| **Number Sense 1.11** | Length of unit: **3 weeks** | Week beg: | Year: 1 | Teacher: |
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**Success criteria**

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 two five and ten.

**Learning over the year:**
**This is what the children need to have learnt over the whole of Year 1.**

- 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:
  - 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:
  - lengths and heights
  - mass / weight
  - capacity and volume
  - time (hours, minutes, seconds)

**Resources**

Maths vocabulary book

Using and Applying in every maths lesson

Assessment through guided maths

Think Maths!

Pitch and Expectations Y1

Models and Images

Overcoming Barriers to learning Level 1 to 2

Securing Level 1/Level 2

**Guidance**

They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives 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.
Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (e.g. counting) and continuous (e.g. liquid) measures, to using manageable common standard units.
In order to become familiar with standard measures, pupils begin to use measuring tools such as a ruler, weighing scales and containers.

| **Learning objectives** | **Pupil outcomes:** |
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| Pupils should be taught to:<br><br>Number and place value<br>● count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number<br>● count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens<br>● given a number, identify one more and one less<br>● 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<br>● read and write numbers from 1 to 20 in numerals and words<br><br>Measurement<br>● measure and begin to record the following:<br>– lengths and heights<br>– mass/weight<br>– capacity and volume<br>– time (hours, minutes, seconds)<br>● recognise and know the value of different denominations of coins and notes<br>● sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. | I can show and explain what happens if I have £20 in my piggy bank and I get £5 for my birthday, without counting in ones. I can show and explain what happens if I have £35 and I spend £5, without counting in ones. |