



## Year 1 Summer 2

### 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
<b>Week 1</b> Time	<ul style="list-style-type: none"> <li>▪ Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</li> <li>▪ Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> <li>▪ Measure and begin to record time (hours, minutes, seconds).</li> <li>▪ Compare, describe and solve practical problems for time (quicker, slower, earlier, later).</li> </ul>	<p>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 <i>The Very Hungry Caterpillar</i>, <i>Jasper's Beanstalk</i>, <i>The Princess and the Wizard</i>, <i>What the Ladybird Heard</i> amongst others.</p> <p>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.</p>
<b>Week 2</b> Multiplication and division	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<p>Children should continue to understand multiplication and division using real life contexts and practical / pictorial representations of these. Children should make connections between arrays, number patterns and counting back in twos, fives and tens.</p> <p>Children should realise that halving is dividing a number or quantity by 2 and doubling is multiplying 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.</p>
<b>Week 3</b> Subtraction (difference) in the context of measurement and statistics	<ul style="list-style-type: none"> <li>▪ Subtract one-digit and two-digit numbers to 20 using 'difference' as finding how many more to make (<i>using concrete objects and pictorial representations</i>).</li> <li>▪ Solve problems involving how many more to make.</li> <li>▪ <i>Present and interpret data in block diagrams using practical equipment.</i></li> <li>▪ <i>Ask and answer simple questions by counting the number of objects in each category.</i></li> <li>▪ <i>Ask and answer questions by comparing categorical data.</i></li> </ul>	<p>Children should be introduced to the concept of 'difference' through measurement or statistics. This should be represented practically, using towers of cubes (a physical block diagram) and discussing how we can make one tower the same size as the other. Children's previous work on the relationship between addition and subtraction is crucial in understanding that the difference between 13 and 21 can be written as <math>21 - 13</math>, but calculated by finding <math>21 - ? = 13</math> or that <math>13 + ? = 21</math>.</p>
<b>Week 4</b> Measurement (length and mass / weight)	<ul style="list-style-type: none"> <li>▪ Compare and describe lengths and heights (e.g., long/short, longer/shorter, tall/short, double/half).</li> <li>▪ Measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) <i>within children's range of counting competence.</i></li> <li>▪ Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than).</li> <li>▪ Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) <i>within children's range of counting competence.</i></li> <li>▪ Solve practical problems for lengths, heights and masses/weights.</li> </ul>	<p>The pairs of terms mass and weight, volume and capacity are used interchangeably at this stage.</p> <p>Children should work practically to measure length and height, recognising that both are measurements of distance. Children make direct comparisons of lengths, heights, masses/weights before measuring using uniform non-standard units progressing to manageable standard units and equipment. Measurement work should be in line with a child's number work e.g. using numbers up to 100.</p>



	Main learning	Rationale
<b>Week 5</b> Sorting and sequencing	<ul style="list-style-type: none"><li>▪ <i>Recognise and create repeating patterns with numbers, objects and shapes.</i></li><li>▪ <i>Identify odd and even numbers linked to counting in twos from 0 and 1.</i></li><li>▪ <i>Sort objects, numbers and shapes to a given criterion and their own.</i></li></ul>	Children’s work on sequencing and sorting can be used to consolidate understanding of the properties of numbers, including comparing numbers, odd and even, predicting and generalising sequences; properties of shapes; equipment and units of measure, more than and less than a given measure e.g. one metre. It is also an opportunity to introduce children to ways in which information can be sorted in tables according to one criterion.
<b>Week 6</b> 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.