

# Let's identify numbers: Maths : Year 1 : Autumn Term

|                 | Learning Objective                 | Overview  | Assessment Questions   | Resources   |
|-----------------|------------------------------------|---|--|---|
| <b>Lesson 1</b> | To identify and represent numbers. | Children to count objects to reinforce the value of the number and to practise writing its correct formation.   | <ul style="list-style-type: none"> <li>• Can children identify numbers to ten?</li> <li>• Can children identify numbers to twenty?</li> <li>• Can children represent numbers with objects?</li> </ul>                      | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Number Cards, Bingo Cards, fishing rods and paperclips</li> <li>• Picture Cards and play dough</li> <li>• Number Sheet and blocks</li> <li>• Vehicle Sheet and People Sheet</li> </ul>   |
| <b>Lesson 2</b> | To identify and represent numbers. | Children to count objects to reinforce the value of the number, to see the number written as a numeral and to practise writing its correct formation. | <ul style="list-style-type: none"> <li>• Can children identify numbers to ten?</li> <li>• Can children identify numbers to twenty?</li> <li>• Can children represent numbers with objects?</li> </ul>                      | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Number Sheet and blocks</li> <li>• Vehicle Sheet and People Sheet</li> <li>• Number Cards, Bingo Cards, fishing rods and paperclips</li> <li>• Picture Cards and play dough</li> <li>• Domino Sets A/B (plenary only)</li> </ul> |
| <b>Lesson 3</b> | To identify and represent numbers. | Children to be challenged to read a number written as a word and write it as a numeral. The children will practise forming the numbers correctly.     | <ul style="list-style-type: none"> <li>• Can children identify numerals to twenty?</li> <li>• Can children identify numbers written as words to twenty?</li> <li>• Can children represent numbers with objects?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Number Formation Cards</li> <li>• Numeral Cards</li> <li>• Number Representations</li> <li>• Counting Dots</li> <li>• Number Cards</li> <li>• Paint, paper, objects, pots, trays, sand</li> </ul>                                |
| <b>Lesson 4</b> | To identify and represent numbers. | Children will learn different ways of representing numbers up to twenty.  | <ul style="list-style-type: none"> <li>• Can children identify numerals to twenty?</li> <li>• Can children identify numbers written as words to twenty?</li> <li>• Can children represent numbers with objects?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Number Representations</li> <li>• Counting Dots</li> <li>• Number Cards</li> <li>• Number Formation Cards</li> <li>• Numeral Cards</li> <li>• Paint, paper, objects, pots, trays, sand</li> </ul>                                |
| <b>Lesson 5</b> | To identify and represent numbers. | Children to reinforce their recognition of written numbers and numerals. Children to be challenged to stamp, hop, jump or clap a chosen number.       | <ul style="list-style-type: none"> <li>• Can children identify numerals to twenty?</li> <li>• Can children identify numbers written as words to twenty?</li> <li>• Can children represent numbers with objects?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Numbers (Input only)</li> <li>• Number Cards A/B</li> <li>• Number Wheel A/B</li> <li>• Egg boxes, cupcake cases, pegs</li> </ul>  |

# Let's Represent Numbers: Maths : Year 1: Autumn Term

|                 | Learning Objective                               | Overview   | Assessment Questions   | Resources  |
|-----------------|--|--|--|--|
| <b>Lesson 1</b> | To represent numbers using objects and pictures. | Children to count objects and circle the corresponding number on a number line.  | <ul style="list-style-type: none"> <li>• Can children identify numbers to ten?</li> <li>• Can children identify numbers to twenty?</li> <li>• Can children represent numbers with pictures?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Jigsaw Pieces</li> <li>• Number Cards A/B</li> <li>• Photo Sheet</li> <li>• Paints, single hole punches, treasury tags, padlocks, keys and blank key ring tags</li> </ul>                                 |
| <b>Lesson 2</b> | To represent numbers using objects and pictures. | Children to count objects in groups and circle the corresponding number on a number line.  | <ul style="list-style-type: none"> <li>• Can children identify numbers to ten?</li> <li>• Can children identify numbers to twenty?</li> <li>• Can children represent numbers with pictures?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Jigsaw Pieces</li> <li>• Number Cards A/B</li> <li>• Photo Sheet</li> <li>• Paints, single hole punches, treasury tags, padlocks, keys and blank key ring tags</li> </ul>                                 |
| <b>Lesson 3</b> | To represent numbers using objects and pictures. | Children to recognise and represent numbers using objects.   | <ul style="list-style-type: none"> <li>• Can children identify numbers to ten?</li> <li>• Can children identify numbers to twenty?</li> <li>• Can children represent numbers with pictures?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Photo Sheet</li> <li>• Picture Cards</li> <li>• Road Card</li> <li>• Caterpillar Sheet</li> <li>• Bus Sheet, People Sheet A/B and Number Cards A/B</li> </ul>   |
| <b>Lesson 4</b> | To represent numbers using objects and pictures. | Children to read and solve word problems. They will be challenged to count and circle the correct amount and find the remaining number.  | <ul style="list-style-type: none"> <li>• Can children identify numbers to ten?</li> <li>• Can children identify numbers to twenty?</li> <li>• Can children represent numbers with pictures?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Photo Sheet</li> <li>• Caterpillar Sheet</li> <li>• Bus Sheet, People Sheet A/B and Number Cards A/B</li> <li>• Picture Cards</li> <li>• Stairs Sheet</li> <li>• Domino Set A/B (Plenary only)</li> </ul> |
| <b>Lesson 5</b> | To represent numbers using objects and pictures. | Children to count objects and write the correct amount. They will also be challenged to read numbers and draw the corresponding objects. | <ul style="list-style-type: none"> <li>• Can children identify numbers to ten?</li> <li>• Can children identify numbers to twenty?</li> <li>• Can children represent numbers with objects?</li> </ul>  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Bird Sheet</li> <li>• Alien Sheet</li> <li>• Crocodile Sheet</li> <li>• Challenge Cards A/B/C/D</li> <li>• Feathers, colour paper, glue, colouring pencils</li> </ul>                                     |

# Let's Add Objects: Maths : Year 1 : Autumn Term

|                 | Learning Objective                          | Overview   | Assessment Questions  | Resources  |
|-----------------|---|--|---|--|
| <b>Lesson 1</b> | To add groups of objects to find the total. | Children to count groups of objects and add them together to find the total amount. Children to write this as a number sentence.   | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children represent numbers with objects?</li> <li>• Can children find the total of two groups of objects?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Number Cards A/B and Ten Frame Cards</li> <li>• Treasure and Number Sentence Cards</li> <li>• Picture Mats</li> <li>• Photo Sheet</li> <li>• Counting objects, play dough</li> </ul>  |
| <b>Lesson 2</b> | To add groups of objects to find the total. | Children to use a number machine to find the answers to addition problems. Children to write their answers as number sentences as well as say the number sentence using actions. | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children represent numbers with objects?</li> <li>• Can children find the total of two groups of objects?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Number Machine (Input only)</li> <li>• Picture Mats</li> <li>• Number Cards A/B and Ten Frame Cards</li> <li>• Treasure and Number Sentence Cards</li> <li>• Photo Sheet</li> <li>• Counting objects</li> </ul>   |
| <b>Lesson 3</b> | To add groups of objects to find the total. | Children to find the total amount of an addition problem using a number machine and counters.  | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children represent numbers with objects?</li> <li>• Can children find the total of two groups of objects?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Number Machine (Input only)</li> <li>• Number Cards and Operation Cards</li> <li>• Spinners, Number Line and Photo Sheet</li> <li>• Domino Cards A/B (Plenary Only)</li> <li>• Dominoes, six-sided dice, ten-sided dice, objects, bottle-top ladybirds, blocks</li> </ul> |
| <b>Lesson 4</b> | To add groups of objects to find the total. | Children to read addition number sentences using actions. They then need to work out what it is asking and solve together.   | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children represent numbers with objects?</li> <li>• Can children find the total of two groups of objects?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Spinners and Number Line</li> <li>• Number Cards and Operation Cards</li> <li>• Photo Sheet</li> <li>• Number Sentence Cards (Plenary Only)</li> <li>• Objects, blocks, dominoes, six-sided dice, ten-sided dice, bottle-top ladybirds,</li> </ul>                        |
| <b>Lesson 5</b> | To add groups of objects to find the total. | Children to count the coloured balloons and write their amounts onto whiteboards. They will then need to solve the addition problem and write the answer in a number sentence.   | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children represent numbers with objects?</li> <li>• Can children find the total of two groups of objects?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• In Out Sheet</li> <li>• Worksheet 5A</li> <li>• Photo Sheet</li> <li>• Counters, ice cube trays or or muffin baking trays, pom-poms</li> </ul>  |

# Let's Subtract Objects: Maths : Year 1 : Autumn Term

|                 | Learning Objective                               | Overview   | Assessment Questions  | Resources   |
|-----------------|--|--|---|---|
| <b>Lesson 1</b> | To subtract objects to find the total.           | Children to listen to subtraction problems and find the answer using objects to help.  | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children represent numbers with objects?</li> <li>• Do children understand subtracting decreases the number of objects?</li> </ul>     | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Challenge Cards and play dough</li> <li>• Monster Sheet, Number Cards A/B and Food Cards</li> <li>• Picture Cards and Character Cards</li> <li>• Photo Sheet</li> <li>• Counting objects and blocks</li> </ul>       |
| <b>Lesson 2</b> | To subtract objects to find the total.           | Children to buy items from a class shop. They will need to select the correct amount and then work out how many are left.                                  | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children represent numbers with objects?</li> <li>• Do children understand subtracting decreases the number of objects?</li> </ul>     | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Challenge Cards and play dough</li> <li>• Monster Mouth Sheet, Number Cards A/B and Food Cards</li> <li>• Picture Cards and Character Cards</li> <li>• Photo Sheet</li> <li>• Counting objects and blocks</li> </ul> |
| <b>Lesson 3</b> | To subtract objects to find the total.           | Children to recognise numerals and mathematical symbols. They will pick a hidden numbers to take away from ten and build a number sentence with it.        | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children represent numbers with objects?</li> <li>• Can children use the symbols '-' and '=' correctly in number sentences?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Number Cards A/B, Leaves and Branch Sheet</li> <li>• Operation Cards</li> <li>• Number Sentence Puzzles</li> <li>• Treasure and Number Sentence Cards</li> <li>• Photo Sheet</li> <li>• Counting objects</li> </ul>  |
| <b>Lesson 4</b> | To subtract objects to find the total.           | Children to read number sentences and use actions to explain what it means. They will then be challenged to solve the problem using mathematical language. | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children represent numbers with objects?</li> <li>• Can children use the symbols '-' and '=' correctly in number sentences?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Number Cards A/B, Leaves and Branch Sheet</li> <li>• Operation Cards</li> <li>• Number Sentence Puzzles</li> <li>• Number Sentence Cards and Treasure</li> <li>• Photo Sheet</li> <li>• Counting objects</li> </ul>  |
| <b>Lesson 5</b> | To subtract groups of objects to find the total. | Children to listen to subtraction problem and write it as a number sentence before explaining how they solved it.  | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children represent numbers with objects?</li> <li>• Can children use the symbols '-' and '=' correctly in number sentences?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 5A</li> <li>• In Out Sheet</li> <li>• Photo Sheet</li> <li>• Counting objects, whiteboards, egg boxes</li> </ul>   |

# Let's identify 2D shapes: Maths : Year 1 : Autumn Term

|                 | Learning Objective   | Overview   | Assessment Questions  | Resources  |
|-----------------|--|--|---|--|
| <b>Lesson 1</b> | To recognise 2-D shapes and use maths words to describe them.                | Children will be challenged to explain the difference between 2-D and 3-D shapes. They will also be challenged to describe the differences between 2-D shapes that have curved and straight edges. | <ul style="list-style-type: none"> <li>• Can children sort 2-D and 3-D shapes?</li> <li>• Can children sort polygons and shapes with curved edges?</li> <li>• Can children identify the sides, curved edges and corners of 2-D shapes?</li> </ul>                             | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Photo Sheet</li> <li>• Shape Cards 1A/1B</li> <li>• Worksheets 1A/1B</li> <li>• 2-D and 3-D shapes</li> <li>• Scissors, glue</li> </ul>   |
| <b>Lesson 2</b> | To recognise 2-D shapes and use maths words to describe them.                | Children will be challenged to describe, sort and make 2-D shapes. They will be reminded of various groups, such as polygons and non-polygons and triangles and rectangles                         | <ul style="list-style-type: none"> <li>• Can children sort 2-D and 3-D shapes?</li> <li>• Can children sort polygons and shapes with curved edges?</li> <li>• Can children identify the sides, curved edges and corners of 2-D shapes?</li> </ul>                             | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Photo Sheet</li> <li>• Shape Cards 2A/2B</li> <li>• Worksheets 2A/2B</li> <li>• 2-D and 3-D shapes</li> <li>• Scissors</li> </ul>   |
| <b>Lesson 3</b> | To recognise and name common 2-D shapes, using maths words to describe them. | Children will recognise and name common 2-D shapes using mathematical language to describe them. They shall also describe their similarities and differences.                                      | <ul style="list-style-type: none"> <li>• Can children describe some properties of rectangles and triangles?</li> <li>• Can children describe some differences and similarities between squares and oblongs?</li> <li>• Can children make triangles and rectangles?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Photo Sheet</li> <li>• Rectangles and Triangles Sheet 3A</li> <li>• Outdoor resources: chalk, sticks, sand etc.</li> <li>• Geoboards, peg boards, scrap paper, pencils, rulers</li> <li>• 2-D shapes</li> <li>• Feely bags X2</li> </ul>                            |
| <b>Lesson 4</b> | To recognise and name common 2-D shapes, using maths words to describe them. | Children to recognise and describe how many corners and sides different shapes have. They will listen to true and false statements to decide which applies to which shape.                         | <ul style="list-style-type: none"> <li>• Can children describe some properties of rectangles and triangles?</li> <li>• Can children describe some differences and similarities between squares and oblongs?</li> <li>• Can children make triangles and rectangles?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Photo Sheet</li> <li>• Rectangles and Triangles Sheet 4A</li> <li>• 2-D Shapes Sheet 4A</li> <li>• Outdoor resources: chalk, sticks, sand etc.</li> <li>• Geoboards, peg boards, scrap paper or fabric, scissors</li> <li>• 2-D shapes and Feely bags X2</li> </ul> |
| <b>Lesson 5</b> | To recognise common 2-D shapes, using maths words to describe them.          | Children to create pictures and patterns using 2-D shapes and learn about tessellations.   | <ul style="list-style-type: none"> <li>• Can children identify common 2-D shapes within simple composite shapes?</li> <li>• Can children make simple composite shapes?</li> <li>• Can children make patterns and pictures using 2-D shapes?</li> </ul>                        | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Photo Sheet</li> <li>• Tangram Sheet 5A</li> <li>• Challenge Cards 5A</li> <li>• 2-D shapes</li> <li>• 2-D shapes Sheet 5A</li> <li>• Tangram Pictures Sheet 5A</li> </ul>  |

