Year 1 Autumn 2

Starter suggestions for Number

- Read and write numbers to 50 in figures.
- Count on and back in 1s from any one or two-digit number.
- Count on and back in multiples of 2.
- Order a set of random numbers to 50.
- Recall addition and subtraction facts for each number up to 10.
- Recall doubles of numbers to 10 + 10
- Recall halves of even numbers to 20.
- Add a single digit number to any number up to 20 by counting on.
- Take away a single digit number from any number up to 20 by counting back.
- Identify number patterns on number lines and hundred squares.

Starter suggestions for Measurement, Geometry and Statistics

- Identify 2-D shapes in different orientations and begin to describe them.
- Identify 3-D shapes in different orientations and begin to describe them.
- Compare and sort common 2-D and 3-D shapes and everyday objects.
- Order and arrange combinations of mathematical objects in patterns and sequences.
- Describe position, direction and movement.
- Estimate the length and height of familiar items using uniform non-standard and standard units.

	Main learning	Rationale
Week 1 Sequencing and sorting	▪ *Recognise and create repeating patterns with numbers, objects and shapes.* ▪ *Identify odd and even numbers linked to counting in twos from 0 and 1.* ▪ *Sort objects, numbers and shapes to a given criterion and their own.*	Children's experiences of sequences and patterns supports them in identifying relationships between shapes, objects and numbers and can be used as a precursor to sorting, in which children can consolidate their understanding of the properties of numbers, including comparing numbers, odd and even, sequences; properties of shapes; equipment and units of measure, more than and less than a given measure e.g. 1m It is also an opportunity to introduce children to ways in which information can be sorted in tables according to one criterion.
Week 2 Fractions	▪ *Understand that a fraction can describe part of a whole.* ▪ *Understand that a unit fraction represents one equal part of a whole.* ▪ Recognise, find and name a half as one of two equal parts of an object, shape or quantity (*including measure).* ▪ Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Children should understand what a fraction is – a way of describing part of a whole unit or shape. At this stage, when describing part of a whole unit or shape, an important feature to understand is the need for the whole to be split into equal sized parts. Children should experience shapes that have not been divided into equal parts and identify that the fractions of these shapes are not easy to identify. Children's work on halves and quarters should be practically based and linked to their work on shape and also measures.
Week 3 Fractions, capacity and volume	▪ *Understand that a fraction can describe part of a whole.* ▪ *Understand that a unit fraction represents one equal part of a whole.* ▪ Recognise, find and name a half as one of two equal parts of an object, shape or quantity *(including measure).* ▪ Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. ▪ Compare and describe capacity/volume (for example, full/empty, more than, less than, half, half full, quarter). ▪ Measure and begin to record capacity and volume *using non-standard and then standard units (litres and ml) within children's range of counting competence.* ▪ Solve practical problems for capacity/volume.	The fractions work from the previous week is further consolidated in the context of capacity and volume. Children should relate pouring a jug of juice equally into four cups would mean each cup contains one quarter of the juice from the jug. If the cups of juice were poured back into the jug, the original volume of the jug would be restored i.e. one quarter plus one quarter plus one quarter plus one quarter equals four quarters, which results in one whole jug of juice. Children can make their own scales on large containers using masking tape and carefully pouring cups into the large container and marking the level after each cup poured in. After two or four cups, children should recognise what fraction one cup is of the whole amount in the container.
Week 4 Money	▪ Recognise and know the value of different denominations of coins and notes. ▪ Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as 7 = □ - 9.	Children's introduction to money should involve numbers that they are confident with. Larger value coins can be introduced later. Children need to understand how many pennies each coin is worth and exchange between pennies and 2p, 5p, 10p and 20p coins. This could be done in a Bank role play area. Shop role play could be used when teaching about paying for amounts exactly. This is a good opportunity for children to experience finding all possibilities problems. Combining coins to make given amounts should be linked to addition and number sentences e.g. 9p = 5p + 2p + 2p
Week 5 Time	▪ Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. ▪ Recognise and use language relating to dates, including days of the week, weeks, months and years. ▪ Measure and begin to record time (hours, minutes, seconds). ▪ compare, describe and solve practical problems for time (quicker, slower, earlier, later).	Children should be introduced to the language of time using familiar events in their life and in school. Sequencing of events can also be explored in children's stories such as The Very Hungry Caterpillar, Jasper's Beanstalk, The Princess and the Wizard, What the Ladybird Heard amongst others. Children should explore how long certain activities take and also how many times certain things can be done in a given time period e.g. one minute.
Week 6 Assess and review	Assess and review week	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.