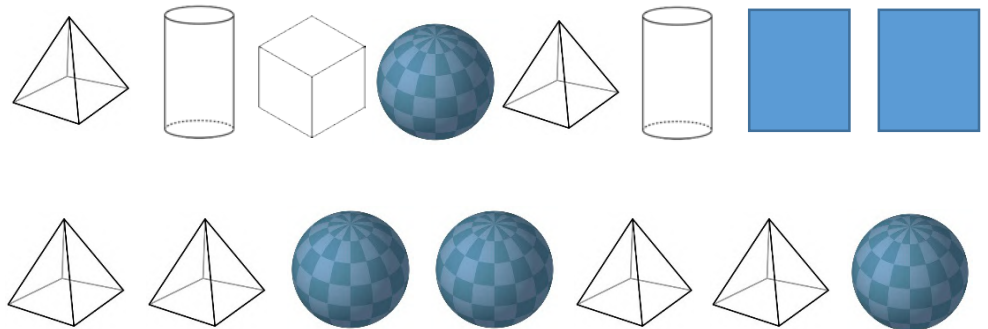

Name the next shape in this sequence.

Summer 1: Week 6: Mastering this Objective – Deeper Understanding

Geometry: Recognise and name common 3D shapes, including:
3D. e.g. cuboids (including cubes), pyramids, spheres.

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:

Teaching Sequence

- ➤ Start with reminder about names of 2D shapes
- ➤ Identify and name cubes
- ➤ Identify and name pyramids
- ➤ Identify and name spheres
- ➤ Identify and name cylinders
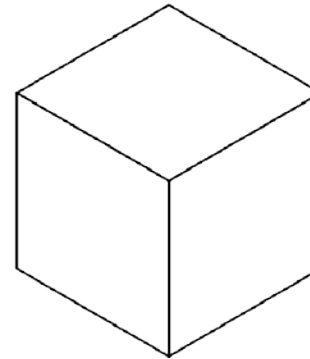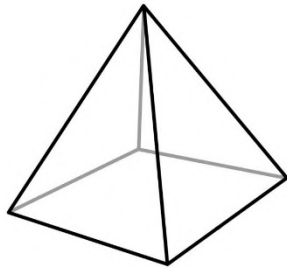
What is the same and different about these 3 shapes?
Make a case for each of the 3 shapes being the odd one out.

Use an ipad or camera to photograph as many of a given shape as you can in a given number of minutes, eg, 3 minutes

Shapes should be: cube; cuboid; sphere; pyramid and cylinder.

Create a record of the photographs.

Make a record of the 3D shapes found around them and the use of this shape:

3D Shape	Object	Use
Sphere		
Cylinder	Drink can	Holds drink
Cuboid		

Summer 1: Week 6: Working at greater depth

Geometry: Recognise and name common 3D shapes, including:
3D. e.g. cuboids (including cubes), pyramids, spheres.

Teaching Sequence	Activities for pupils working at greater depth:

Teaching Sequence

➢ Start with reminder about names of 2D shapes
➢ Identify and name cubes
➢ Identify and name pyramids
➢ Identify and name spheres
➢ Identify and name cylinders

Activities for pupils working at greater depth:

What **shapes** do the following tend to be:

Item of Object	Shape
Soft drink	
Tennis Ball	
Dice	
Bar of Chocolate	

Draw a very interesting house using only:

Triangles

Circles

Your house should be made up of bricks; include 4 windows, roof, chimney and a door.

Rectangles

Squares

Now give your partner a challenge to create another drawing.

Think of a car:

Name any 2D or 3D shapes in a typical car.

Think of a bicycle:

Name as many 2D or 3D shapes you can see on a bicycle.
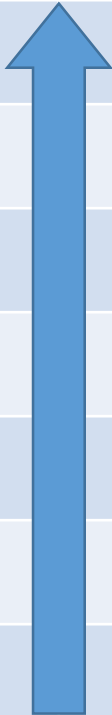
Think of your kitchen at home:

Name as many 2D or 3D shapes you can see in a your kitchen.

Summer 1: Week 6: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Geometry: Recognise and name common 3D shapes, including: 3D. e.g. cuboids (including cubes), pyramids, spheres.	Me	My Teacher
Can you think of one thing a pyramid shape is used for?		
Can you think of one thing a sphere shape is used for?		
Can you think of one thing a cuboid shape is used for?		
Can you think of one thing a cylinder shape is used for?		
Do you know this shape and can you name it?		
Do you know this shape and can you name it?		
Do you know this shape and can you name it?		