# Let's compare length, height and mass!: Maths : Year 1 : Autumn Term

|                 | Learning Objective  | Overview  | Assessment Questions   | Resources  |
|-----------------|---|---|--|--|
| <b>Lesson 1</b> | To begin to understand what comparing is by comparing different lengths.  | Children will be introduced to length and comparing different lengths through hands-on and interactive activities. They will enjoy comparing the lengths of animals in a veterinary as well as ordering these animals by their lengths. The children will also enjoy measuring wiggly lines to see which is longest.                  | <ul style="list-style-type: none"> <li>• Are children beginning to understand how to compare different lengths?</li> <li>• Can children compare lengths using non-standard measures?</li> <li>• Do children describe lengths using specific language?</li> </ul>   | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Vet Measuring</li> <li>• Animals</li> <li>• Which is Longer?</li> <li>• Wiggly Lines</li> <li>• Photo Sheet</li> </ul>  |
| <b>Lesson 2</b> | To compare and describe different heights.                                | Children will start to compare different heights through a variety of hands-on activities. They will enjoy lots of discussions about height through the interactive slides and enjoy ordering objects including themselves by height order.   | <ul style="list-style-type: none"> <li>• Are children beginning to understand how to compare different heights?</li> <li>• Can children compare heights using non-standard measures?</li> <li>• Do children describe heights using specific language?</li> </ul>   | <ul style="list-style-type: none"> <li>• Slides</li> <li>• String and Photo Sheet</li> <li>• Wiggly Lines</li> <li>• Vet and Zoo Measuring</li> <li>• Animals A/B</li> <li>• Which is Longer?</li> </ul>   |
| <b>Lesson 3</b> | To compare and describe different weights.                                | Children will begin to learn about weight, what it is and why we weigh things. The children will enjoy lots of practical activities making predictions and weighing a variety of items as well as ordering items by weight.   | <ul style="list-style-type: none"> <li>• Are children beginning to understand how to compare different weights?</li> <li>• Can children compare weights using scales?</li> <li>• Do children describe weights using specific language?</li> </ul>  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Which Weighs More?, Balance Scales and Stationery</li> <li>• Heavy or Light?</li> <li>• Weighing Parcels</li> <li>• Tin Foil for Space Rocks</li> <li>• Photo Sheet</li> </ul>  |
| <b>Lesson 4</b> | To compare and solve practical problems of the mass of different objects. | Children will have lots of fun comparing and weighing a variety of different fruits and vegetables using a balance scale and their own hands. They will enjoy solving word problems as well as ordering space rocks. Children will begin to understand that larger objects aren't necessarily the heaviest objects.                   | <ul style="list-style-type: none"> <li>• Do the children understand what mass is?</li> <li>• Can children begin to compare the mass of two different objects?</li> <li>• Do children describe the mass of objects using specific language?</li> </ul>  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Fruit and Vegetables (MOS and Plenary only)</li> <li>• Heavy or Light?</li> <li>• Weighing Parcels</li> <li>• Which Weighs More?, Balance Scales and Stationery</li> <li>• Tin Foil for Space Rocks, Photo Sheet</li> </ul> |
| <b>Lesson 5</b> | To compare and solve problems for length, height and mass.                | Children to use and apply the knowledge they have acquired during the week to solve problems for Danny the decorator. The children will be selecting the correct length, height and weight of various objects to complete tasks for Danny. They will also begin to notice certain items are double or half the length of one another. | <ul style="list-style-type: none"> <li>• Can children make comparisons between light and heavy or tall and short objects?</li> <li>• Can children describe what the comparisons are between objects?</li> <li>• Are children able to solve practical problems that involve length, height and mass?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 5A/5B/5C</li> <li>• Ladders</li> <li>• Stationery Items</li> <li>• Fruit, Vegetables, Balance Scales, Paper and String</li> <li>• Photo Sheet</li> </ul>  |

# Let's find one more and one less: Maths : Year 1 : Autumn Term

|                 | Learning Objective   | Overview   | Assessment Questions   | Resources  |
|-----------------|--|--|--|--|
| <b>Lesson 1</b> | To find one more and one less than a number using objects.       | Children to use objects to count out a number and practise adding one more or one less. Once a total has been found the children will then write this as a number sentence.  | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children find one more than a given number?</li> <li>• Can children find one less than a given number?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Number Cards A/B</li> <li>• Picture Cards</li> <li>• Jigsaw Pieces</li> <li>• Photo Sheet</li> <li>• Counting objects, bead strings</li> </ul>  |
| <b>Lesson 2</b> | To find one more and one less than a number using objects.       | Children to use objects to count out a number and practise adding one more or one less. Once a total has been found the children will then write this as a number sentence. Children to also spot the mistakes within given number sentences.                | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children find one more than a given number?</li> <li>• Can children find one less than a given number?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Number Cards A/B</li> <li>• Picture Cards</li> <li>• Jigsaw Pieces</li> <li>• Photo Sheet</li> <li>• Counting objects, bead strings</li> </ul>  |
| <b>Lesson 3</b> | To find one more and one less than a number using a number line. | Children to solve one more and one less number problems using a number line.   | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children find one more than a given number?</li> <li>• Can children find one less than a given number?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Number Lines A/B, Number Cards A/B and Picture Cards</li> <li>• Number Sentence Cards A/B</li> <li>• Number Line Cards Bus Stop Sheet and People</li> <li>• Worksheet 3A/3B</li> <li>• Photo Sheet</li> </ul>       |
| <b>Lesson 4</b> | To find one more and one less than a number using a number line. | Children to solve one more and one less number problems using a blank number line. Reinforcement of jump direction and why using a variety of different number lines.  | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children find one more than a given number?</li> <li>• Can children find one less than a given number?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Number Lines A/B/C and Number Cards A/B</li> <li>• Worksheet 4A/4B</li> <li>• Number Sentence Cards A/B, Bus Stop Sheet and People</li> <li>• Number Line Cards and Picture Cards</li> <li>• Photo Sheet</li> </ul> |
| <b>Lesson 5</b> | To find one more and one less than a number.                     | Children to solve one more and one less number problems using a variety of different methods, such as objects, bead strings, number lines, their fingers, drawing pictures and counting on or back. Children to answer using at least two different methods. | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children find one more than a given number?</li> <li>• Can children find one less than a given number?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Shopping Basket Sheet</li> <li>• Problem Cards A/B</li> <li>• Food Sheet</li> <li>• Missing Operations Cards A/B</li> <li>• Photo Sheet</li> <li>• Counting objects, bead strings, number lines</li> </ul>          |

# Let's Add and Subtract Objects: Maths : Year 1 : Autumn Term

|                 | Learning Objective                                     | Overview   | .  | Resources   |
|-----------------|--|--|--|---|
| <b>Lesson 1</b> | To add and subtract groups of objects to find a total. | Children will learn about what addition and subtraction means and look at the symbols used for this.   | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children recognise '+', '-' and '=' symbols?</li> <li>• Can children find the total of two groups of objects?</li> </ul>  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Drumming Video (Mental Oral Starter only)</li> <li>• Addition Question Cards and Subtraction Question Cards A/B</li> <li>• Tree Sheet, Number Strips and Tree Instructions</li> <li>• Alien Sheet and Photo Sheet</li> <li>• Pipe cleaners, beads, plastic bowl, compare bears, objects, ten-sided dice, play dough</li> </ul> |
| <b>Lesson 2</b> | To add and subtract groups of objects to find a total. | Children to solve addition and subtraction questions and two-part addition and subtraction questions.  | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children recognise '+', '-' and '=' symbols?</li> <li>• Can children find the total of two groups of objects?</li> </ul>  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Addition Question Cards and Subtraction Question Cards A/B</li> <li>• Tree Sheet, Number Strips and Tree Instructions</li> <li>• Alien Sheet and Photo Sheet</li> <li>• Follow Me Cards A (Plenary only)</li> <li>• Pipe cleaners, beads, plastic bowl, compare bears, objects, ten-sided dice, play dough</li> </ul>          |
| <b>Lesson 3</b> | To solve addition and subtraction questions.           | Children to solve mixed addition and subtraction questions. Children will focus on the symbols used and which part to solve first.   | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children recognise '+', '-' and '=' symbols?</li> <li>• Can children solve addition and subtraction questions?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Board Game, Six-sided dice and interlocking blocks</li> <li>• Missing Operations Cards and objects</li> <li>• Spinners Card A/B and Worksheet 3A</li> <li>• Ten Frames and Number Sentences</li> <li>• Photo Sheet</li> </ul>  |
| <b>Lesson 4</b> | To solve addition and subtraction questions.           | Children to listen to addition and subtraction questions and record their answers in number sentences.   | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children recognise '+', '-' and '=' symbols?</li> <li>• Can children solve addition and subtraction questions?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Board Game, Six-sided dice and interlocking blocks</li> <li>• Missing Operations Cards and objects</li> <li>• Spinners Card A/B and Worksheet 4A</li> <li>• Ten Frames and Number Sentences</li> <li>• Photo Sheet</li> </ul>  |
| <b>Lesson 5</b> | To solve addition and subtraction problems.            | Children to read word problems and decide if it is an addition or a subtraction question. They will then think about how to write this as a number sentence and finally solve the problem. | <ul style="list-style-type: none"> <li>• Can children identify numbers to twenty?</li> <li>• Can children recognise '+', '-' and '=' symbols?</li> <li>• Can children solve addition and subtraction questions?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Buttons Video (MOS Only)</li> <li>• Shopping Cards A/B</li> <li>• Question Cards A/B/C</li> <li>• Answer Cards A/B</li> <li>• Photo Sheet</li> <li>• A variety of counting resources available to support</li> </ul>   |



# Can you recognise coins?: Maths : Year 1 : Autumn Term

|                 | Learning Objective   | Overview   | Assessment Questions   | Resources  |
|-----------------|--|--|--|--|
| <b>Lesson 1</b> | To recognise and know the value of different denominations of coins. | Children will learn to recognise the eight British coins and their values. They will explore the coins by their size, colour, shapes and amounts. The children will have opportunities to recognise partially hidden coins as well as hunt for coins to match to their own individual coin card.   | <ul style="list-style-type: none"> <li>• Do children recognise different coins?</li> <li>• Can children correctly say the value of different coins?</li> <li>• Can children recognise partially hidden coins?</li> </ul>                   | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A</li> <li>• Coin Card</li> <li>• Sorting Cards</li> <li>• Photo Sheet</li> </ul>  |
| <b>Lesson 2</b> | To recognise and know the value of different denominations of coins. | Children will have the opportunity to distinguish individual coins between a selection. They will explore the value of coins as well as listening to descriptions of hidden coins and reveal the answer. The children will enjoy learning how to describe hidden coins themselves as well as sort piles of coins into groups.                  | <ul style="list-style-type: none"> <li>• Do children recognise different coins?</li> <li>• Can children correctly say the value of different coins?</li> <li>• Can the children match the values of coins to their description?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A</li> <li>• Sorting Cards</li> <li>• Coin Card</li> <li>• Photo Sheet</li> </ul>  |
| <b>Lesson 3</b> | To recognise and know the value of different denominations of coins. | Children will enjoy sorting a variety of muddled up coins back into the empty piggy banks. They will practise arranging the coins by the smallest value to the largest and vice versa. The children will have opportunities to play games such as coin snap as well as using coin fans to match coins to descriptions.                         | <ul style="list-style-type: none"> <li>• Do children recognise different coins?</li> <li>• Can children correctly say the value of different coins?</li> <li>• Can children order the muddled up coins?</li> </ul>                         | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Coin Snap</li> <li>• Piggy Banks</li> <li>• Coin Fan</li> <li>• Photo Sheet</li> <li>• Shopping Trolley Bingo Card and Coin Cards</li> <li>• Large Piggy Bank, Large Coins and Dice Cards (plenary only)</li> </ul> |
| <b>Lesson 4</b> | To recognise and know the value of different denominations of coins. | Children to use and apply the knowledge they have acquired to recognise the most coins in a piggy bank and find that coin on a coin fan. The children will be introduced to price labels and reminded of the pound and pence symbol. They will start to match coins to price labels and enjoy playing an exciting shopping trolley bingo game. | <ul style="list-style-type: none"> <li>• Do children recognise different coins?</li> <li>• Can children correctly say the value of different coins?</li> <li>• Can children match the values of coins?</li> </ul>                          | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Coin Snap</li> <li>• Piggy Banks</li> <li>• Coin Fan</li> <li>• Photo Sheet</li> <li>• Shopping Trolley Bingo Card</li> <li>• Coin Cards</li> </ul>   |
| <b>Lesson 5</b> | To recognise and know the value of different denominations of coins. | Children will practise reading price labels and matching them to the correct coin using coin fans. They will have lots of opportunities to recognise coins and apply the skills they have learnt through ordering coins, matching coins, hunting for coins as well as having lots of fun playing a farm shop game.                             | <ul style="list-style-type: none"> <li>• Do children recognise different coins?</li> <li>• Can children correctly say the value of different coins?</li> <li>• Can children match the values of coins?</li> </ul>                          | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Coin Fan</li> <li>• Coin Dominos A/B</li> <li>• Coin Hunt Checklist and Giant Coins (1p - £2)</li> <li>• Coin Ordering</li> <li>• Photo Sheet</li> <li>• Farm Shop Card and Coin Cards</li> </ul>                   |

