Multiplicative reasoning 1.13	Length of unit: **3 weeks**	Week beg:	Year: 1	Teacher:

Success criteria	**Learning over the year:** **This is what the children need to have learnt over the whole of Year 1.**	**Resources**
Pupils can represent and explain what happens when doubling and halving in the context of both discrete objects and continuous measures. They can show and tell the time on an analogue clock, on the hour and half past.	• count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • 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 and know the value of different denominations of coins and notes • 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 four equal parts of an object, shape or quantity • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	Maths vocabulary book Using and Applying in every maths lesson Assessment through guided maths Think Maths! Pitch and Expectations Y1 Models and Images Securing Level 1 Overcoming Barriers to Learning – Levels 1 to 2

Guidance

Pupils are taught half and quarter as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape.

Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.

Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past.

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.

Learning objectives	**Pupil outcomes:**
Pupils should be taught to: Number and place value ● count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens 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 Fractions ● 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 four equal parts of an object, shape or quantity Measurement ● recognise and know the value of different denominations of coins and notes ● tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	*I can show and explain how to cut a piece of ribbon for the big bear that is twice as long as the ribbon for the small bear and how many grapes to give the big bear if he has twice as many as the small bear.* *I can show and explain how to share a cake and how to share a packet of biscuits between two people and set the clock for half past four when they have a snack.*