YEAR 1 : SUMMER 2: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
10 Measures Time	**2 Multiplication and Division**	**5 Addition and Subtraction**	**11 Measures General**	**Revise: All aspects of Number**	**Consolidate and Assess**
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Add and subtract 1-digit and 2-digit numbers to 20, including zero.	Consolidate: All learning involving length; weight and mass; capacity and volume; time and money	Consolidate: All learning involving place value; addition and subtraction and fractions	Start this week by revising the learning covered in Year 1 so as to ensure pupils are fluent and secure with their basic skills.
➢ Tell o'clock times. ➢ Tell half past times. ➢ Draw hands on clock to show o'clock times. ➢ Draw hands on clock to show half past times. ➢ Know some key events associated with o'clock and half past times, e.g. lunchtime etc.	➢ Solve one step problems involving multiplication and division to 20, using concrete objects, pictorial representations and arrays	➢ Add and subtract a 1 and 2-digit number from a 1 and 2-digit number up to 20.	➢ Revise all aspects of learning associated with measurement in Year 1	➢ Revise all aspects of learning associated with number in Year 1	Use a simple assessment process to check on pupils' confidence and consistency in using the learning outlined in the Year 1. Analyse the results and use information to help focus the pre-teaching sessions, as needed, for the following year.

Year 1: Summer 2

Week 1: Measures: Time

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Summer 2: Week 1: Pre-Learning Task 1

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.
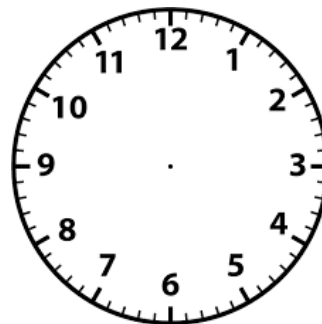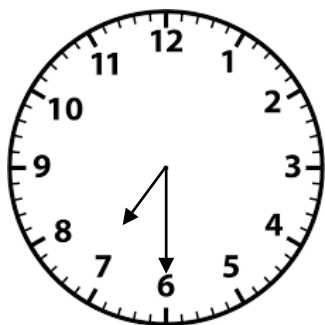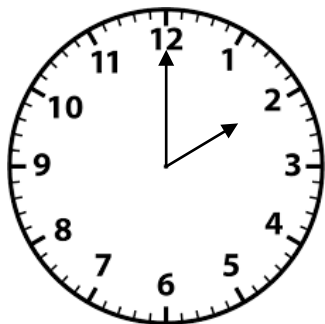
Name	Summer 2: Week 1

Objective Measures: Time	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Tell the time shown on the clock	**Put the correct time on the clock**
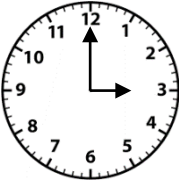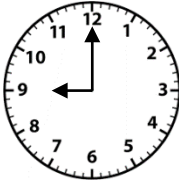
Six o'clock

Half past seven
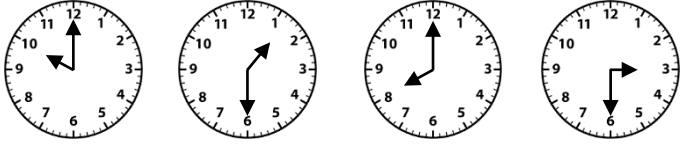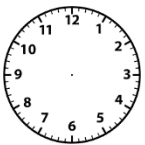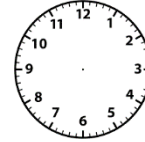
Summer 2: Week 1: Practice and Consolidation

Measures : Time: Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

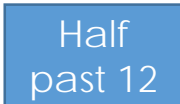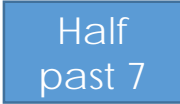| Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:
➢ Tell o'clock times. ➢ Tell half past times. ➢ Draw hands on clock to show o'clock times. ➢ Draw hands on clock to show half past times. ➢ Know some key events associated with o'clock and half past times, e.g. lunchtime etc.	• Using a clock face take pupils through what time it is when the big hand is at 12. • Again, using the clock faces take pupils through what time it is when the big hand is at 6. • Revise with pupils what they do at key times during the day, that is o'clock and half past the hour significant times, ie, lunch at 12 o'clock, go home at half past three, etc.	**Time on the Clock face** Work out what the time is on the following clock faces: **Put these times on the clock faces** 4 o'clock 6 o'clock Half past 12 Half past 7

Summer 2: Week 1: Mastering this Objective – Deeper Understanding

Measures : Time: Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:
➢ Tell o'clock times. ➢ Tell half past times. ➢ Draw hands on clock to show o'clock times. ➢ Draw hands on clock to show half past times. ➢ Know some key events associated with o'clock and half past times, e.g. lunchtime etc.	**Rapid response to times shown on clock face** Rapidly respond to times shown to them by an adult or their partner. The times need to be: • o'clock, and • half past the hour Swap roles with your partner.

Rapid response to times shown on clock face

Rapidly respond to times shown to them by an adult or their partner.
The times need to be:
• o'clock, and

• half past the hour

Swap roles with your partner.

Half past one	Eight o'clock	Ten o'clock	Half past three

Match the times to the words.

Mum is very busy and confused.
She says she got out of bed at 12 o'clock had her lunch at 9 o'clock at night in the morning and finally sat down to watch television at 8 o'clock .

What time did she get out of bed?

_____

What time did she settle down to watch TV?

_____

Having worked out the correct times, put the hands on the clocks to show when the events really happened.

Got out of bed

Had lunch

Watched TV

Summer 2: Week 1: Working at greater depth

Measures : Time: Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Teaching Sequence	Activities for pupils working at greater depth:
➢ Tell o'clock times. ➢ Tell half past times. ➢ Draw hands on clock to show o'clock times. ➢ Draw hands on clock to show half past times. ➢ Know some key events associated with o'clock and half past times, e.g. lunchtime etc.	