# Let's find the value of coins!: Maths : Year 1 : Autumn Term

|                 | Learning Objective   | Overview  | Assessment Questions  | Resources   |
|-----------------|--|---|---|---|
| <b>Lesson 1</b> | To recognise and know the value of different denominations of coins.                                       | Children will begin to learn that combinations of different coins can have the same value. They will learn a variety of different values and ways to make these using coins from 1p to 10p. The children will enjoy exploring making different amounts through fun and engaging tasks such as coin matching and exchange games.   | <ul style="list-style-type: none"> <li>• Do children recognise different coins?</li> <li>• Can children correctly say the value of different coins?</li> <li>• Do children recognise that some amounts can be made in different ways?</li> </ul>                        | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Exchange Game Cards</li> <li>• Coin Match</li> <li>• 3D Piggy Bank</li> <li>• Coin Cards and Coins</li> <li>• Worksheet 1A</li> <li>• Photo Sheet</li> </ul>   |
| <b>Lesson 2</b> | To recognise and know the value of different denominations of coins and use them to make the same amounts. | Children will enjoy turning one coin into several but keep the same amount. Through engaging and visual slides the children will explore using different coins that have the same value. The children will then have the opportunity to create a 3D hands-on version of this game to play in pairs.   | <ul style="list-style-type: none"> <li>• Can children correctly say the value of different coins?</li> <li>• Do children recognise that some amounts can be made in different ways?</li> <li>• Can children make amounts in different ways?</li> </ul>                  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A</li> <li>• 3D Piggy Bank</li> <li>• Coin Cards and Coins</li> <li>• Exchange Game Cards</li> <li>• Coin Match</li> <li>• Photo Sheet</li> </ul>   |
| <b>Lesson 3</b> | To understand and know the value of different denominations of coins.                                      | Children will have the opportunity to explore their understanding of what is meant by the term 'value' and match values made in different ways. They will enjoy exploring items within a treasure chest that may or may not have the same value as its coin on the outside. The children will become familiar with matching amounts to coins, price labels and written amounts. | <ul style="list-style-type: none"> <li>• Can children correctly say the value of different coins?</li> <li>• Do children understand the value of different coins?</li> <li>• Can children match objects with the same value as the coin given?</li> </ul>               | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Money Cards (Mental Oral Starter only)</li> <li>• Worksheet 3A</li> <li>• Coin Cards and Coins 1p - 50p</li> <li>• Chest Cards, Treasure Chest Game Card and Treasure</li> <li>• Domino Cards</li> <li>• Photo Sheet</li> </ul>                |
| <b>Lesson 4</b> | To exchange coins for the correct amount.  | Children to use and apply the knowledge they have acquired to firstly work out if their given amount is correct and if not to then exchange their amount for the correct one with a member of their group. Children will have lots of opportunities to match amounts that have the same value as well as make different amounts of the same value using coins.                  | <ul style="list-style-type: none"> <li>• Can children correctly recognise an amount?</li> <li>• Can children exchange coins for another amount?</li> <li>• Can children match objects with the same value as the coin given?</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Exchange Cards (Teaching Input only)</li> <li>• Worksheet 4A</li> <li>• Coin Cards and Coins 1p - 20p</li> <li>• Chest Cards, Treasure Chest Game Card and Treasure</li> <li>• Domino Cards</li> <li>• Photo Sheet</li> </ul>                  |
| <b>Lesson 5</b> | To recognise and match amounts to the correct price labels.  | Children will have fun visiting a toy shop to practise recognising amounts and matching them to their correct price label. They will enjoy a piggy bank hunt around the classroom as well as a challenging coin snap game matching different combinations of coins that have the same value.  | <ul style="list-style-type: none"> <li>• Can children correctly recognise the price label that matches their coin amount?</li> <li>• Can children match amounts that have used different coins?</li> <li>• Can children begin to add amounts to make totals?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Dice Cards (for Mental Oral Starter also)</li> <li>• Worksheet 5A</li> <li>• Piggy Bank Hunt Checklist and Piggy Banks</li> <li>• Coin Snap</li> <li>• Large Price Labels and Toys (for Teaching Input also)</li> <li>• Photo Sheet</li> </ul> |

# Let's identify 3-D shapes: Maths : Year 1 : Autumn Term

|                 | Learning Objective                       | Overview   | Assessment Questions  | Resources   |
|-----------------|--|--|---|---|
| <b>Lesson 1</b> | To recognise and name common 3-D shapes. | Children to recognise and describe the differences between 2-D and 3-D shapes. They shall discuss how many sides different 3-D shapes have as well as learn the correct names and spellings of the 3-D shapes. | <ul style="list-style-type: none"> <li>• Can children identify 2-D/3-D shapes in a mixed set of shapes?</li> <li>• Can children identify the square faces of cubes?</li> <li>• Can children start to distinguish between cubes and other long/tall cuboids?</li> </ul>  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Photo Sheet</li> <li>• A selection of small cardboard boxes</li> <li>• Feely bag &amp; 3-D shapes, paint, brushes, pots etc.</li> <li>• Jelly, small containers for moulds</li> <li>• Cube/Cuboid Cards 1A</li> <li>• Cube/Cuboid Spinner</li> </ul> |
| <b>Lesson 2</b> | To recognise and name common 3-D shapes. | Children to match the labels to the shapes. They shall be making, naming and recognising 3-D shapes.   | <ul style="list-style-type: none"> <li>• Can children identify 2-D/3-D shapes in a mixed set of shapes?</li> <li>• Can children identify the square faces of cubes?</li> <li>• Can children start to distinguish between cubes and other long/tall cuboids?</li> </ul>  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Photo Sheet</li> <li>• A selection of small cardboard boxes</li> <li>• Feely bag &amp; 3-D shapes, paint, brushes, pots etc.</li> <li>• Jelly, small containers for moulds</li> <li>• Cube/cuboid Cards 2A</li> <li>• Cube/Cuboid Spinner</li> </ul> |
| <b>Lesson 3</b> | To recognise and name common 3-D shapes. | Children to learn the names and describe the appearance of cones and cylinders. They shall be challenged to recognise them in their environment.   | <ul style="list-style-type: none"> <li>• Can children say and read the words 'cone' and 'cylinder'?</li> <li>• Can children explain some ways in which cones and cylinders are similar and different?</li> <li>• Are children beginning to learn how to write mathematical vocabulary: 'cylinder', 'cone'?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Photo Sheet</li> <li>• 3-D shapes/wooden toy blocks</li> <li>• Sorting rings</li> <li>• Cylinder Printing 3A, cardboard tubes and paint</li> <li>• Cylinder Cards 3A</li> <li>• Cone Hat 3A</li> </ul>   |
| <b>Lesson 4</b> | To recognise and name common 3-D shapes. | Children to recognise and describe the differences and similarities between cones and cylinders. They shall match the names to the shapes as well as identify cones or cylinders in pictures.                  | <ul style="list-style-type: none"> <li>• Can children say and read the words 'cone' and 'cylinder'?</li> <li>• Can children explain some ways in which cones and cylinders are similar and different?</li> <li>• Are children beginning to learn how to write mathematical vocabulary: 'cylinder', 'cone'?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Photo Sheet</li> <li>• 3-D shapes/wooden toy blocks</li> <li>• Sorting rings</li> <li>• Cylinder Printing 4A, cardboard tubes and paint</li> <li>• Cylinder Cards 4A</li> <li>• Cone Hat 4A</li> </ul>   |
| <b>Lesson 5</b> | To recognise and name common 3-D shapes. | Children challenged to identify the partially obscured shapes. They will learn the name for the 3-D shape 'sphere' and recognise them in their environment.  | <ul style="list-style-type: none"> <li>• Can children match names to common 3-D shapes and vice-versa?</li> <li>• Can children find common objects that are cubes, cuboids, cylinders, cones and spheres?</li> <li>• Can children describe some differences between common 3-D shapes?</li> </ul>                     | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Photo Sheet</li> <li>• A range of spherical objects</li> <li>• Shape Spinner</li> <li>• A feely bag/3-D shapes</li> <li>• Worksheet 5A</li> <li>• 3-D Shape Pairs Cards and 3-D Shape fans</li> </ul>  |

# Let's use time language!: Maths : Year 1 : Autumn Term

|                 | Learning Objective  | Overview  | Assessment Questions   | Resources   |
|-----------------|---|---|--|---|
| <b>Lesson 1</b> | To understand what time language is and to sequence events.                     | Children will begin to learn about sequencing events in chronological order. They will be introduced to using the appropriate language to describe sequencing. The children will look at sequencing morning routines, the life cycle of a chick as well as familiar stories and nursery rhymes. | <ul style="list-style-type: none"> <li>• Are children beginning to understand what time language is?</li> <li>• Can children begin to use time language?</li> <li>• Can children sequence the first half of a typical daily routine?</li> </ul>                              | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C</li> <li>• Morning Routine A/B/C</li> <li>• Life Cycle of a Chick</li> <li>• Routine Sentences</li> <li>• Photo Sheet</li> </ul>              |
| <b>Lesson 2</b> | To use time language to sequence events.  | Children will apply their knowledge of sequencing events to sequence afternoon routines. They will compare an afternoon routine with their own and use the appropriate language to describe other sequential events such as Little Red Riding Hood and the life cycle of a frog.                | <ul style="list-style-type: none"> <li>• Can children use time language appropriately?</li> <li>• Can children sequence the second half of a typical daily routine?</li> <li>• Do children understand what a sequence is?</li> </ul>   | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B/2C</li> <li>• Afternoon Routine A/B/C</li> <li>• Life Cycle of a Frog</li> <li>• Photo Sheet</li> </ul>  |
| <b>Lesson 3</b> | To recognise and use language relating to dates for days of the week and weeks. | Children will begin to learn the days of the week and have the opportunity to explore the days through fun activities such as reordering the days, continuing on patterns, reading clues and matching the correct day as well as playing a days of the week game.                               | <ul style="list-style-type: none"> <li>• Can children say the days of the week?</li> <li>• Do children know how many days of the week there are?</li> <li>• Can children continue saying days of the week starting from a different day than Monday?</li> </ul>              | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Time Connective Words (MOS only)</li> <li>• Worksheet 3A/3B/3C</li> <li>• Days of the Week</li> <li>• Days of the Week Game</li> <li>• Photo Sheet</li> </ul>    |
| <b>Lesson 4</b> | To recognise and use language relating to dates for months and years.           | Children will have fun learning all about the months of the year as well as learning about the seasons. They will enjoy activities such as reordering the months, saying which months come before and after and playing an exciting months of the year game.                                    | <ul style="list-style-type: none"> <li>• Can children say the months of the year?</li> <li>• Do children know how many months of the year there are?</li> <li>• Can children continue saying the months of the year starting from a different month than January?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 4A/4B/4C</li> <li>• Days of the Week</li> <li>• Months of the Year Game</li> <li>• Months of the Year A/B/C</li> <li>• Photo Sheet</li> </ul>          |
| <b>Lesson 5</b> | To sequence events in chronological order using time language.                  | Children to use and apply the knowledge they have acquired to complete a variety of sequencing activities. The children will enjoy activities such as sequencing the life cycle of a butterfly, how to make cupcakes and fun group activities to sequence their birthdays.                      | <ul style="list-style-type: none"> <li>• Can children sequence a daily routine using the correct time language?</li> <li>• Can children recall the days of the week?</li> <li>• Can children recall the months of the year?</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Our Class Calendar (MOS only)</li> <li>• Worksheet 5A/5B/5C</li> <li>• Life Cycle of a Butterfly</li> <li>• Cupcake Sequencing</li> <li>• Photo Sheet</li> </ul> |

# Let's Read, Write and Use Numbers: Maths : Year 1 : Spring Term

|                 | Learning Objective                                | Overview  | Assessment Questions  | Resources  |
|-----------------|---|---|---|--|
| <b>Lesson 1</b> | To read and write numbers 0-20.                   | Children to read and recognise numerals and written numbers. They will be challenged to represent numbers in numerals, words and as objects.  | <ul style="list-style-type: none"> <li>Can the children use their number facts to identify numbers?</li> <li>Can the children recognise numbers 0-20 as numerals, words and pictures?</li> <li>Can the children find different ways to make the same number?</li> </ul>                       | <ul style="list-style-type: none"> <li>Slides</li> <li>Jigsaw Cards 1A/1B/1C/1D</li> <li>Challenge Cards 1A/1B/1C, Number Cards 1A/1B/1C and Number Lines 1A/1B (FSD? activity only)</li> <li>Large Number Cards &amp; Bag (MOS activity only)</li> <li>Photo Sheet</li> </ul> |
| <b>Lesson 2</b> | To read and match numbers 0-20.                   | Children to read and recognise numerals, written numbers and count objects. They will be challenged to match the corresponding numbers expressed in numerals, words and as objects. | <ul style="list-style-type: none"> <li>Can the children recognise numbers 0-20 as numerals, words and pictures?</li> <li>Can the children match numerals and words to their corresponding picture?</li> <li>Can the children write numbers 0-20 in numerals and in words?</li> </ul>          | <ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards 2A/2B/2C</li> <li>Number Cards 2A (2B/2C for Plenary only)</li> <li>Worksheets 2B/2C</li> <li>Large Number Cards and Dice/Dice Cards (FSD? activity only)</li> <li>Photo Sheet</li> </ul>                 |
| <b>Lesson 3</b> | To read numbers that are equal to each other.     | Children to learn about numbers that are equal. They will be challenged to write equal amounts in words and as numerals as well as finding the difference between the numbers.      | <ul style="list-style-type: none"> <li>Do the children understand numbers that are equal?</li> <li>Can the children use the correct language 'equal' when describing numbers?</li> <li>Can the children use objects and write the correct number when representing equal numbers?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 3A/3B/3C/3D/3E</li> <li>Number Sentence Cards, Number Cards and Weighing Scales (FSD? activity only)</li> <li>Photo Sheet</li> </ul>   |
| <b>Lesson 4</b> | To find which number is one more or one less.     | Children to learn about the language to describe numbers as greater, smaller, most or least. Children will be challenged to find one more or one less than a give number.           | <ul style="list-style-type: none"> <li>Can the children identify and represent numbers using the language more than, less than (fewer), most, least?</li> <li>Can the children find one more than the given number?</li> <li>Can the children find one less than the given number?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Balloons Worksheet 4A/4B</li> <li>Jam Jar Worksheet 4A/4B</li> <li>Monster's Bug Stew Game, Number Cards and Bug Cards (FSD? activity only)</li> <li>Question Cards (Plenary only)</li> <li>Photo Sheet</li> </ul>      |
| <b>Lesson 5</b> | To explore if numbers are more, less or the same. | Children to read and recognise numerals, objects and written numbers. They will be challenged to decide if the given numbers are more, less or the same as the comparative number.  | <ul style="list-style-type: none"> <li>Can the children say if a number is more/less than the same as another number?</li> <li>Can the children recognise numerals and words for numbers 0-20?</li> <li>Can the children write the numerals and words for numbers 0-20?</li> </ul>            | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B</li> <li>More/Less/Same Game 5A/5B/5C, Number Cards 5A/5B/5C, Spinners 5A/5B/5C Dice Cards, Question Cards and counters (FSD? activity only)</li> <li>Photo Sheet</li> </ul>                            |

