

Number Sense 1.6	Length of unit: 2 weeks	Week beg:	Year: 1	Teacher:
<p>Success criteria</p> <p>Pupils can represent and explain what happens when counting in different steps and connect this with adding and subtracting and measuring. They can explain how they know which numbers are multiples of ten and which are multiples of two.</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>Pupils begin to recognize place value in numbers beyond 20 by reading, writing, counting and comparing numbers to 100, supported by objects and pictorial representations.</p> <p>They practice counting as reciting numbers and counting as enumerating objects, and counting in twos and tens from different multiples to develop their recognition of patterns in the number system (for example odd and even numbers), including varied and frequent practice through increasingly complex questions.</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, count in multiples of twos 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

Measurement

- recognise and know the value of different denominations of coins and notes

Pupil outcomes:

I can show and explain how much I have spent if I spend 50p on a cake and 10p on a biscuit at the summer fayre, without counting in ones.

I can show and explain how much I have left if I have 80p and spend 10p guessing the name of the bear at the summer fayre, without counting in ones.

I can show and explain why I can't pay for a DVD which costs £7 using only £2 coins without needing change.