Ajmal leaves home to go the cinema at 5 o'clock, Helen leaves one hour later. Which of these clocks shows the time Helen left home?

Harry and his dad go to a football match at 2 o'clock.
Hamid leaves to go to the same game half an hour after Harry.
Theo and his sister Rachel leave half an hour before Harry.
Match the people to times they left home:

Harry   half past one

Hamid   two o'clock

Theo and Rachel   half past two

These two clocks have had their minute hand broken off.
Work out what the time should be anyway.

Find clocks and watches and see if you can work out what the times are _ o'clock and half past – on real watches and clocks.

Summer 2: Week 1: Assessment

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.
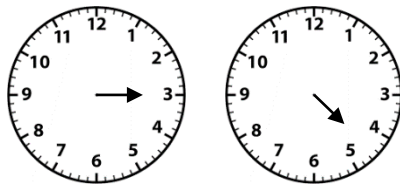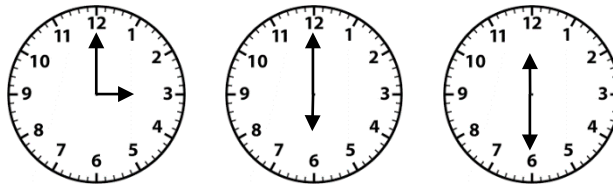
Measures : Time: Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	Me	My Teacher
Can you tell when it is half an hour before or half an hour after a given time to half past or o'clock?		
Can you tell when it one hour before or one hour after a given time to o'clock or half past?		
Can you tell when it is half past one through to half past twelve on a clock face?		
Can you tell when it is one o'clock through to 12 o'clock on a clock face?		
Can you explain what you might be doing at 10 o'clock in the morning and ten o'clock at night?		
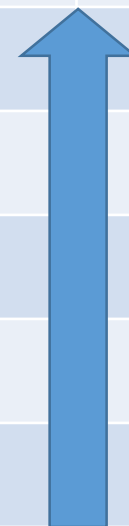
Year 1: Summer 2

Week 2: Multiplication and Division

Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

This unit of work is to revise and consolidate the work done during Spring 2 Week 2.

Summer 2: Week 2: Pre-Learning Task

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.
In this case this need only to be used with pupils who you know are insecure in this aspect of their learning.

Name	Summer 2 Week 2

Objective: Multiplication & Division	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Can you work out the answers (using apparatus)?

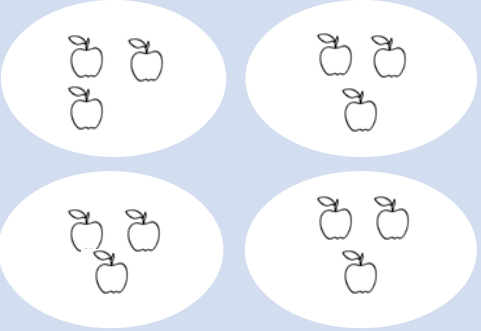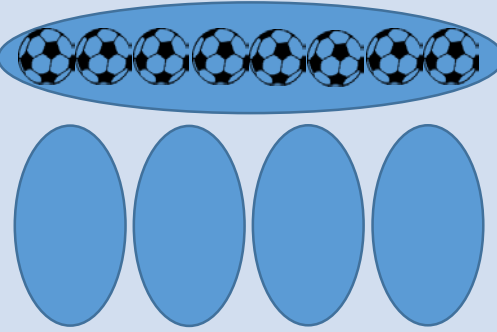| What are 3 lots of 2?			Can you share 8 objects between 2 people?		
What are 2 lots of 5?			Can you share 9 objects between 3 people?		
What are 4 lots of 2?			Can you share 12 objects between 3 people?		
What are 3 lots of 3?			Can you divide 15 objects between 5 people?		

Summer 2: Week 2: Practice and Consolidation

Multiplication & Division : Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. **Revision and Consolidation.**

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
➢ Solve one step problems involving multiplication and division to 20, using concrete objects, pictorial representations and arrays	• Revise key concepts with all pupils. • Showing pupils practically 'two lots of' then 'three lots of', etc. • Showing pupils practically how to share objects, initially into two and then three, etc. • Linking the term 'lots of' with multiplication • Linking the term 'sharing' with division.	Working out what 2, 3, 4 and 5 lots of various objects are: Example: 4 lots of 3 is	Share 8 objects between 4 people. Now share other amounts by 2, 3, 4 and 5.
		Using apparatus: 5 girls share 15 stickers. How many stickers will each one get? 3 mums share 15 books. How many books will each one get?	**Using apparatus:** Every day Umesh is awarded with 2 house points. How many will he have collected after 9 days? Jane collects munchy monsters. She gets 5 every time she goes to the shop. How many will she have after 4 visits to the shop?