# Let's Count in Twos, Fives and Tens: Maths : Year 1 : Spring Term

|                 | Learning Objective                | Overview   | Assessment Questions  | Resources  |
|-----------------|-----------------------------------|--|---|--|
| <b>Lesson 1</b> | To count in twos.                 | Children to learn to count in twos in a variety of different ways including counting in pairs. They will be challenged to match the correct amount of twos to complete number sentences.   | <ul style="list-style-type: none"> <li>• Can the children count in twos?</li> <li>• Are the children able to count in twos to find the answer?</li> <li>• Can the children sequence numbers in twos?</li> </ul>   | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 1A/1B/1C and Twos Number Cards 1A/1B</li> <li>• Fishing Game, Fish Cards 1A/1B/1C, Fish Trays 1A/1B/1C and Fishing Rods (FSD? activity only)</li> <li>• Picture Statement Cards and True/False Cards (Plenary only)</li> <li>• Counting Stick and Counting Puppets (MOS activity only)</li> <li>• Photo Sheet</li> </ul> |
| <b>Lesson 2</b> | To count in twos.                 | Children to recap and reinforce their counting in twos skills. They will be challenged to count forwards and backwards in twos, say what number would come next in a sequence and work out the missing number in a sequence.       | <ul style="list-style-type: none"> <li>• Can the children count in twos?</li> <li>• Are the children able to count in twos to find the answer?</li> <li>• Can the children sequence numbers in twos?</li> </ul>   | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 2A/2B/2C and Leaf Numbers</li> <li>• True/False Cards, Counting Stick and Puppets (MOS activity only)</li> <li>• Caterpillar Munch Game, Caterpillars, Fruit Cards, counters and Question Cards (FSD? activity only)</li> <li>• Photo Sheet</li> </ul>   |
| <b>Lesson 3</b> | To count in tens.                 | Children to learn to count in tens in a variety of different ways. They will be challenged to cut up tens objects, recognise numerals and find the correct amount, as well as filling in the missing tens numbers.                 | <ul style="list-style-type: none"> <li>• Can the children count in tens?</li> <li>• Are the children able to count in tens to find the answer?</li> <li>• Can the children sequence numbers in tens?</li> </ul>   | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 3A/3B/3C</li> <li>• Tens Picture Cards</li> <li>• Dienes Matching Game (FSD? activity only)</li> <li>• Counting Puppets and Tens Number Fans (MOS activity only)</li> <li>• Photo Sheet</li> </ul>   |
| <b>Lesson 4</b> | To count in fives.                | Children to learn to count in fives in a variety of different ways. They will be challenged to count forwards and backwards in fives, say what number would come next in a sequence and work out the missing number in a sequence. | <ul style="list-style-type: none"> <li>• Can the children count in fives?</li> <li>• Are the children able to count in fives to find the answer?</li> <li>• Can the children sequence numbers in fives?</li> </ul>  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 4A/4B/4C</li> <li>• Crocodile Game 4A/4B/4C, Question Cards 4A/4B/4C and Stone Cards (FSD? activity only)</li> <li>• Counting Puppets and Fives Number Fans (MOS activity only)</li> <li>• Number Statement Cards (Plenary only)</li> <li>• Photo Sheet</li> </ul>   |
| <b>Lesson 5</b> | To count in twos, fives and tens. | Children to recap and reinforce their counting in twos, fives and tens skills. They will have opportunities to match numbers to tens objects, finding the missing numbers and finding more than or less than a given quantity.     | <ul style="list-style-type: none"> <li>• Can the children count in twos, fives and tens?</li> <li>• Are the children able to count in twos, fives and tens to find the answer?</li> <li>• Can the children sequence numbers in twos, fives and tens?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Purses Worksheets 5A/5B/5C</li> <li>• 2p and 5p Coins Sheet</li> <li>• 2p, 5p and 10p Coins Sheet</li> <li>• Shopping Trolley Game Cards and Money Cards (FSD? activity only)</li> <li>• Photo Sheet</li> </ul>   |

# Let's Learn Number Bonds: Maths : Year 1 : Spring Term

|                 | Learning Objective                                 | Overview   | Assessment Questions   | Resources  |
|-----------------|--|--|--|--|
| <b>Lesson 1</b> | To explore number pairs.                           | Children to learn, explore and make the different number bonds to five.  | <ul style="list-style-type: none"> <li>Can children use objects to match number bond pairs?</li> <li>Can children use their knowledge of number facts to support them finding number bonds to five?</li> <li>Can children find different ways to make five?</li> </ul>                   | <ul style="list-style-type: none"> <li>Slides</li> <li>Jigsaw Cards, Butterfly Cards and Worksheet 1A</li> <li>Number Cards (FSD? activity only)</li> <li>Number Sentences (FSD? activity only)</li> <li>Photo Sheet</li> <li>Cubes, counters, mini-whiteboards and pens</li> </ul>                                |
| <b>Lesson 2</b> | To find different ways to make ten.                | Children to learn, explore and make the different number bonds to ten. They will use image cards and counters to help make the tens number bonds.                                      | <ul style="list-style-type: none"> <li>Can children use objects to match number bond pairs?</li> <li>Can children find different ways to make ten?</li> <li>Can children say number bonds that make ten?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Pizza Cards</li> <li>Ladybird Cards</li> <li>Kite Cards</li> <li>Photo Sheet</li> <li>Cubes, counters, coloured paper, treasury tags</li> </ul>   |
| <b>Lesson 3</b> | To find different ways to make ten.                | Children to recall the different ways to make ten using weights and bead strings to help.  | <ul style="list-style-type: none"> <li>Can children use objects to find number bond pairs within ten?</li> <li>Can children apply their knowledge of number facts to solve problems?</li> <li>Can children record number sentences using '+' and '=' signs?</li> </ul>                   | <ul style="list-style-type: none"> <li>Worksheet 3A/3B/3C</li> <li>Number Cards A/B (FSD? activity only)</li> <li>Photo Sheet</li> <li>Beads, pipe cleaners, bead strings, balance scales, weights from 1g to 10g.</li> </ul>  |
| <b>Lesson 4</b> | To use different methods to find ways to make ten. | Children to learn how to use a tens frame and will be challenged to make number bonds to ten using a tens frame and match the correct number sentence to the corresponding tens frame. | <ul style="list-style-type: none"> <li>Can children use pictorial representations to find number bond pairs within ten?</li> <li>Can children apply their knowledge of number facts to solve problems?</li> <li>Can children record number sentences using '+' and '=' signs?</li> </ul> | <ul style="list-style-type: none"> <li>Ten Frames</li> <li>Ten Fact Diagrams</li> <li>Worksheet 4A/4B</li> <li>Word Story Cards A/B (FSD? activity only)</li> <li>Sock Cards (Plenary only)</li> <li>Photo Sheet</li> </ul>  |
| <b>Lesson 5</b> | To use number facts to make ten.                   | Children to be challenged to make as many number bonds to ten in one minute using a tens frame, counters and whiteboards.  | <ul style="list-style-type: none"> <li>Can children use number bond pairs to ten?</li> <li>Can children apply their knowledge of number facts to solve problems?</li> <li>Can children read and record number sentences using '+', '-' and '=' signs?</li> </ul>                         | <ul style="list-style-type: none"> <li>Pairs Cards</li> <li>Instruction Cards</li> <li>Board Game A/B (FSD? activity only)</li> <li>Game B Cards (FSD? activity only)</li> <li>Number Cards (Plenary only)</li> <li>Photo Sheet</li> <li>Mini-whiteboards, ten frames, counters, decks of playing cards</li> </ul> |

# Let's Make Shapes: Maths : Year 1 : Spring Term

|                 | Learning Objective                       | Overview   | Assessment Questions  | Resources   |
|-----------------|--|--|---|---|
| <b>Lesson 1</b> | To recognise and name common 2-D shapes. | Children are challenged to name, describe and match 2-D Shapes. They shall be making 2-D shapes by cutting, tearing or folding paper.                          | <ul style="list-style-type: none"> <li>• Can children name some common 2-D shapes?</li> <li>• Can children identify common 2-D shapes by counting their sides?</li> <li>• Can children construct simple 2-D shapes according to descriptions of their sides?</li> </ul>     | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Making Shapes Cards 1A/1B/1C</li> <li>• Worksheet 1A</li> <li>• Making Shapes Spinner</li> <li>• Sorting Rings (FSD? activity only)</li> <li>• Lots of scrap paper, preferably coloured</li> </ul>                               |
| <b>Lesson 2</b> | To recognise and name common 2-D shapes. | Children to learn about polygons and non-polygons and explore making 2-D shapes using various materials.   | <ul style="list-style-type: none"> <li>• Can children recognise and name common 2-D shapes?</li> <li>• Can children identify 2-D shapes by looking at their sides?</li> <li>• Can children construct 2-D shapes by making and connecting sides?</li> </ul>                  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Photo Sheet</li> <li>• 2-D Shape Fans 2A</li> <li>• Shape Outlines 2A</li> <li>• Shape Labels 2A</li> </ul>  |
| <b>Lesson 3</b> | To recognise and name common 2-D shapes. | Children learn how to make patterns or works of art using 2-D shapes in various mediums.   | <ul style="list-style-type: none"> <li>• Can children match names to images of common 2-D shapes?</li> <li>• Can children make common 2-D shapes?</li> <li>• Can children make patterns using 2-D shapes?</li> </ul>  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Scraps of coloured paper/collage materials</li> <li>• Polystyrene tiles, poster paint/printing paint</li> <li>• 2-D Shape Fans 3A</li> <li>• Nature Shapes 3A</li> </ul>   |
| <b>Lesson 4</b> | To recognise and name common 3-D shapes. | Children are challenged to name, describe and match 3-D Shapes. They shall be making 3-D shapes using modelling clay.  | <ul style="list-style-type: none"> <li>• Can children recognise and name some common 3-D shapes?</li> <li>• Can children identify the shapes of the faces of some common 3-D shapes?</li> <li>• Can children explore how some common 3-D shapes are constructed?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• 3-D Shape Fans 4A 🐝</li> <li>• 3-D shapes</li> <li>• Clay and clay modelling tools</li> <li>• A variety of cardboard boxes (FSD? activity only)</li> </ul>   |
| <b>Lesson 5</b> | To recognise and name common 3-D shapes. | Children to learn about 3-D shape faces, edges and corners. They will be challenged to make 3-D shapes without flat faces by joining sticks to make the edges. | <ul style="list-style-type: none"> <li>• Can children recognise and name some common 3-D shapes?</li> <li>• Can children identify the edges of some common 3-D shapes?</li> <li>• Can children explore how some common 3-D shapes are constructed?</li> </ul>               | <ul style="list-style-type: none"> <li>• Slides</li> <li>• 3-D Shape Fans 5A and 3-D shapes</li> <li>• Pyramid Video 5A</li> <li>• 3-D shape making resources (see 'Main Activity')</li> <li>• Old sheets, string or cord, long sticks such as bamboo canes (FSD? activity only)</li> </ul> |



# What is a half? : Maths : Year 1

|                 | Learning Objective  | Overview   | Assessment Questions  | Resources  |
|-----------------|---|--|---|--|
| <b>Lesson 1</b> | To introduce the concept of a half.                               | Children will be introduced to the concept of a half. They will use mathematical language to talk about what food looks like when it has been halved. They will be introduced to the fraction $\frac{1}{2}$ and begin to understand what the numbers in the fraction represent.  | <ul style="list-style-type: none"> <li>Do children understand the language of 'half' and 'whole'?</li> <li>Do children understand the notation of '<math>\frac{1}{2}</math>'?</li> <li>Can children cut an object in half?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Character Cards 1A</li> <li>Fruit Cards 1A</li> <li>Vegetable Cards 1A</li> <li>Food Cards 1A</li> <li>Sandwich Instructions (FSD...? activity only)</li> <li>Bread, knives</li> <li>Photo Sheet</li> </ul>   |
| <b>Lesson 2</b> | To use the language of a half and a whole.                        | Children will use the language of a half when describing how different shapes have been divided. They will either sort shapes into groups of 'half', 'not half' or they will create artwork by printing with halved objects.   | <ul style="list-style-type: none"> <li>Do children use the language of a half and a whole?</li> <li>Can children cut a shape in half?</li> <li>Can children identify halves?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Sorting hoops</li> <li>Title Cards</li> <li>Picture Cards A/B/C</li> <li>Fruit and vegetables halved (FSD...? activity only)</li> <li>Paint and paper (FSD...? activity only)</li> <li>Photo Sheet</li> </ul>   |
| <b>Lesson 3</b> | To introduce the concept of a quarter.                            | Children will be introduced to the concept of a quarter. They will fold shapes in half and half again and notice the number of equal sections the shape has been divided into. They will begin to understand what the fraction ' $\frac{1}{4}$ ' means.  | <ul style="list-style-type: none"> <li>Do children understand the language of a quarter?</li> <li>Can children split an object or shape into quarters?</li> <li>Do children understand the notation of '<math>\frac{1}{4}</math>'?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 3A/3B/3C</li> <li>Colouring pencils</li> <li>Shape Sheet A/B (FSD...? activity only)</li> <li>Mini whiteboards (Plenary only)</li> <li>Photo Sheet</li> </ul>  |
| <b>Lesson 4</b> | To use the language of whole, half and quarter.                   | Children will use the language of whole, half and quarter as they sort and describe shapes and pictures. They will be encouraged to think about what two quarters of a shape is the same as. The children will reinforce their understanding of quarters when they complete picture puzzles and develop their problem-solving skills. Alternatively they will sort whole, halved and quartered pictures of food. | <ul style="list-style-type: none"> <li>Do children understand the language of quarter, half and whole?</li> <li>Can children explain the fractions '<math>\frac{1}{2}</math>' and a '<math>\frac{1}{4}</math>' using mathematical language?</li> <li>Can children explain their working?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Puzzles A/B/C/D</li> <li>Worksheet 4A/4B</li> <li>Worksheet 4C (FSD...? activity only)</li> <li>Food Sheet A (FSD...? activity only)</li> <li>Sorting hoops (FSD...? activity only)</li> <li>Photo Sheet</li> </ul>                                   |
| <b>Lesson 5</b> | To become confident using and naming wholes, halves and quarters. | Children will put into practice their understanding of wholes, halves and quarters as they follow instructions to make a fruit salad. They will have the opportunity to complete different characters' meals or write instructions for meals of their choice.  | <ul style="list-style-type: none"> <li>Can children explain wholes, halves and quarters using mathematical language?</li> <li>Do children understand the fractions '<math>\frac{1}{2}</math>' and '<math>\frac{1}{4}</math>'?</li> <li>Can children follow instructions?</li> </ul>                 | <ul style="list-style-type: none"> <li>Slides</li> <li>Mini whiteboards (MOS only)</li> <li>Fruit, knives, chopping boards, bowls (Input only)</li> <li>Character Cards A/B/C</li> <li>Food Cards (FSD...? activity only)</li> <li>Instruction Cards (FSD...? activity only)</li> <li>Photo Sheet</li> </ul> |

