



Year 1 Summer 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.
- Begin to recall multiplication facts for the 2, 5 and 10 times tables.
- 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 simple fractions of shapes.
- Identify number patterns on number lines and hundred squares.
- Recognise and create repeating patterns with numbers.
- Identify odd and even numbers linked to counting in twos from 0 and 1.

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.
- Recognise and create repeating patterns with objects and shapes.

	Main learning	Rationale
Week 1 Number and place value	<ul style="list-style-type: none"> ▪ Read and write numbers from 1 to 20 in numerals and words. ▪ Count, read and write numbers to 100 in numerals. ▪ <i>Begin to recognise the place value of numbers beyond 20 (tens and ones).</i> ▪ 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. ▪ <i>Given a number, identify ten more and ten less.</i> ▪ <i>Order numbers to 50.</i> ▪ <i>Solve problems and practical problems involving all of the above.</i> 	<p>When counting, children should be encouraged to recognise patterns in the spoken numbers and the numbers used to represent them.</p> <p>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.</p> <p>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. The context of the number and place value objectives in this week should be either measurement or statistics e.g. block graphs, bar charts, pictograms, tally charts.</p>
Week 2 Addition and subtraction and statistics	<ul style="list-style-type: none"> ▪ Represent and use number bonds and related subtraction facts within 20. ▪ Add and subtract one-digit and two-digit numbers to 20, including zero (<i>using concrete objects and pictorial representations</i>). ▪ Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = \square - 9$. ▪ <i>Present and interpret data in block diagrams using practical equipment.</i> ▪ <i>Ask and answer simple questions by counting the number of objects in each category.</i> ▪ <i>Ask and answer questions by comparing categorical data.</i> 	<p>Children should use familiar items to create number stories e.g. 8 ducks on a pond and 5 more land in the pond, how many ducks are there now? This gives rise to the number sentence $8 + 5 = ?$</p> <p>Continuing the theme of number stories can give rise to other number sentences such as $8 + ? = 13$ This could be explained as, there are 8 ducks on a pond. How many more join them if later there are 13 ducks on the pond? The use of physical objects to tell a number story and the creation of numbers sentences helps children to understand the relationship between addition and subtraction.</p> <p>Physical block diagrams support children in understanding calculations and the mathematical representation of number sentences.</p>
Week 3 Capacity and volume	<ul style="list-style-type: none"> ▪ Compare, describe and solve practical problems capacity/volume (full/empty, more than, less than, 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 simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = \square - 9$. 	<p>Children should be using measuring containers and beginning to read simple scales using numbers to 100. 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.</p>



	Main learning	Rationale
Week 4 Fractions	<ul style="list-style-type: none"> ▪ <i>Understand that a fraction can describe part of a whole.</i> ▪ <i>Understand that a unit fraction represents one equal part of a whole.</i> ▪ 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. 	<p>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.</p> <p>Children's work on halves and quarters should be practically based and linked to their work on shape and also measures from the previous week.</p> <p>As a lead into the following week, children could be introduced to the fraction three-quarters when experiencing one quarter.</p>
Week 5 Position and direction and time	<ul style="list-style-type: none"> ▪ Describe position, directions and movements, including half, quarter and three-quarter turns. ▪ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	<p>Children's work on fractions in the previous week should be continued, in particular linking the images of quarter, half and three-quarters of a circle to fractions of a turn. Their understanding of fractions of a turn should be related to the movement of the minute hand on an analogue clock, introducing language of clockwise, o'clock and half past.</p> <p>Children should also understand that as the minute hand moves on an analogue clock, the hour hand also moves. When the minute hand is showing half past, children should be encouraged to identify other clues, using the position of the hands on the clock, that suggest 'half'.</p>
Week 6 2-D and 3-D Shape	<ul style="list-style-type: none"> ▪ 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. 	<p>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.</p>