Summer 2: Week 2: Mastering this Objective – Deeper Understanding

Multiplication & Division: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:	
- Solve one step problems involving multiplication to 10, using concrete objects, pictorial representations and arrays - Solve one step problems involving division to 10, using concrete objects, pictorial representations and arrays - Solve one step problems involving multiplication to 20, using concrete objects, pictorial representations and arrays - Solve one step problems involving division to 20, using concrete objects, pictorial representations and arrays	**Wheels on a car** Each car has 4 wheels. How many wheels will there be if you have 4 cars altogether? What if there were 5 cars? What about 3 cars? Show how you work your answers out.	**Horse Racing** In a horse race I counted 16 legs going past. How many horses were there? What if there were 12 legs? Put a circle around the number of legs that could have passed me: 10 8 13 15 20 4 17 21 3
	Penalty Shoot Out A team of 5 children take penalties. Each one scores 3 times. How many goals did they score? Another team of 5 children take penalties. 3 children score 3 each and the other 2 scored 2 each. How many penalties did they score altogether?	**Gobsuckers** Tariq has 20p. He wants to buy 5 gobsuckers which cost 3p each. Has he got enough money? Aysha has 10p. She wants to buy mints which cost 2p each. How many could she buy?

Summer 2: Week 2: Working at greater depth

Addition & Subtraction 4: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Teaching Sequence	Activities for pupils working at greater depth:	
➢ Solve one step problems involving multiplication to 10, using concrete objects, pictorial representations and arrays ➢ Solve one step problems involving division to 10, using concrete objects, pictorial representations and arrays ➢ Solve one step problems involving multiplication to 20, using concrete objects, pictorial representations and arrays ➢ Solve one step problems involving division to 20, using concrete objects, pictorial representations and arrays	**Coloured pencils** 5 girls each have a set of 5 pencils made up of 2 red; 1 yellow; 1 blue and 1 green. How many red and blue pencils do the 5 girls have altogether?	**Chocolate Bars** With my 50p pocket money I bought chocolate bars for 5p each. I have 20p left. How many chocolate bars did I buy?
	Chocolate and Raspberry Milk Shakes 3 children, Jake, India and Tom, share out chocolate and raspberry milk shakes. Jake only likes chocolate milk shakes. They all end up with 4 milk shakes each. India and Tom have the same amount of raspberry and chocolate milk shakes. How many chocolate milk shakes are there altogether?	**Trees in the school** There are a number of trees in the school grounds. Each tree drops 5 leaves each day. How many trees are there if we find 25 leaves on the ground each day?
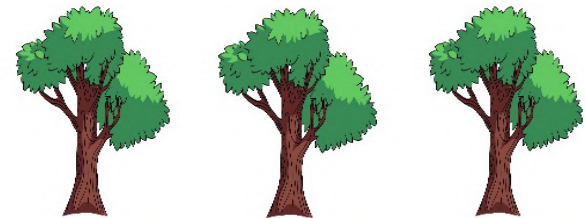
Summer 2: Week 2: Assessment
This is exactly the same as the Spring 2 Week 2 Assessment sheets.

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

Objective: Multiplication & Division: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Me	My Teacher
Can you see that adding in 2s, 5s and 10s is just like multiplication?		
Without using real objects, can you use division involving numbers to 20?		
Without using real objects, can you use multiplication involving numbers to 20?		
Using real objects, can you use division involving numbers to 20?		
Using real objects, can you use multiplication involving numbers to 20?		
Do you know that the symbol (÷) stands for division?		
Do you know that the symbol (x) stands for multiplication?		

Year 1: Summer 2

Week 3: Addition and Subtraction

Add and subtract 1-digit and 2-digit numbers to 20, including zero.

This unit of work is to revise and consolidate the work done during Summer 1 Week 2.

Summer 2: Week 3: Addition and Subtraction

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Summer 2: Week 3: Only needs to be used with pupils who you feel are insecure with this unit of learning

Objective	Add and subtract 1-digit and 2-digit numbers to 20 including 0

Can you add these numbers together?			*Can you subtract these numbers?*		
7 + 5			17 - 5		
9 + 6			18 - 3		
7 + 8			16 - 14		
12 + 8			19 - 9		

Can you add these together:	0 + 8 =		

Can you subtract 0 from 15?		

Summer 2: Week 3: Practice and Consolidation

Addition and Subtraction: Add and subtract 1-digit and 2-digit numbers to 20 including 0

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
Record in writing: ➤ Add two 1-digit numbers to ten. ➤ Add two 1-digit numbers to 18. ➤ Add two numbers that equal any number up to 20, including zero. ➤ Subtract two 1-digit numbers. ➤ Subtract a 1-digit number from a 2-digit number up to 20. ➤ Subtract a 2-digit number from a 2-digit number up to 20.	**Revise and consolidate** • Check pupils' response to adding mentally any two 1-digit numbers. • Now work adding 10 to a 1-digit number, doing so rapidly. • Talk about and practise adding nine to any 1-digit number. • Check pupils' response to subtracting one 1-digit number from another, then a subtract a 1-digit number from a 2-digit number to 20. • Talk about how to take 9 from a 2-digit number to 20.	**Six children** took part in a dancing competition. Maria was awarded 9 marks, Moshin was awarded 7 marks; Thomas was awarded 6 marks; Helen was awarded 8 marks; Emma was awarded 10 marks; Hannah was awarded 5 marks; How many marks did they get altogether?	**Put a circle around each calculation with the answer 9.** 5 + 3 15 – 6 13 + 6 12 - 3 12 – 4 12 + 3 5 +2 + 2 4 + 2 + 3 19 – 10 17 – 8 20 – 11 7 + 2
		Temperature Check The temperature in Spain was 20 degrees in the morning and 9 degrees colder in the evening. What was the temperature in the evening? What would the evening temperature be if it fell by 6 degrees?	**Coins in the bowl** A bowl contains 12 silver coins and 7 gold coins. Sade takes 7 silver coins and 3 gold coins. Helen takes 3 silver coins and 2 gold coins. How many silver coins are there left in the bowl? Which girl has most gold coins?