# Let's tell the time : Maths : Year 1 : Spring Term

|                 | Learning Objective                                       | Overview   | Assessment Questions   | Resources   |
|-----------------|--|--|--|---|
| <b>Lesson 1</b> | To be able to identify and order the days of the week.   | Children will recap the days of the week and identify days that are missing from a set. They will use time language, such as before and after, to identify when different events took place during a week, as well as learning to order the days of the week correctly.  | <ul style="list-style-type: none"> <li>Can children identify the days of the week?</li> <li>Can children correctly order the days of the week?</li> <li>Can children sequence events using time language?</li> </ul>                       | Slides<br>Week Activity Cards 1A/1B/1C<br>Worksheet 1A/1B/1C<br>Teacher Prompt sheet<br>Flower Petals 1A/1B/1C/1D (FSD? activity only)<br>Split pins (FSD? activity only)                   |
| <b>Lesson 2</b> | To be able to identify and order the months of the year. | Children will identify a year as being split into twelve months. They will learn to identify the twelve months and order them correctly, as well as identifying which months are associated with which season. They will use time language to describe when events happened and to order months correctly.                 | <ul style="list-style-type: none"> <li>Can children identify the twelve months of the year?</li> <li>Can children order the twelve months of the year?</li> <li>Can children associate the months of the year with the seasons?</li> </ul> | Slides<br>Worksheet 2A/2B/2C<br>True or False Cards<br>Calendar Cards (FSD? activity only)<br>Treasury tags/staples (FSD? activity only)<br>Month of the Year Cards (Plenary)               |
| <b>Lesson 3</b> | To be able to order events in a yearly calendar.         | Children will recap the days of the week and months before looking in detail at calendars. They will learn how to read a calendar, how to write dates in full and how to order events in the calendar. They will use time connectives to describe sequences of events, such as first, next, then, after that, etc.         | <ul style="list-style-type: none"> <li>Can children name the months of the year?</li> <li>Can children order events in the calendar?</li> <li>Can children use time connectives to describe a sequence of events?</li> </ul>               | Slides<br>Calendar Sheet<br>Worksheet 3A<br>Event Cards 3A/3B/3C<br>Blank Birthday Cards (FSD? activity only)<br>Birthday Cards (FSD? activity only)<br>Calendar Cards (FSD? activity only) |
| <b>Lesson 4</b> | To be able to tell the time to the hour.                 | Children will explore clocks and identify what clocks are used for. They will be given the chance to become more familiar with clock faces, identifying the different features. They will then practise reading the time on a clock to the hour, e.g. five o'clock.  | <ul style="list-style-type: none"> <li>Do children know what a clock is and what they are used for?</li> <li>Can children explain what the two hands on a clock are for?</li> <li>Can children tell the time to the hour?</li> </ul>       | Slides<br>Clock Face 4A/4B<br>Time Cards 4A/4B<br>Clock Cards (FSD? activity only)  |
| <b>Lesson 5</b> | To be able to tell the time to the hour.                 | Children will recap how to tell the time to the hour. They will then learn how there are two rotations of the hour hand each day, giving e.g. a four o'clock in the morning and in the afternoon. They will consider which activities they might be doing at different times of the day and learn to order events by time. | <ul style="list-style-type: none"> <li>Can children read the time on a clock to the hour?</li> <li>Can children show a given time to the hour on a clock face?</li> <li>Can children order events by time?</li> </ul>                      | Slides<br>Worksheet 5A/5B/5C/5D<br>Clock Faces<br>Timetable Cards 5A/5B (FSD? activity only)<br>Daily Timetable sheet (FSD? activity only)<br>Clocks with moveable hands (plenary)          |

# Let's Use a Number Line : Maths : Year 1: Spring Term

|                 | Learning Objective  | Overview   | Assessment Questions  | Resources  |
|-----------------|---|--|---|--|
| <b>Lesson 1</b> | To order numbers to 20.                                     | Children will order numbers to make number lines. They will think about what each number represents and how they will find missing numbers.  | <ul style="list-style-type: none"> <li>Can children use their number facts to identify numbers?</li> <li>Can children recognise numbers 0-20 as numerals, words and pictures?</li> <li>Can children order numbers to twenty?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Number Cards 1A/1B/1C</li> <li>Number Cards 1D/1E (FSD? activity only)</li> <li>Blank Grid (FSD? activity only)</li> <li>Number Cards 1F (Plenary only)</li> <li>Photo Sheet</li> </ul>   |
| <b>Lesson 2</b> | To use a number line to order numbers and solve problems.   | Children will count objects and find the amount on a number line. They will think about what numbers represent and how they are written.   | <ul style="list-style-type: none"> <li>Can children order numbers to twenty?</li> <li>Can children use objects to represent numbers?</li> <li>Do children know number facts?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Number Line 2A</li> <li>Picture Cards 2A/2B</li> <li>Worksheet 2A</li> <li>Number Cards 2A (Plenary only)</li> <li>Photo Sheet</li> </ul>   |
| <b>Lesson 3</b> | To solve number sentences using pictures and a number line. | Children will solve number sentences using pictures on number lines. They will be challenged to stick or draw pictures on the number line to represent each number sentence.             | <ul style="list-style-type: none"> <li>Can children use pictures to solve problems?</li> <li>Can children use a number line to solve problems?</li> <li>Can children read number sentences?</li> </ul>                                  | <ul style="list-style-type: none"> <li>Slides</li> <li>Number Cards 3A/3B/3C</li> <li>Number Sentence Cards 3A</li> <li>Picture Cards 3A/3B</li> <li>Worksheet 3A (FSD? activity only)</li> <li>Number Cards 1F (FSD? activity only)</li> <li>Symbol Cards 1F (FSD? activity only)</li> <li>Photo Sheet</li> </ul> |
| <b>Lesson 4</b> | To solve number sentences using jumps on a number line.     | Children will solve number sentences by drawing jumps on number lines. They will be challenged to match number lines to number sentences, or use number lines to solve number sentences. | <ul style="list-style-type: none"> <li>Can children use a number line to solve problems?</li> <li>Can children record their workings on a number line?</li> <li>Can children read number sentences?</li> </ul>                          | <ul style="list-style-type: none"> <li>Slides</li> <li>Number Lines 4A/4B/4C</li> <li>Number Sentence Cards 4A/4B/4C</li> <li>Character Cards (FSD? activity only)</li> <li>Answer Cards (FSD? activity only)</li> <li>Photo Sheet</li> </ul>  |
| <b>Lesson 5</b> | To use a number line to solve problems.                     | Children will solve number sentences by drawing jumps on number lines. They will use a variety of number lines, including tabbed number lines.   | <ul style="list-style-type: none"> <li>Can children use a number line to solve problems?</li> <li>Can children record their workings on a number line?</li> <li>Can children read number sentences?</li> </ul>                          | <ul style="list-style-type: none"> <li>Slides</li> <li>Maze Sheet 5A/5B/5C</li> <li>Number Line 5A/5B/5C</li> <li>Question Cards (FSD? activity only)</li> <li>Photo Sheet</li> </ul>  |

# Let's count in multiples : Maths : Year 1 : Spring Term

|                 | Learning Objective   | Overview  | Assessment Questions   | Resources  |
|-----------------|--|---|--|--|
| <b>Lesson 1</b> | To complete missing number sentences.                        | Your class will look closely at number sequences and develop their problem-solving skills as they work out the next numbers in each sequence. The number sequences will increase or decrease in twos, fives or tens.  | <ul style="list-style-type: none"> <li>• Can children order numbers?</li> <li>• Can children identify what a sequence of numbers is increasing by?</li> <li>• Can children fill in missing numbers?</li> </ul>   | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Sequences 1A/1B/1C</li> <li>• Number Sets 1A/1B/1C/1D (FSD...? activity only)</li> <li>• Sticky-notes (FSD...? activity only)</li> <li>• Photo Sheet</li> </ul>   |
| <b>Lesson 2</b> | To explore the two times table.                              | Your class will become confident counting in twos to work out the total number of objects. They will link repeated addition and multiplication as they begin to write number sentences to explain what they have done.  | <ul style="list-style-type: none"> <li>• Can children count in twos?</li> <li>• Can children write repeated addition number sentences?</li> <li>• Can children write multiplication number sentences?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Group Cards 2A/2B/2C</li> <li>• Worksheet 2A (FSD...? activity only)</li> <li>• Cubes joined in groups of two (FSD...? activity only)</li> <li>• Containers for the cubes (FSD...? activity only)</li> <li>• Photo Sheet</li> </ul> |
| <b>Lesson 3</b> | To count in twos, fives and tens.                            | Your class will use their knowledge of counting in twos, fives or tens to solve problems. They will read questions carefully to decide what they need to count in to solve the problems. They will draw pictures to solve problems as well as write them as number sentences.   | <ul style="list-style-type: none"> <li>• Can children count in twos, fives and tens?</li> <li>• Can children write number sentences?</li> <li>• Can children explain what they have done?</li> </ul>             | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Problem Cards 3A/3B/3C</li> <li>• Counting objects, including Numicon</li> <li>• Challenge Cards 3A/3B/3C (FSD...? activity only)</li> <li>• Objects e.g. Numicon (FSD...? activity only)</li> <li>• Photo Sheet</li> </ul>         |
| <b>Lesson 4</b> | To solve problems by drawing and counting groups of objects. | Your class will draw pictures to represent number sentences. They will think carefully about what the question is asking and draw the correct number of objects in the correct number of groups. They will continue to increase their knowledge and understanding of linking addition and multiplication as they think about the representations of number sentences. | <ul style="list-style-type: none"> <li>• Can children count in twos, fives and tens?</li> <li>• Can children solve problems?</li> <li>• Can children draw pictorial representations?</li> </ul>                  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Mini-whiteboards (Teaching Input only)</li> <li>• Worksheet 4A/4B/4C</li> <li>• Jigsaw Pieces A/B/C/D/E/F (FSD...? activity only)</li> <li>• Photo Sheet</li> </ul>   |
| <b>Lesson 5</b> | To solve word problems by counting in multiples.             | Your class will apply their understanding of counting in multiples as they solve word problems. They will draw pictures or use objects to represent each problem, before writing it as a number sentence and solving it. This lesson concludes by challenging your class to solve multi-step problems.  | <ul style="list-style-type: none"> <li>• Can children count in twos, fives and tens?</li> <li>• Can children solve word problems?</li> <li>• Can children write problems as number sentences?</li> </ul>         | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Mini-whiteboards (Teaching Input only)</li> <li>• Worksheet 5A/5B/5C</li> <li>• Game Sheet 5A/5B/5C (FSD...? activity only)</li> <li>• Problem Cards 5A/5B (FSD...? activity only)</li> <li>• Photo Sheet</li> </ul>                |

