

Number Sense 1.1	Length of unit: 3 weeks	Week beg:	Year: 1	Teacher:
<p>Success criteria</p> <p>Pupils can represent and explain what happens when counting forwards and backwards in ones and can compare two measures and describe the relationship.</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 recognize 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 how the numbers change when you count up from 20 to 30 and back from 30 to 20 and explain what is happening.

I can build two towers and explain which one is shorter and how I know.