# Summer 2: Week 3: Mastering this Objective – Deeper Understanding

Addition and Subtraction: Add and subtract 1-digit and 2-digit numbers to 20 including 0

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:

Record in writing:
- Add two 1-digit numbers to ten.
- Add two 1-digit numbers to 18.
- Add two numbers that equal any number up to 20, including zero.
- Subtract two 1-digit numbers.
- Subtract a 1-digit number from a 2-digit number up to 20.
- Subtract a 2-digit number from a 2-digit number up to 20.

Take away

15   7

9

17
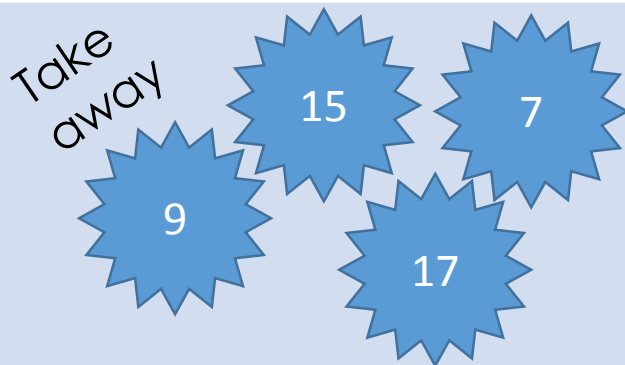
Pick a pair of numbers.
Take the larger number away from the smaller one.
Write the numbers and the answers.

Now pick a different pair and write the numbers and the answers.
Keep doing this and find out how many possible answers you can get.

You can do this again with 4 different numbers – all between 0 and 20

Throw balls into a bucket

Score 1   ① ② ③ ④   Score 3
Score 2   Score 4
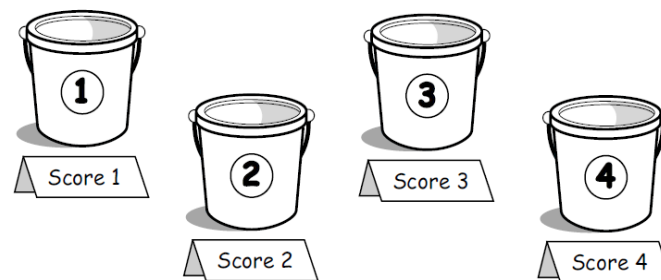
Harry has 5 balls. If he scores with each ball:
Can he score 20?: Can he score 17?;
Can he score 21?; Can he score 4?

Change the numbers on the buckets but do not go beyond 9.
Now ask your partner what the total can be if they score with all 5 balls.

What do you notice about the following?
$19 - 3 = 16$ $20 – 12 = 8$
$19 - 16 = 3$ $20 – 8 = 12$

Make similar number sentences.

Summer 2: Week 3: Working at greater depth

Addition and Subtraction: Add and subtract 1-digit and 2-digit numbers to 20 including 0

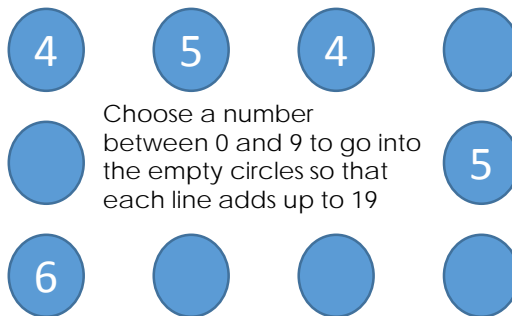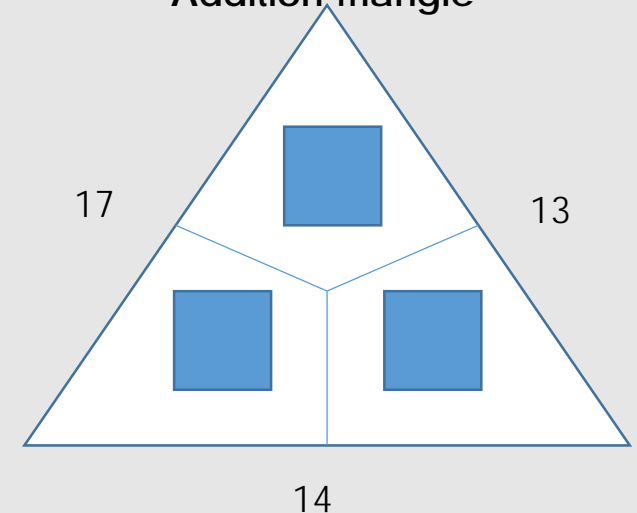| Teaching Sequence	Activities for pupils working at greater depth:
Record in writing: ➢ Add two 1-digit numbers to ten. ➢ Add two 1-digit numbers to 18. ➢ Add two numbers that equal any number up to 20, including zero. ➢ Subtract two 1-digit numbers. ➢ Subtract a 1-digit number from a 2-digit number up to 20. ➢ Subtract a 2-digit number from a 2-digit number up to 20.	Lucy has been given 15 monster munchies for her birthday. She has three friends who have 17 monster munchies between them. Share them out equally between them. Explain your answer. I have 3 dice (1 to 6). Show four ways I can lay out the dice so that the numbers on top add up to 12. 4 5 4 ○ Choose a number between 0 and 9 to go into the empty circles so that each line adds up to 19 5 6 ○ ○ ○ Now make your own. **Addition Triangle** 17 13 14 What numbers are missing from the squares inside the triangle? Take 10 away from 18, and then add 3 to your answer. How many have you now? Take 12 away from 19, and then add 7 to your answer. How many have you now?