# Let's solve missing number problems : Maths : Year 1 : Spring Term

|                 | Learning Objective  | Overview  | Assessment Questions  | Resources  |
|-----------------|---|---|---|--|
| <b>Lesson 1</b> | To solve addition and subtraction problems.                               | Children will be reminded what addition and subtraction is in this lesson and will practise adding and subtracting groups of objects. They will be able to match pictorial representations of addition and subtraction number sentences to written representations. They will understand you can use different words to explain addition and subtraction. | <ul style="list-style-type: none"> <li>Can children solve addition statements?</li> <li>Can children solve subtraction statements?</li> <li>Can children write number statements from given concrete and pictorial representations?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>What's my Number Cards</li> <li>Whiteboards and pens</li> <li>Picture Cards A/B</li> <li>Number Sentence Cards</li> <li>Mixed Questions</li> <li>Photo Sheet</li> <li>Four in a Row Game (for FSD? activity only)</li> <li>Dice and counters (for FSD? activity only)</li> </ul>            |
| <b>Lesson 2</b> | To find out how many more objects are needed to make a total.             | Children will use pictorial representations to find out how many more objects are needed to make a given total. They will explore how to count up from one number to get to a total. They will use counters and concrete materials to solve missing number sentences.   | <ul style="list-style-type: none"> <li>Can children add objects to make a total?</li> <li>Can children find a missing value in a number sentences?</li> <li>Do children know "how many more" means addition?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Spinner game A/B/C</li> <li>Counters and dice</li> <li>Dot Cards</li> <li>Story Cards</li> <li>Photo Sheet</li> <li>Counter Drop Game (for FSD? activity only)</li> </ul>   |
| <b>Lesson 3</b> | To use number lines to find out how many more are needed to make a total. | Children will continue to find out how many more is needed to make a total using number lines instead of counters. They will learn how to count on to make a total using 'jumps' on number lines. They will use number lines to help them solve addition questions with missing numbers.  | <ul style="list-style-type: none"> <li>Can children use number lines to add?</li> <li>Can children find missing numbers to make a number sentence correct?</li> <li>Do children understand that "how many more" means to count up or add?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Number Line Cards</li> <li>Worksheet 3A/3B</li> <li>Number Lines (laminated)</li> <li>Photo Sheet</li> <li>Roll and Race Game (for FSD? activity only)</li> <li>Recording Sheet (for FSD? activity only)</li> <li>Dice and counters (for FSD? activity only)</li> </ul>                     |
| <b>Lesson 4</b> | To find the difference between two groups of objects.                     | Children will begin to understand how to find the difference between two groups of objects. Using pictorial rows of objects, they will be able to see the difference between two groups and explain how they are different. Children will use the 'count up' method to find the difference between two groups of objects.                                 | <ul style="list-style-type: none"> <li>Do children understand what to do when asked to find the difference between numbers?</li> <li>Can children use addition to find missing numbers?</li> <li>Do children understand that the difference between two numbers involves counting up?</li> </ul>          | <ul style="list-style-type: none"> <li>Slides</li> <li>Number lines</li> <li>Multilink cubes</li> <li>Tower Cards</li> <li>Matching Game</li> <li>Story Cards</li> <li>Photo Sheet</li> <li>What's the Difference Game (for FSD? activity only)</li> <li>Game Cards (for FSD? activity only)</li> <li>Counters (for FSD? activity only)</li> </ul> |
| <b>Lesson 5</b> | To solve mixed missing number sentences.                                  | Children will practise the new skills learnt in this scheme of work and will solve addition and subtraction sentences with missing numbers. They will solve number sentences with an equals sign at the beginning of the statement and will understand that both sides of the equals sign are the same even if the numbers are in a different position.   | <ul style="list-style-type: none"> <li>Can children use addition and subtraction to solve missing number problems?</li> <li>Do children understand that problems are the same even if numbers move spots?</li> <li>Do children understand how to solve a problem with the equals at the front?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Bingo Game Cards (laminated)</li> <li>Number lines</li> <li>Whiteboard, whiteboard pens and rubbers</li> <li>What's Missing Cards</li> <li>Same As Cards</li> <li>Worksheet 5A</li> <li>Photo Sheet</li> <li>Crack the Code Game (for FSD? activity only)</li> </ul>                        |

# Let's make totals using coins 1 : Maths : Year 1 : Spring Term

|                 | Learning Objective                                   | Overview   | Assessment Questions   | Resources   |
|-----------------|--|--|--|---|
| <b>Lesson 1</b> | To work out the total of a set of coins.             | Your class will recognise coins, and use this knowledge to work out the total value of a set of coins. They will match purses containing sets of coins to products with the same monetary value. This lesson finishes by challenging the children to work out which character has correctly made a given total using coins.                                    | <ul style="list-style-type: none"> <li>Can children recognise coins?</li> <li>Can children work out the total value of a set of coins?</li> <li>Can children use number facts to solve problems?</li> </ul>                      | <ul style="list-style-type: none"> <li>Slides</li> <li>Purse Sheet 1A/1B/1C</li> <li>Coin Sheet 1A</li> <li>Money Cards 1A/1B (FSD...? activity only)</li> <li>Purse Cards 1A/1B (FSD...? activity only)</li> <li>Photo Sheet</li> </ul>  |
| <b>Lesson 2</b> | To match groups of coins to their total value.       | Your class will select coins to make a given total. They will become familiar with using different combinations of coins to make totals. Your children will be encouraged to use their number facts when solving problems. This lesson finishes by challenging the children to work out which character has correctly purchased items that total a given cost. | <ul style="list-style-type: none"> <li>Can children use coins to make totals?</li> <li>Can children work out the total of a set of coins?</li> <li>Can children work systematically?</li> </ul>                                  | <ul style="list-style-type: none"> <li>Slides</li> <li>Money Fan (MOS only)</li> <li>Mini-whiteboards (TI only)</li> <li>Worksheet 2A/2B/2C</li> <li>Object Sheet 2A</li> <li>Money Cards 2A/2B (FSD...? activity only)</li> <li>Shopping Cards 2A/2B (FSD...? activity only)</li> <li>Photo Sheet</li> </ul>                         |
| <b>Lesson 3</b> | To select objects to spend an exact amount of money. | During this lesson your class will decide what they will buy with a set amount of money. There will be multiple combinations of products they can buy, encouraging them to think about number facts as they solve problems. They will problem solve as different characters introduce different criteria to their spending.                                    | <ul style="list-style-type: none"> <li>Can children recognise and use coins?</li> <li>Can children count on from the larger value?</li> <li>Do children work systematically?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Money Fan (MOS only)</li> <li>Purse Cards 3A/3B/3C</li> <li>Object Cards 3A/3B/3C</li> <li>Game Sheet 3A/3B (FSD...? activity only)</li> <li>Money Cards 3A/3B (FSD...? activity only)</li> <li>Counters (FSD...? activity only)</li> <li>Photo Sheet</li> </ul>               |
| <b>Lesson 4</b> | To make exact totals using coins.                    | Your class will make totals using coins, and begin to represent them as number sentences. They will problem solve as they work out which coins they can use to make totals. They will explore ways of making a total using different coins.  | <ul style="list-style-type: none"> <li>Can children select the correct coins to make a total?</li> <li>Can children count on from a number?</li> <li>Can children add the value of coins together to check the total?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Money Fans (MOS only)</li> <li>Mini-whiteboards (TI only)</li> <li>Worksheet 4A/4B/4C</li> <li>Object Cards 4A/4B (FSD...? activity only)</li> <li>Character Cards 4A/4B (FSD...? activity only)</li> <li>Worksheet 4D (FSD...? activity only)</li> <li>Photo Sheet</li> </ul> |
| <b>Lesson 5</b> | To use coins to buy items.                           | This lesson encourages your class to use coins to buy items. They will think about how much a group of items costs, and work out what they can purchase with their money. This lesson concludes with a money quiz.   | <ul style="list-style-type: none"> <li>Can children use money to solve problems?</li> <li>Can children use coins to make a total?</li> <li>Can children find the total value of a group of coins?</li> </ul>                     | <ul style="list-style-type: none"> <li>Slides</li> <li>Money Fan (MOS only)</li> <li>Coins 5A</li> <li>Price Labels 5A/5B/5C</li> <li>Shopping Items 5A/5B/5C</li> <li>Photo Sheet</li> </ul>   |

# Let's Make Totals Using Coins 2 : Maths : Year 1 : Spring Term

|                 | Learning Objective                   | Overview  | Assessment Questions  | Resources   |
|-----------------|--------------------------------------|---|---|---|
| <b>Lesson 1</b> | To recognise coins.                  | The children will be shown and use coins from 1p to 50p. They will think about the value of each coin and order them from least to highest value. They will play a variety of games as they become familiar with each coin and its value.   | <ul style="list-style-type: none"> <li>Can children recognise coins?</li> <li>Do children know the value of each coin?</li> <li>Can children recognise different ways to make a total value?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Coin Cards (Teaching Input only)</li> <li>Coin Match Cards 1A/1B/1C/1D/1E/1F</li> <li>Domino Cards 1A/1B (FSD...? activity only)</li> <li>Photo Sheet</li> </ul>   |
| <b>Lesson 2</b> | To exchange coins.                   | The children will exchange coins so each character has fewer coins to carry in their wallet. They will work independently to exchange the coins by either placing or drawing coins on their worksheet. As an alternative activity the children will match coin sets to totals and create some of their own. | <ul style="list-style-type: none"> <li>Can children work out the total value of a set of coins?</li> <li>Can children exchange a set of coins for a smaller set of the same value?</li> <li>Can children think of more than one way to make a total using coins?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Coin Strip (Teaching Input only)</li> <li>Printable Coins</li> <li>Wallet Cards 2A/2B/2C</li> <li>Total Sheets (FSD...? activity only)</li> <li>Coin Set Cards 2A/2B (FSD...? activity only)</li> <li>Photo Sheet</li> </ul> |
| <b>Lesson 3</b> | To work out how much change is owed. | The children learn about giving change through a shopping scenario. They will think about the value of the money they start with, then they will subtract the amount they spend from their total. Your class will write number sentences and use the inverse to check their answer.                         | <ul style="list-style-type: none"> <li>Can children work out how much change is owed?</li> <li>Can children write number sentences?</li> <li>Can children use the inverse to check their workings out?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Price Sheet 3A/3B/3C</li> <li>Game Board 3A/3B (FSD...? activity only)</li> <li>Character Cards 3A/3B (FSD...? activity only)</li> <li>Photo Sheet</li> </ul>                                    |
| <b>Lesson 4</b> | To give the correct change.          | The children will consolidate their skills practised in lesson 3 as they work out which coins they need to select to give the correct change. They will answer subtraction number sentences as the first step to solving two-part problems.   | <ul style="list-style-type: none"> <li>Can children give change?</li> <li>Can children subtract money from their total?</li> <li>Can children explain what they have done?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Question Cards 4A/4B (FSD...? activity only)</li> <li>Change Cards 4A/4B (FSD...? activity only)</li> <li>Photo Sheet</li> </ul>   |
| <b>Lesson 5</b> | To pay and give change.              | The children will recognise coins as they pay for items and check how much change they need. In this lesson they will tackle two-part questions as they select the right coins to make a total and work out how much change they need.  | <ul style="list-style-type: none"> <li>Can children understand word problems?</li> <li>Can children write word problems as number sentences?</li> <li>Can children pay and give change?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Board Game 5A/5B/5C</li> <li>Character Cards 5A/5B</li> <li>Money Cards 5A/5B (FSD...? activity only)</li> <li>Item Cards 5A (FSD...? activity only)</li> <li>Photo Sheet</li> </ul>   |

# Let's compare mass and capacity!: Maths : Year 1 : Spring Term, Week 12



|                 | Learning Objective   | Overview  | Assessment Questions   | Resources  |
|-----------------|--|---|--|--|
| <b>Lesson 1</b> | To compare and order containers by their capacity.   | Children will develop their estimating skills by predicting which containers will have lesser or greater capacity than another, then compare their capacities by filling them with water and ordering them.   | <ul style="list-style-type: none"> <li>Can children estimate the relative capacity of two containers, i.e. which has greater/lesser capacity?</li> <li>Can children use appropriate terminology to describe differences between containers with different capacities?</li> <li>Can children compare and order containers by pouring liquid from one to another?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Cards 1A/1B/1C</li> <li>Access to water, and lots of containers with a variety of capacities</li> <li>Photo Sheet</li> </ul>  |
| <b>Lesson 2</b> | To use mathematical language when describing, comparing and measuring containers.          | Children will practise using a broader range of vocabulary to describe and compare containers of different dimensions, using their observations to predict which will have the greatest capacity. They may then either directly compare the capacity of pairs of containers of different dimensions, or create their own simple measuring cylinder using scrap materials.   | <ul style="list-style-type: none"> <li>Can children use appropriate terminology to describe and compare containers?</li> <li>Can children predict which of a pair or set of containers will have the greatest/least capacity, based on their dimensions?</li> <li>Can children measure, compare and describe the difference in capacity between two containers?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 2A/2B/2C</li> <li>Container Capacity Word Bank</li> <li>Access to water and containers with a variety of capacities</li> <li>Challenge Card 2 (FSD...? activity only)</li> <li>Photo Sheet</li> </ul>                    |
| <b>Lesson 3</b> | To share liquid between containers, noting the level of the liquid when comparing volumes. | Children will be challenged to consider and describe ways in which liquid in a full container may be shared equally between two, three or four containers of equal dimensions and capacity (e.g. bottles of the same size and shape). They may then use a variety of containers to explore ways in which liquid may be shared between containers, and how noting the level of liquid in a container accurately is important when comparing. | <ul style="list-style-type: none"> <li>Can children explore ways of sharing liquids equally between containers?</li> <li>Can children use appropriate terminology to describe their ideas, methods and reasoning?</li> <li>Can children use the level of a liquid in a container to measure it and compare it?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Lots of 500 ml plastic water bottles</li> <li>Worksheets 3A/3B/3C</li> <li>Capacity Checklist (FSD...? activity only)</li> <li>Access to water, and lots of containers with a variety of capacities</li> <li>Photo sheet</li> </ul> |
| <b>Lesson 4</b> | To compare and order objects by mass.  | Children will start using the word 'mass' to describe comparing objects using balance scales. They will consider ways in which scales may be used for comparing two or more objects, and use the symbols '<', '>' and '=' to show relative masses of different objects.   | <ul style="list-style-type: none"> <li>Can children begin to use appropriate terminology to describe comparing mass?</li> <li>Can children use balance scales to compare mass?</li> <li>Can children use mathematical symbols to show differences in mass between two objects?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 4A/4B/4C</li> <li>Balance scales</li> <li>Photo sheet</li> </ul>   |
| <b>Lesson 5</b> | To compare the mass of a variety of solids (of the same volume).                           | Children will learn how 'pourable' solids such as rice or dry pasta can take up the same amount of space, but have different mass. They will explore this concept by measuring and comparing a variety of 'pourable' solids using balance scales.   | <ul style="list-style-type: none"> <li>Can children use balance scales to compare the mass of two different solids?</li> <li>Can children compare and order three different solids by mass?</li> <li>Can children prove to themselves that solids of the same volume can have different masses?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 5A/5B/5C</li> <li>Challenge Card 5</li> <li>Photo sheet</li> <li>A variety of solids such as rice, sand or dried pasta</li> <li>Balance scales</li> </ul>  |



