

Number Sense 1.4	Length of unit: 3 weeks	Week beg:	Year: 1	Teacher:
<p>Success criteria</p> <p>Pupils can represent and explain how they know one more or one less than any given number and read and compare numbers under 100.</p>	<p>Learning over the year: This is what the children need to have learnt over the whole of Year 1.</p> <ul style="list-style-type: none"> ● 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 ● compare, describe and solve practical problems for: <ul style="list-style-type: none"> ● lengths and heights [for example, long / short, longer / shorter, tall / short, double / half] ● mass or weight [for example, heavy / light, heavier than, lighter than] ● capacity / volume [for example, full / empty, more than, less than, half, half full, quarter] ● time [for example, quicker, slower, earlier, later] ● recognise and use language relating to dates, including days of the week, weeks, months and years ● sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] ● recognise and know the value of different denominations of coins and notes ● measure and begin to record the following: <ul style="list-style-type: none"> ● lengths and heights ● mass / weight ● capacity and volume ● time (hours, minutes, seconds) 		<p>Resources</p> <p>Maths vocabulary book</p> <p>Using and Applying in every maths lesson</p> <p>Assessment through guided maths</p> <p>Think Maths!</p> <p>Pitch and Expectations Y1</p> <p>Models and Images</p> <p>Overcoming Barriers to learning Level 1 to 2</p> <p>Securing Level 1/Level 2</p>	
<p>Guidance</p> <p>Pupils practice counting (1, 2, 3), ordering (eg first, second, third), and to indicate a quantity (eg 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.</p> <p>They practice counting as reciting numbers and counting as enumerating objects.</p> <p>Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers to 100, supported by objects and pictorial representations.</p>				

Learning objectives

Pupils should be taught to:

Number and place value

- 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
- 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

Measurement

- compare, describe and solve practical problems for
 - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)
 - mass/weight (for example, heavy/light, heavier than/lighter than)
 - capacity and volume (for example, full/empty, more than/less than, half full, half, quarter)
- recognise and use the language relating to dates, including days of the week, weeks, months and years.

Pupil outcomes:

I can choose some equipment to show and explain how I know how many people will be on the bus if there are seven people on the bus and one more gets on and use this to explain one more than 67.

I can choose some equipment to show and explain how I know how many people will be on the bus if there are 6 people on the bus and one gets off and use this to explain one less than 46.

I can read the numbers 17 and 70, say which one is bigger and show and explain how I know.