Summer 2: Week 3: Assessment
This is exactly the same as the Summer 1 Week 2 unit of learning

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils books so that they can keep their own checks.

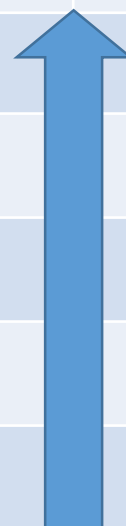| **Addition and Subtraction:** Add and subtract 1-digit and 2-digit numbers to 20 including 0	Me	My Teacher
Can you subtract a 1-digit number from a 2-digit number?		
Can you subtract two, 1-digit numbers?		
Can you add a 1-digit number to a 2-digit number to 20?		
Can you add two, 1-digit numbers to 20?		
Can you add two, 1-digit numbers to 10?		

Year 1: Summer 2

Week 4: Measures: General

Consolidate:
All learning involving length; weight and mass; capacity and volume; time and money

This unit of work is to revise and consolidate the work done during
Autumn 1: Week 3;
Autumn 2: Week 3, 4 and 5
Spring 1: Week 2 and 4
Spring 2 Week 1 and 5
Summer 1: Week 3
Summer 2: Week 1

Summer 2: Week 4: Measures

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

| Name	Summer 2: Week 4: Only needs to be used with pupils who you feel are insecure with this unit of learning
Objective	Consolidate: **All learning involving length; weight and mass; capacity and volume; time and money**

Name 3 things that are longer than 1 metre.		Name 3 things that are shorter than 1 metre.	
_____		_____	
Name 3 things that weigh more than 1Kg.		Name 3 things that weigh less than 1Kg.	
_____		_____	

The clock should say half past two.
Place the hands on the clock to show the time.

What is the time?

_____

2p + 10p + 50p + 5p =
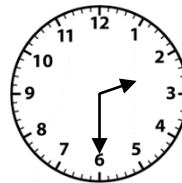
Summer 2: Week 4: Practice and Consolidation

Measures: General: Consolidate: All learning involving length; weight and mass; capacity and volume; time and money

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
➤ Revise all aspects of learning associated with measurement in Year 1	**Revise and consolidate** • Pupils' understanding of length by focusing on longer and shorter than a metre and reminding pupils about the term centimetre; • Pupils understanding of weight and mass by focusing on heavier and lighter than a Kg and reminding pupils about the term grams; • Pupils understanding of capacity and volume by focusing on full, half full and empty. Remind pupils of the terms litre and millilitres; • Pupils' knowledge of money by focusing on different coins; • Pupils' knowledge of and understanding of time by focusing on o'clock and half past the hour;	Take all the coins from 1p to £2 and put them in order according to their value. Take a 10p coin and ask pupils to give equivalent amounts using other coins. Now do the same with 50p, £1 and £2. Record accordingly.	Use clock faces to check pupils' knowledge of time to o'clock and to half past the hour. Use the clock faces to check on pupils understanding of one hour and half an hour earlier and later.
		Make a list of items that measure more or less than a metre. Now, do the same with items measuring between 1m and 5m, Now a list of items that weigh more than 1Kg. Then more than 5Kg.	Find as many items as they can which hold 1 litre. Now, find containers which hold more than 5 litres. Check if pupils are confident in explaining the difference between capacity and volume

Summer 2: Week 4: Mastering this Objective – Deeper Understanding

Measures: General: Consolidate: All learning involving length; weight and mass; capacity and volume; time and money