# Let's Use Numbers to 100: Maths : Year 1 : Summer Term

|                 | Learning Objective  | Overview  | Assessment Questions  | Resources  |
|-----------------|---|---|---|--|
| <b>Lesson 1</b> | To use pictures and number lines to solve problems.           | Children to read and use number lines to help them write number sentences and solve problems. They will explore reading number sentences by using pictures to help.   | <ul style="list-style-type: none"> <li>• Can children order numbers?</li> <li>• Can children use objects and number lines to help them solve problems?</li> <li>• Can children match different representations of number sentences?</li> </ul>  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Number Cards A/B/C (Mental Oral Starter only)</li> <li>• Number Lines and mini whiteboards (Teaching Input only)</li> <li>• Worksheet 1A/1B/1C</li> <li>• Picture Cards</li> <li>• Challenge Cards A/B (FSD? activity only)</li> <li>• Photo Sheet</li> </ul> |
| <b>Lesson 2</b> | To use a number line to solve one more and one less problems. | Children to learn how to find one more and one less problems by using a number line. They will be challenged to pick a number sentence and solve it using a blank number line.  | <ul style="list-style-type: none"> <li>• Can children use a number line to solve problems?</li> <li>• Can children record jumps on a number line?</li> <li>• Can children record number sentences?</li> </ul>   | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Number Lines</li> <li>• Number Sentence Cards A/B/C</li> <li>• Worksheet 2A/2B/2C</li> <li>• Number Cards A/B (FSD? activity only)</li> <li>• One More/Less Dice (FSD? activity only)</li> <li>• Photo Sheet</li> </ul>                                       |
| <b>Lesson 3</b> | To use a number line to solve problems.                       | Children to learn how to solve number problems using a blank number line. They will learn how to start with any number and either count backwards or forwards depending on the question.                                  | <ul style="list-style-type: none"> <li>• Can children use a number line to solve problems?</li> <li>• Can children record jumps on a number line?</li> <li>• Can children record number sentences?</li> </ul>   | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B/3C</li> <li>• Number Cards A/B/C</li> <li>• Number Track A/B (FSD? activity only)</li> <li>• Counters</li> <li>• Photo Sheet</li> </ul>   |
| <b>Lesson 4</b> | To solve finding the difference problems using a number line. | Children to find the difference between numbers by using a number line. They will be challenged to use number lines and counters to find the difference between numbers they land on.                                     | <ul style="list-style-type: none"> <li>• Do children understand how to find the difference between two numbers?</li> <li>• Can children use a number line to find the difference between two numbers?</li> <li>• Can children count on from the smaller number to find the difference?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Number Line A/B</li> <li>• Target Card</li> <li>• Number Cards A/B (FSD? activity only)</li> <li>• Number Grid A/B (FSD? activity only)</li> <li>• Bean bags, counters, colour pencils</li> <li>• Photo Sheet</li> </ul>                                      |
| <b>Lesson 5</b> | To solve one-step and two-step problems using a number line.  | Children to read the words problems and to solve them by using a number line. They will be challenged to solve problem cards, some including blank number lines that will need to be completed before finding the answer. | <ul style="list-style-type: none"> <li>• Can children use a number line to solve one-step problems?</li> <li>• Can children use a number line to solve two-step problems?</li> <li>• Can children use number lines consistently with accuracy?</li> </ul>   | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Problem Cards A/B/C</li> <li>• Character Cards A/B (FSD? activity only)</li> <li>• Photo Sheet</li> </ul>   |

# Let's Use Number Facts: Maths : Year 1 : Summer Term

|                 | Learning Objective  | Overview   | Assessment Questions   | Resources   |
|-----------------|---|--|--|---|
| <b>Lesson 1</b> | To use and learn doubles number facts.                          | Children to recognise and use their knowledge of doubles to solve problems. They will be challenged to count objects and recall number facts from memory.  | <ul style="list-style-type: none"> <li>• Can children use objects or pictures to work out doubles?</li> <li>• Do children know some doubles number facts?</li> <li>• Can children apply number facts to solve problems?</li> </ul>                       | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Number Cards 1A</li> <li>• Worksheet 1A/1B</li> <li>• Ladybird Cards (FSD? activity only)</li> <li>• Photo Sheet</li> </ul>  |
| <b>Lesson 2</b> | To use number bonds to twenty to solve problems.                | Children to recognise and use their knowledge of number bonds to solve problems. They will be challenged to recall number facts from memory.   | <ul style="list-style-type: none"> <li>• Can children use objects or pictures to solve number bond problems?</li> <li>• Can children recall number bonds to twenty from memory?</li> <li>• Can children apply number facts to solve problems?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Game 2A/2B</li> <li>• Part Part Whole Sheet</li> <li>• Photo Sheet</li> </ul>  |
| <b>Lesson 3</b> | To use number facts to solve addition and subtraction problems. | Children to recognise and use their knowledge of number facts to solve problems. They will be challenged to apply what they know about doubles, number bonds and partitioning numbers to answer addition and subtraction questions.                    | <ul style="list-style-type: none"> <li>• Can children use objects or pictures to solve problems?</li> <li>• Can children recall number facts from memory?</li> <li>• Can children apply number facts to solve problems?</li> </ul>                       | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Connect 4 Sheet 3A/3B/3C</li> <li>• Character Cards (FSD? activity only)</li> <li>• Fruit Cards (FSD? activity only)</li> <li>• Number Sentence Cards (FSD? activity only)</li> <li>• Number Line Cards (FSD? activity only)</li> <li>• Photo Sheet</li> </ul> |
| <b>Lesson 4</b> | To solve missing number problems.                               | Children to apply their knowledge of number facts to solve missing number problems. They will be challenged to apply what they know about doubles, number bonds and partitioning numbers to answer dinosaur themed addition and subtraction questions. | <ul style="list-style-type: none"> <li>• Can children use objects or pictures to solve problems?</li> <li>• Can children recall number facts from memory?</li> <li>• Can children apply number facts to solve missing number problems?</li> </ul>        | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Problem Cards 4A/4B/4C</li> <li>• Number Sentence Cards (FSD? activity only)</li> <li>• Photo Sheet</li> </ul>   |
| <b>Lesson 5</b> | To solve problems using number facts.                           | Children to apply their knowledge of number facts to solve a range of number problems. They will be challenged to apply what they know about doubles, number bonds and partitioning numbers to answer sporty addition and subtraction questions.       | <ul style="list-style-type: none"> <li>• Can children select appropriate equipment to help them solve problems?</li> <li>• Can children recall number facts from memory?</li> <li>• Can children apply number facts to solve problems?</li> </ul>        | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Sports Cards 5A/5B/5C</li> <li>• Activity Cards (FSD? activity only)</li> <li>• Challenge Cards (FSD? activity only)</li> <li>• Photo Sheet</li> </ul>   |

# Let's halve and quarter: Maths: Year 1 : Summer Term, Week 3

|                 | Learning Objective  | Overview  | Assessment Questions  | Resources  |
|-----------------|---|---|---|--|
| <b>Lesson 1</b> | To find halves of shapes and of countable sets of objects.        | Children will learn about halving shapes and objects by drawing dividing lines and halving countable sets of objects by sharing into two groups. They may then either practise these skills or build upon them by tracing 2-D shapes and folding to find half.  | <ul style="list-style-type: none"> <li>Can children identify correct/incorrect dividing lines showing shapes, halved?</li> <li>Can children draw halfway dividing lines/marks on shapes and objects?</li> <li>Can children divide quantities of objects into halves?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Cards 1</li> <li>Worksheets 1A/1B/1C</li> <li>Halving Challenge 1</li> <li>Tracing paper, and counters or cubes</li> </ul>  |
| <b>Lesson 2</b> | To find halves of quantities.                                     | Children will progress from simple 'one for me, one for you' sharing to halve sets of objects, to using a variety of strategies for halving more quickly and efficiently. They will practise these skills either by halving sets of objects and 'pourable' solids or liquids, or by halving items in a 'half-price sale'. | <ul style="list-style-type: none"> <li>Can children use sharing to halve countable sets of objects?</li> <li>Can children use balance scales to measure and halve 'pourable' solids (e.g. rice)?</li> <li>Can children use containers to halve liquids?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Teacher's Notes and accompanying printable resources</li> <li>Balance scales, sand, rice, pasta, marbles etc.</li> <li>Jugs, plastic cups etc.</li> <li>Worksheets 2A/2B</li> <li>Price Tags 2 (FSD...? activity only)</li> </ul> |
| <b>Lesson 3</b> | To find quarters of countable sets of objects.                    | Children will develop quick, efficient methods for finding half and a quarter of sets of objects by making arrays of Maths cubes or counters. They will then practise these methods by solving halving and quartering questions and problems.   | <ul style="list-style-type: none"> <li>Can children identify shapes that have been quartered, and explain their reasoning?</li> <li>Can children suggest methods for quartering countable sets of objects?</li> <li>Can children use a quick 'halve, then halve again' method for quartering?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Quartering Flash Cards</li> <li>Worksheets 3A/3B</li> <li>Party Bag Challenge 3 (FSD...? activity only)</li> <li>Party Bag Worksheet 3 (FSD...? activity only)</li> </ul>   |
| <b>Lesson 4</b> | To find quarters of quantities.                                   | Children will develop and improve methods for finding quarters of amounts using Maths resources such as cubes or counters. They may then either practise these methods, or explore ways of finding a quarter of a 'pourable' solid such as rice or sand.  | <ul style="list-style-type: none"> <li>Can children use efficient methods for quartering sets of objects accurately?</li> <li>Can children use countable sets of resources to find quarters of units of measure?</li> <li>Can some children write quarters of an amount using the correct symbol/abbreviation for the given unit of measure?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 4A/4B</li> <li>Photo/Sketch Sheet (FSD...? activity only)</li> <li>Maths cubes or counters, balances scales, rice</li> </ul>   |
| <b>Lesson 5</b> | To combine quarters and halves of shapes, objects and quantities. | Children will practise and consolidate the skills and knowledge gained during previous lessons, either by finding halves and quarters of sets of objects and various quantities (in a quiz), or by solving simple halving and quartering word problems using Maths cubes or counters to help.                             | <ul style="list-style-type: none"> <li>Can children identify quarters, halves and three quarters of shapes?</li> <li>Can children find quarters, halves and three quarters of sets of objects?</li> <li>Can some children remember some quarters and halves of amounts less than 20?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides (includes the Big Halves and Quarters quiz)</li> <li>Big Quiz sheet</li> <li>Finding Quarters sheet (FSD...? activity only)</li> <li>Finding Quarters cards (FSD...? activity only)</li> <li>Counters or cubes</li> </ul>                  |

# Let's find the total by grouping: Maths : Year 1 : Summer Term

|                 | Learning Objective  | Overview  | Assessment Questions  | Resources   |
|-----------------|---|---|---|---|
| <b>Lesson 1</b> | To count in twos, fives and tens on a number line.                      | Children revisit their understanding of skip counting in jumps two, fives and ten along a number line. They are challenged to think about sequences of numbers which don't always start from 0 as well as sequences increasing and decreasing by two, five or ten. There is an opportunity to extend their understanding of counting in twos, fives and tens by using their reasoning skills to discuss if a number will appear in a proposed sequence. | <ul style="list-style-type: none"> <li>Can children count in groups of two, five and ten?</li> <li>Are children able to count in steps of two, five and ten from 0 on a number line?</li> <li>Are children able to count in steps of two, five and ten from a number other than 0 on a number line?</li> </ul>                        | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Photo Sheet 1A</li> <li>Number Lines 1A (FSD? activity only)</li> <li>Hundred Square 1A (FSD? activity only)</li> <li>Challenge Cards 1A/1B (FSD? activity only)</li> </ul>  |
| <b>Lesson 2</b> | To double numbers using concrete objects and grouping.                  | Children resist the concept of doubling and extend their understanding of doubling as repeated addition, exploring doubling as a multiplication. Children use spots on butterfly wings to help them see two groups of the same number and write multiplications sentences based on what they see.   | <ul style="list-style-type: none"> <li>Can children double a number using concrete resources?</li> <li>Are children able to double a number using pictorial representations?</li> <li>Can children identify a multiplication calculation from a doubling problem?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A</li> <li>Doubling Cards 2A</li> <li>Counters/cubes/Numicon</li> <li>Butterfly Sheet 2A</li> <li>Challenge Card 2A</li> <li>Photo Sheet 2A</li> <li>Doubling Cards 2B (FSD? activity only)</li> <li>Paint (FSD? activity only)</li> <li>Paintbrushes/cotton buds (FSD? activity only)</li> </ul> |
| <b>Lesson 3</b> | To make links between repeated addition and multiplication.             | Children revisit repeated addition as a concept for multiplication and being linking it to a multiplication calculation using a pictorial representation. Children will practise recognising groups of numbers and writing a multiplication and repeated addition based on it.  | <ul style="list-style-type: none"> <li>Can children identify a repeated addition calculation from a pictorial representation?</li> <li>Are children able to identify a multiplication calculation from a pictorial representation?</li> <li>Are children able to make a link between repeated addition and multiplication?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Matching Cards 3A</li> <li>Worksheet 3A/3B</li> <li>Photo Sheet 3A</li> <li>Game Board 3A (FSD? activity only)</li> <li>Game Cards 3A (FSD? activity only)</li> <li>Counter Cards 3A (FSD? activity only)</li> </ul>   |
| <b>Lesson 4</b> | To investigate multiplication using arrays.                             | The children will be introduced to array and how they can be used to represent multiplications in different ways. They will experiment with the different ways of grouping with the rows or the columns to help them see the different groups. Children are challenged to build or draw different arrays for multiplication problems.   | <ul style="list-style-type: none"> <li>Can children draw an array from a multiplication?</li> <li>Can children create a multiplication calculation from an array?</li> <li>Can children solve multiplication problems using arrays?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Cards 4A</li> <li>Array Card 4A</li> <li>Counters/multilink cubes</li> <li>Worksheet 4A/4B</li> <li>Photo sheet 4A</li> <li>Building Card 4A (FSD? activity only)</li> <li>Yellow squares (FSD? activity only)</li> </ul>  |
| <b>Lesson 5</b> | To solve multiplication problems using concrete or pictorial resources. | In this final lesson children are challenged to use their understanding of arrays to help them solve multiplication problems for some shop assistants who are stacking their shelves in arrays. The children will be given a set of shelves and asked to find the total amount of objects which will fit not he shelves, or given a set of objects and asked to determine if they will fit on a given set of shelves arranged in an array.              | <ul style="list-style-type: none"> <li>Can children create an array from a given total number?</li> <li>Can children use concrete resources to represent a multiplication</li> <li>Are children able to solve simple one-step multiplication problems?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Various apparatus e.g. bead strings, multi-link cubes, coins, numicon, counters</li> <li>Object Cards 5A</li> <li>Challenge Cards 5A/5B</li> <li>Worksheet 5A</li> <li>Photo Sheet 5A</li> <li>Shelf Cards 5A (FSD? activity only)</li> <li>Object Cards 5B (FSD? activity only)</li> </ul>                  |

