Year 1 Spring 1

Starter suggestions for Number

- Read and write numbers to 100 in figures.
- Count on and back in 1s from any one or two-digit number including across 100.
- Count on and back in multiples of 2, 5 and 10.
- Order a set of random numbers to 100.
- Recall addition and subtraction facts for each number up to 20.
- 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.
- Take away a single digit number from any number up to 20.
- 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.
- Estimate mass and capacity of familiar items using non-standard and standard units.
- Identify time on an analogue clock to the hour and half past the hour.
- Use the language of time to sequence events.
- Recognise and know the value of different denominations of coins and notes.

	Main learning	Rationale
Week 1 **Number and place value**	▪ Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. ▪ Read and write numbers from 1 to 20 in numerals and words. ▪ Count, read and write numbers to 100 in numerals. ▪ *Begin to recognise the place value of numbers beyond 20 (tens and ones).* ▪ 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. ▪ Given a number, identify one more and one less. ▪ *Given a number, identify ten more and ten less.* ▪ *Order numbers to 50.* ▪ *Solve problems and practical problems involving all of the above.*	When counting, children should be encouraged to recognise patterns in the spoken numbers and the numbers used to represent them. Children should use practical equipment, familiar items and pictures to represent the numbers they are working with – children should understand the notion of grouping in tens i.e. 10 ones is the same as 1 ten and that in two-digit number the first digit refers to the number of groups of ten. Children use their understanding of numbers to identify one more/less and ten more/less than a given number, using different representations, including the number line. Children recognise the number line when measuring length using a ruler and volume using a measuring jug. Children should understand the purpose of counting in twos, fives and tens and relate this to efficiently counting large quantities in practical contexts and also when counting money. When counting in twos, the concept of odd and even numbers can be explored.
Week 2 **Measurement (mass / weight)**	▪ Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than). ▪ Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children's range of counting competence. ▪ Solve practical problems for masses/weights. ▪ Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as 7 = ☐ – 9.	The terms mass and weight are used interchangeably at this stage. Children should work practically to measure mass/weight, applying their knowledge of the number system and number lines. Children make direct comparisons of masses/weights before measuring using uniform non-standard units progressing to manageable standard units and equipment. When solving problems, children apply their knowledge and understanding of calculations in the context of mass/weight.
Week 3 **2-D and 3-D shape**	▪ Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles. ▪ Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.	When learning about shapes, children should handle them, name them and begin to describe them. Children should recognise these shapes in different orientations and also in different sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other. Children could make pictures and structures using these shapes, explaining why certain shapes have been used (and not used) for particular parts of the picture or structure.
Week 4 **Counting and money**	▪ Count in multiples of, twos, fives and tens. ▪ Recognise and know the value of different denominations of coins and notes.	When counting, children should explore patterns that emerge and relationships that can be seen e.g. when counting in tens, the unit digit does not change; when counting in fives the units digit alternates; when counting in twos the units digits will repeat 2, 4, 6, 8, 0 or 1, 3, 5, 7, 9. This can lead to discussion around odd and even numbers and what other numbers will occur in the sequence if it continued. Counting should also be related to real life, such as counting money. Larger value coins may be introduced at this stage as the children's understanding of numbers and the number system is growing. Children need to understand how many pennies each coin is worth and exchange between pennies and 2p, 5p, 10p, 20p and 50p coins. This could be done in a bank role play area.

	Main learning	Rationale
Week 5 **Multiplication**	▪ Add one-digit and two-digit numbers to 20, including zero. ▪ *Recall and use doubles of all numbers to 10 and corresponding halves.* ▪ Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Children should be introduced to multiplication as repeated addition, using real life contexts and practical / pictorial representations of these. Children should make connections between arrays, number patterns and counting in twos, fives and tens. Children should realise that doubling is adding a number to itself, which is also multiplying by 2.
Week 6 **Division**	▪ Subtract one-digit and two-digit numbers to 20, including zero. ▪ *Recall and use doubles of all numbers to 10 and corresponding halves.* ▪ Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Children should be introduced to division as sharing and grouping (or repeated subtraction), using real life contexts and practical / pictorial representations of these. Again, children should make connections between arrays, number patterns and counting back in twos, fives and tens. Children should realise that halving is dividing a number or quantity by 2. The link should be made between division by sharing and finding a fraction of an amount. Children should find simple fractions of objects, numbers and quantities.