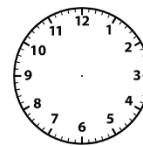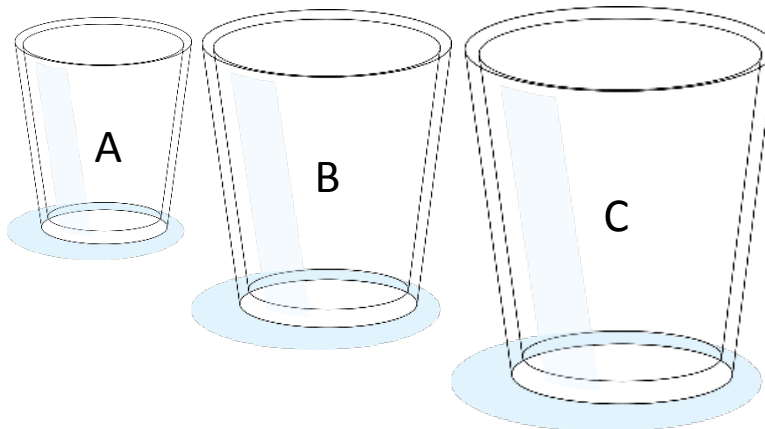| Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:	
➤ Revise all aspects of learning associated with measurement in Year 1	Using the terms: longer longest shorter shortest, and the same as Make up as many sentence about the girls' hair as you can.	James has 2 different copper coins. What is the smallest amount he could have? What is the most that he could have? What is the smallest and the most he could have if the 2 coins do not have to be different?
	Compare a number of objects, up to 5, and use the terminology of 'weighs more than' and 'weighs less than'. Firstly, estimate. Then, check using balances or weighing scales Then, record findings.	Put the hands on the clock: I got up at half past seven; I had my lunch at half past twelve I got home after school at four o'clock
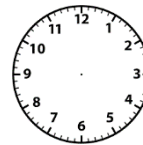
Summer 2: Week 4: Working at greater depth

Measures: General: Consolidate: All learning involving length; weight and mass; capacity and volume; time and money

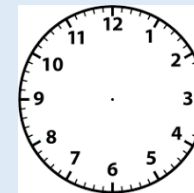| Teaching Sequence	Activities for pupils working at greater depth:
➤ Revise all aspects of learning associated with measurement in Year 1	If Glass B holds twice as much as Glass A and Glass C holds twice as much as Glass B, will a full Glass A and a full Glass B fill Glass C? Explain your answer. A B C Frankie empties his pocket and has the following coins:	A film which lasts 1 and a half hours finishes at nine o'clock. What time did it start? Put the times on these two clock faces: Film starts Film finishes Has Frankie enough to go to the cinema which cost £1.50p? Can he pay someone exactly 75p without needing change? He has to give his mum £1.25 How can he do this?
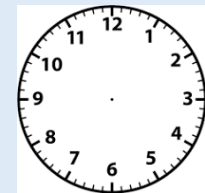
Year 1: Summer 2

Week 5: All aspects related to Number: General

Consolidate:
All learning involving place value; addition and subtraction and fractions

This unit of work is to revise and consolidate the work done during
Autumn 1: Week 1, 2, 4 and 5;
Autumn 2: Week 1 and 2
Spring 1: Week 1, 5 and 6
Spring 2 Week 2 and 3
Summer 1: Week 1, 2 and 4
Summer 2: Week 2 and 3

Summer 2: Week 5: All aspects related to Number

The pre-learning task below could be used to assess pupils' starting points within this objective. It needs to be completed by all/ or some of the pupils in advance of the main teaching.

Name	Summer 2: Week 5: Only needs to be used with pupils who you feel are insecure with this unit of learning			
Objective	**Consolidate:** **All learning involving place value; addition and subtraction and fractions**			
17 - 5			13 + 6	
Find half of 10			Find a quarter of 16.	
What comes next: 5, 10, 15, …….			What comes next: 3, 6, 9, …….	
How many wheels have 4 cars?			5 trees have 5 apples. How many altogether?	
Can you add these together: 6, 5 and 4				
Can you subtract 3 from 15?				

Summer 2: Week 5: Practice and Consolidation

All aspects related to Number:

Consolidate: All learning involving place value; addition and subtraction and fractions

Teaching Sequence	Oral and Mental Activities Examples:	Pencil and Paper Activities Examples:	
➢ Revise all aspects of learning associated with number in Year 1	• Revise counting in 2s, 5s and 10s to and across 100, both forwards and backwards • Revise all number bonds to 20 • Revise half and a quarter of given numbers • Recall signs: + , - , and = • Revise one more than and one less than	**Continue these sequences:** 2,　4,　6,　8,　☐　☐ 3,　8,　13,　☐ 18,　15,　12　☐　☐	**Find a quarter of the following:** 8　☐ 16　☐ 20　☐
		What is the missing sign: 6　☐　5　=　11 19　☐　11　=　8 17　-　3　☐　14	Emma has four dancing certificates, Helena has 5 and Aysha has 6. How many certificates have the three girls got altogether? ☐

Summer 2: Week 5: Mastering this Objective – Deeper Understanding

All aspects related to Number:

Consolidate: All learning involving place value; addition and subtraction and fractions

