



Grindon Infant School Year 1 Mathematics Medium Term Planning 2024-2025 - AUTUMN 1 2024

Number - Number & Place Value

Pupils will be able to:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

Number - Calculation Addition & Subtraction

Pupils will be able to:

- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer)
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| Y1 Pre-Learning Challenge-Place Value Sort objects Count objects | Count objects from a group of 10 Represent objects Represent numbers to 10 Count, read and write forwards from any number 0 to 10 | Count, read and write forwards from any number 0 to 10 Count, read and write backwards from any number 0 to 10 Count one more Count one less Investigation <u>How Would We Count?</u> maths.org | One - to -one correspondence to start to compare groups Compare objects (Compare groups using language such as equal, more/greater, less/fewer) Introduce <, > and = symbols Compare numbers Order groups of objects | Order numbers Ordinal numbers (1 st , 2 nd , 3 rd ...) The number line Post-learning challenge Pre-learning challenge | Introducing parts and wholes Part-whole model with images/objects Part-whole model with images/objects Part-whole model | Addition symbol Fact families - addition facts Find number bonds for numbers within 10 Find number bonds for numbers within 10 Systematic methods for number bonds within 10 |
| | Discrete Problem Solving https://nrich.maths.org/9965/note Children to sort the dominoes in any arrangement. Discuss why they have arranged their dominoes in those specific groups. | Discrete Problem Solving Print out multiples photos of the same owl. Children to cut out owls and identify how many eyes/ head/wings one owl has (links to English curriculum-owl babies). | Outdoor Fun Activity | Discrete Problem Solving Ordering and sorting objects: Sammys cake problem. Children to sort cakes into as many different 3 groups as they can. Can the children then order the cakes from smallest to largest? What different answers do they find? | Discrete Problem Solving Investigate: Break it Up! (maths.org) | Board Games |

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| | | How many eyes does one owl have? How about 2 owls? How many eyes would they have? How many heads would 5 owls come to? Let children explore using cut out owls. | | | | |
| <p>Mastering Numbers Week 1:</p> <ul style="list-style-type: none"> • subitise within 5 • de-compose sets of objects in different ways. • compose numbers using two parts and talk about the parts they used. • systematically explore ways in which 5 can be composed of two parts. • practise recalling ways in which 5 can be composed <p>show some ways in which 5 can be composed.</p> | <p>Mastering Numbers Week 2:</p> <p>see 6, 7, 8 and 9 as composed of '5 and a bit'.</p> <ul style="list-style-type: none"> • see 6, 7, 8 and 9 as composed of '5 and a bit' using fingers and a double dice frame. • see 6, 7, 8 and 9 as composed of '5 and a bit' using fingers and a double dice frame. • recap that 6 and 7 can be composed of '5 and a bit' • use the '5 and a bit' structure to identify representations in which 7 is shown. | <p>Mastering Numbers Week 3:</p> <ul style="list-style-type: none"> • re-cap the composition of 6 and 7 as '5 and a bit' • identify 10 as 2 fives using a linear representation. • re-cap that 10 can be seen as 2 fives in a linear arrangement • make 6, 7, 8 and 9 on a rekenrek when 5 is a part. • say what 5 needs to make 6, 7, 8 or 9 • make 6, 7, 8 and 9 on the rekenrek • conceptually subitise 6, 7, 8 and 9 when 5 is a part <p>make the numbers 6 to 9 across 2 rows of the rekenrek.</p> | <p>Mastering Numbers Week 4:</p> <ul style="list-style-type: none"> • understand that the number of objects in a set can sometimes be compared by subitising • use the words 'more than', 'fewer than' and 'equal to' to compare sets. • understand that the number of objects in a set can be compared in different ways (by subitising or by matching) • compare objects by matching • use the words 'more than', 'fewer than' and 'equal to' to compare sets. • use the rekenrek to compare numbers | <p>Mastering Numbers Week 5:</p> <ul style="list-style-type: none"> • count forwards from 0 to 10 and backwards from 10 to 0 • identify that each counting number is '1 more' than the previous number • make a 'staircase' pattern to show the order of the counting numbers to 5. • count forwards from 0 to 10 and backwards from 10 to 0 • identify that '1 more than' a given quantity can be found through reference to the order of the counting numbers. • count forwards from 0 to 10 and backwards from 10 to 0 • identify that '1 less than' a given quantity can be found through | <p>Mastering Numbers Week 6:</p> <ul style="list-style-type: none"> • identify the meaning of 'equal sets', in terms of there being the same number in each set • identify whether 2 sets show an equal number. • recap the meaning of 'equal' • show equal numbers on their fingers and describe the arrangements as doubles. • identify doubles and show doubles on their fingers • identify which numbers within 10 are formed by doubles. • show doubles patterns using their fingers <p>use spatial language to describe how doubles can be shown in a 10-frame.</p> | |

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| | | | <ul style="list-style-type: none">• use the language of 'greater than', 'less than' and 'equal to' to compare numbers.• re-cap the language 'equal to' <p>compare numbers by reasoning and direct comparison.</p> | <p>reference to the order of the counting numbers.</p> <ul style="list-style-type: none">• identify the number that is '1 more than' and '1 less than' another number <p>see that the order of the numbers within 10 is 'stable' and can be seen in many places.</p> | | |
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