Teaching Sequence	If pupils have mastered this objective they will be able to complete these activities independently:	
➤ Revise all aspects of learning associated with number in Year 1	I have 4 dice (1 to 6). Show three ways I can lay out the dice so that the numbers on top add up to 20.	**Maths Test** 4 children were given a maths problem where the answer was 10. Jane wrote 14 as her answer, Ahmed wrote 8; Jo wrote 13 and Selma wrote 15. Who was closest to the answer?
	If I count forwards in 2s from 4, I will say 19. Yes or No? If I count backwards in 5s from 27, I will say 12. Yes or No? If I count forwards in 10s from 62, I will say 91. Yes or No? If I count backwards in 5s from 47, I will say 13. Yes or No?	Look at the number cards below. Using the cards make up two 2-digit numbers that are • more than 10 apart; • that are less than 10 apart • that are more than 20 apart 9 8 3 5 2

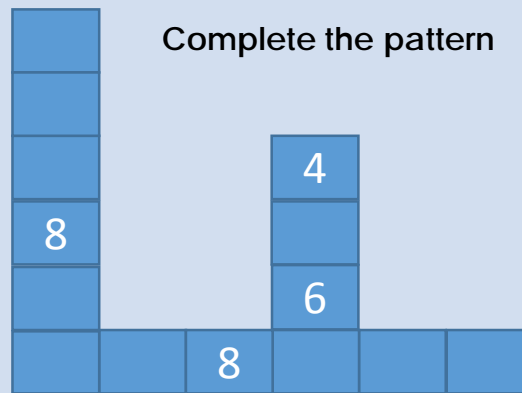# Summer 2: Week 5: Working at Greater Depth

All aspects related to Number:

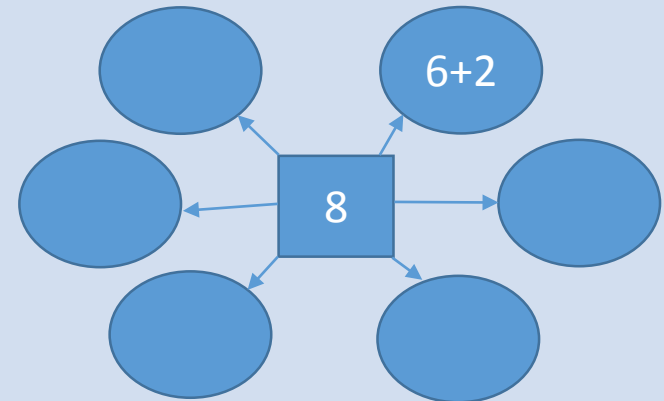**Consolidate:** All learning involving place value; addition and subtraction and fractions

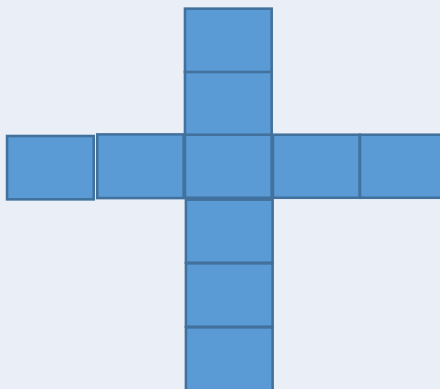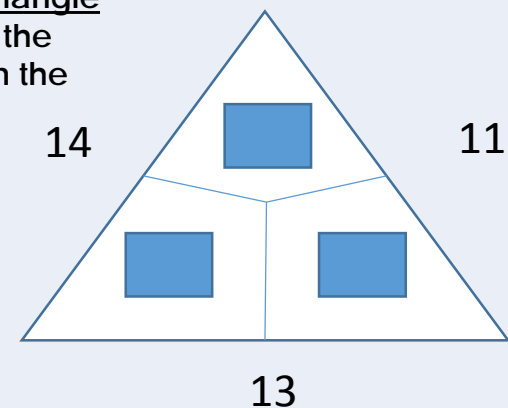| Teaching Sequence	Activities for pupils working at greater depth:
➤ Revise all aspects of learning associated with number in Year 1	**Complete the pattern** 8 ... 4 ... 6 ... 8 Make up as many ways of making 8 as you can 6+2 ... 8
Using numbers 0 to 9 put them in the cross so that each line adds up to the same total	**Addition Triangle** **Complete the numbers in the squares** 14 ... 11 13

Year 1: Summer 2

Week 6: Consolidate and Assess

- Start this week by using the warm ups outlined on the next page so as to ensure pupils are fluent and secure with their basic skills.

- Use a simple assessment process to check on pupils' confidence and consistency in using the learning outlined in Year 1.

- Analyse the results and use information to help focus the intervention sessions, as needed, for the following year.

Year 1: Summer 2: Week 6

The focus of the consolidation should be the following aspects:

- Count to and across to at least 100 and beyond–forwards and backwards from any given number
- Read and write numbers to 100 in numerals and write numbers in words to 20
- Count in 2s, 5s and 10s to 100
- Identify one more and one less than a given number to 100
- Find the missing number in a sequence up to 100
- Add/subtract 2-digit and 1-digit numbers to 20
- Double numbers up to 20
- Halve even numbers up to 20

- Although practice and consolidation should be on-going through each half term, during Week 6 there should be greater opportunity taken to check pupils' learning.
- Summative and Formative assessment procedures should help teachers gain a clear picture as to which pupils are at different stages, including mastery and greater depth.
- Teachers may wish to use the Year 1 tests to check on their position in relation to: Working towards the National standards; Mastering the National Standard or working at Greater Depth