# Let's share objects equally : Maths : Year 1 : Summer Term

|                 | Learning Objective                                | Overview  | Assessment Questions  | Resources  |
|-----------------|---|---|---|--|
| <b>Lesson 1</b> | To share objects equally to solve problems.       | Children will be introduced to the concept of sharing. They will explain sharing and division in their own words before practically sharing objects into equal groups to solve problems.  | <ul style="list-style-type: none"> <li>Can children count in twos, fives and tens?</li> <li>Can children share objects into equal groups?</li> <li>Can children check answers?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Card 1A/1B/1C</li> <li>True or False Cards 1A/1B (FSD...activity only)</li> <li>Sorting Labels (FSD...activity only)</li> <li>Photo Sheet 1A</li> </ul> |
| <b>Lesson 2</b> | To identify odd and even numbers.                 | Children will explain the difference between odd and even numbers. They will use objects to find out if numbers can be shared equally into two groups as well as be encouraged to spot patterns and make predictions.   | <ul style="list-style-type: none"> <li>Do children know what an even number is?</li> <li>Can children identify odd and even numbers?</li> <li>Can children write division number sentences?</li> </ul>                                      | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Number Cards 2A/2B (FSD...activity only)</li> <li>Category Cards 2A (FSD...activity only)</li> <li>Photo Sheet 2A</li> </ul>          |
| <b>Lesson 3</b> | To solve problems containing the division symbol. | Children will solve division problems using objects. They will read, write and understand division number sentences, thinking carefully about what the question is asking them. The lesson concludes with the children being asked to match division number sentences to their equivalent multiplication and repeated addition number sentence. | <ul style="list-style-type: none"> <li>Can children identify the division symbol?</li> <li>Do children understand division number sentences?</li> <li>Can children solve division number sentences?</li> </ul>                              | <ul style="list-style-type: none"> <li>Slides</li> <li>Number Sentence Cards 3A/3B/3C</li> <li>Worksheet 3A/3B (FSD...activity only)</li> <li>Photo Sheet 3A</li> </ul>  |
| <b>Lesson 4</b> | To solve division number sentences practically.   | Children will solve division number sentences practically by sharing objects equally into groups. They will practise reading number sentences as they work out the steps they need to take to solve them. This lesson concludes with your class writing their own number sentences to represent groups of pictures.                             | <ul style="list-style-type: none"> <li>Can children read division number sentences?</li> <li>Can children write division number sentences?</li> <li>Can children use objects to solve division number sentences?</li> </ul>                 | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Board Game 4A/4B/4C (FSD...activity only)</li> <li>Question Cards 4A/4B (FSD...activity only)</li> <li>Photo Sheet 4A</li> </ul>      |
| <b>Lesson 5</b> | To solve division number sentences.               | Children will look at the order of numbers in a division number sentence and think about what it means. They will solve missing number sentences while thinking about what each part of the number sentence means.  | <ul style="list-style-type: none"> <li>Can children solve division number sentences?</li> <li>Can children link multiplication and division?</li> <li>Can children share a group of objects into different sets of equal groups?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Challenge Sheet 5A/5B (FSD...activity only)</li> <li>Photo Sheet 5A</li> </ul>  |

# Which direction? : Maths : Year 1 : Summer Term

|                 | Learning Objective   | Overview  | Assessment Questions  | Resources  |
|-----------------|--|---|---|--|
| <b>Lesson 1</b> | To use the language of position.                                 | Children will use the language of position in a variety of different ways. They will describe where things are in the classroom and in pictures, using language like top, middle, bottom, on top of, in front of, above, between, around, near, close, far, up, down, below, underneath and behind. | <ul style="list-style-type: none"> <li>Do children know the language of position?</li> <li>Can children use position vocabulary accurately?</li> <li>Can children speak clearly with their audience in mind?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards 1A/1B/1C</li> <li>Object Cards 1A/1B/1C/1D</li> <li>Vocabulary Cards 1A (FSD...? activity only)</li> <li>Objects (FSD...? activity only)</li> <li>Photo Sheet 1A</li> </ul>   |
| <b>Lesson 2</b> | To use position language in a variety of ways.                   | Children will use and become confident with the language of left and right. They will use this language to arrange pictures or objects. Your class will develop their listening skills as they follow instructions and understand why it is important to give clear concise instructions.           | <ul style="list-style-type: none"> <li>Can children use the language of position and direction?</li> <li>Do children know their left and right?</li> <li>Can children follow instructions?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Picture Cards 2A</li> <li>Challenge Cards 2A/2B (FSD...? activity only)</li> <li>Objects (FSD...? activity only)</li> <li>Photo Sheet 2A</li> </ul>   |
| <b>Lesson 3</b> | To follow position and direction instructions.                   | Children will recap reading the time on a clock and then use this knowledge to work out what clockwise and anticlockwise turns are. They will then use this language when giving instructions to their peers in this practical, hands-on lesson.  | <ul style="list-style-type: none"> <li>Do children understand whole, half and quarter turns?</li> <li>Can children follow instructions involving turning in quarter increments?</li> <li>Do children understand the language of clockwise and anticlockwise?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Tangram Shapes 3A/3B</li> <li>Worksheet 3A/3B/3C</li> <li>Mirrors</li> <li>Art Sheet 3A/3B/3C (FSD...? activity only)</li> <li>Shape Pieces 3A/3B/3C (FSD...? activity only)</li> <li>Paper and pens (FSD...? activity only)</li> <li>Photo Sheet 3A</li> </ul>   |
| <b>Lesson 4</b> | To use the language of position and direction to solve problems. | Children will recap the position and direction language they have covered so far as they describe movements clearly for their peers to copy. They will then have the opportunity to follow instructions to travel through mazes or create large symbols and shapes on the floor.                    | <ul style="list-style-type: none"> <li>Can children use position and direction language clearly?</li> <li>Can children follow instructions?</li> <li>Do children understand a range of position and direction vocabulary?</li> </ul>                                    | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Help Cards 4A</li> <li>Challenge Cards 4A (FSD...? activity only)</li> <li>Jumbo chalks (FSD...? activity only)</li> <li>Photo Sheet 4A</li> </ul>  |
| <b>Lesson 5</b> | To use position and direction language confidently.              | Children will have the chance to consolidate the position and direction language they have been using all week in increasingly complex game-based open-ended activities.  | <ul style="list-style-type: none"> <li>Can children give clear instructions?</li> <li>Can children follow instructions?</li> <li>Do children understand a range of position and direction language?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Slide Print Out (Teaching Input only)</li> <li>Maze Sheet 5A/5B/5C</li> <li>Item Cards 5A/5B/5C</li> <li>Game Example Sheet</li> <li>Player pieces</li> <li>Instruction Cards 5A (FSD...? activity only)</li> <li>Bee-Bots and mazes (FSD...? activity only)</li> <li>Crocodile Cards (Plenary only)</li> <li>Photo Sheet 5A</li> </ul> |

# Let's get Confident with Numbers: Maths : Year 1 : Summer Term

|                 | Learning Objective  | Overview   | Assessment Questions   | Resources   |
|-----------------|---|--|--|---|
| <b>Lesson 1</b> | To order numbers to 100.  | Children to order numbers to 100 in a variety of ways. They will be challenged to use mathematical language to explain their reasoning.  | <ul style="list-style-type: none"> <li>• Can children identify numbers to 100?</li> <li>• Can children order numbers to 100?</li> <li>• Do children know the value of each digit in numbers to 100?</li> </ul>                               | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C</li> <li>• Number Cards 1A/1B (FSD? activity only)</li> <li>• Statement Cards 1A (FSD? activity only)</li> <li>• Photo Sheet</li> </ul>   |
| <b>Lesson 2</b> | To order numbers when counting in multiples.                        | Children to identify missing numbers in sequences and complete them. They will have the opportunity to practise their counting in multiples skills in a variety of different ways. | <ul style="list-style-type: none"> <li>• Can children order numbers?</li> <li>• Can children count in twos, fives and tens?</li> <li>• Can children identify and continue a pattern?</li> </ul>  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Multiples Mazes 2A/2B/2C</li> <li>• Leaf Template Sheet</li> <li>• Leaf Instruction Sheet</li> <li>• Photo Sheet</li> </ul>  |
| <b>Lesson 3</b> | To count in multiples to find the total amount of objects.          | Children to count groups of objects to find the total. They will be challenged to problem solve when counting in twos, fives and tens.   | <ul style="list-style-type: none"> <li>• Can children count in multiples?</li> <li>• Can children find a total by counting in multiples?</li> <li>• Can children correctly write numbers?</li> </ul>   | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Multiples Cards 3A/3B/3C</li> <li>• Statement Cards</li> <li>• Photo Sheet</li> </ul>  |
| <b>Lesson 4</b> | To use a number line to count multiples and solve number sentences. | Children to read and solve number sentences. They will record jumps on a number line and refer to pictorial representations when finding the answer.                               | <ul style="list-style-type: none"> <li>• Can children count confidently in multiples?</li> <li>• Can children use a number line to solve problems?</li> <li>• Can children count in multiples to find a total?</li> </ul>                    | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Picture Cards 4A/4B/4C</li> <li>• Worksheet 4A/4B (FSD? activity only)</li> <li>• Photo Sheet</li> </ul>   |
| <b>Lesson 5</b> | To solve addition and subtraction problems using a number line.     | Children to solve number sentences using number lines. They will record jumps on a number line, moving in jumps of tens and ones.  | <ul style="list-style-type: none"> <li>• Can children solve problems using a number line?</li> <li>• Can children apply their knowledge of number facts to solve problems?</li> <li>• Can children confidently partition numbers?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Problem Cards 5A/5B/5C</li> <li>• Instruction Cards (FSD? activity only)</li> <li>• Number Lines 5A (FSD? activity only)</li> <li>• Number Fans (FSD? activity only)</li> <li>• Labels (FSD? activity only)</li> <li>• Score Sheet (FSD? activity only)</li> <li>• Grid Sheets</li> <li>• Photo Sheet</li> </ul> |

# Let's Identify and use Shapes: Maths : Year 1 : Summer Term

|                 | Learning Objective                               | Overview  | Assessment Questions   | Resources  |
|-----------------|--|---|--|--|
| <b>Lesson 1</b> | To recognise and name common 2-D and 3-D shapes. | Children to recognise and describe the differences between 2-D and 3-D shapes. They will be challenged to sort, name and describe 2-D and 3-D shapes.                             | <ul style="list-style-type: none"> <li>• Can children explain in simple terms how 2-D shapes and 3-D shapes are different?</li> <li>• Can children identify polygons/polyhedrons in sets of shapes?</li> <li>• Can children name some common 3-D shapes and match names to shapes?</li> </ul>                              | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Photo Sheet</li> <li>• 3-D shapes</li> <li>• Sticky notes &amp; sticky tac</li> <li>• Shape Names 1A/1B</li> <li>• Worksheet 1A</li> </ul>  |
| <b>Lesson 2</b> | To recognise and name common 2-D and 3-D shapes. | Children to match the description and names to 2-D and 3-D shapes. They will be challenged to sort polyhedrons and non-polyhedrons into groups.                                   | <ul style="list-style-type: none"> <li>• Can children explain in simple terms how 2-D shapes and 3-D shapes are different?</li> <li>• Can children identify polygons/polyhedrons in sets of shapes?</li> <li>• Can children name some common 3-D shapes and match names to shapes?</li> </ul>                              | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Photo Sheet</li> <li>• Sticky notes</li> <li>• 2-D and 3-D shapes</li> <li>• Sorting rings</li> <li>• Shape Names 2A/2B</li> </ul>  |
| <b>Lesson 3</b> | To recognise and name common 2-D and 3-D shapes. | Children to recognise and describe what a polyhedron is and to count the flat faces of different 3-D shapes. They will be challenged to make various 3-D shapes using play dough. | <ul style="list-style-type: none"> <li>• Can children explain what a polyhedron is in their own words?</li> <li>• Can children identify the shapes of faces of polyhedrons?</li> <li>• Can children make simple 3-D shapes using a range of resources?</li> </ul>  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Photo Sheet</li> <li>• 3-D Shapes Picture Mat</li> <li>• Polyhedrons Picture Mat</li> <li>• 3-D shapes</li> <li>• Play dough and Polydron (or similar resource)</li> <li>• 3-D Shapes Video 3A</li> </ul> |
| <b>Lesson 4</b> | To recognise and name common 2-D and 3-D shapes. | Children to recognise and describe what a polyhedron is and to match polyhedrons to their properties card.  | <ul style="list-style-type: none"> <li>• Can children explain what a polyhedron is in their own words?</li> <li>• Can children describe some properties of polyhedrons?</li> <li>• Can children count the faces/corners of polyhedrons?</li> </ul>   | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Photo Sheet</li> <li>• 3-D Shapes Picture Mat</li> <li>• 3-D Shapes Properties Cards</li> <li>• Polyhedron Properties Cards</li> <li>• 3-D Shapes Video 4A/4B</li> </ul>                                  |
| <b>Lesson 5</b> | To recognise and name common 2-D and 3-D shapes. | Children to explore ways in which 3-D shapes can be stacked to make towers and to make models.  | <ul style="list-style-type: none"> <li>• Can children explore ways in which 3-D shapes can be stacked on top of each other?</li> <li>• Can children identify simple 3-D shapes in more complex composite shapes?</li> <li>• Can children explore ways in which simple and composite 3-D shapes are constructed?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Photo Sheet, Challenge Card</li> <li>• Wooden toy blocks</li> <li>• 3-D shapes</li> <li>• Cardboard boxes, scissors, sticky tape</li> </ul>   |



# Let's tell the time to half past the hour: Maths : Year 1 : Summer Term

|                 | Learning Objective   | Overview  | Assessment Questions  | Resources   |
|-----------------|--|---|---|---|
| <b>Lesson 1</b> | To sequence events in chronological order using language.        | Children will explore the different times of day and what we call them. They use this language to describe different activities we do during the day as well as practising using language such as before, after, earlier and later.   | <ul style="list-style-type: none"> <li>Can children accurately use the language morning, afternoon, evening and night?</li> <li>Are children able to suggest activities that would be carried out at different times of day?</li> <li>Are children able to chronologically order activities using time language?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Photo Sheet 1A</li> <li>Activity Cards 1A (FSD? activity only)</li> <li>Worksheet 1D (FSD? activity only) (optional)</li> </ul>                      |
| <b>Lesson 2</b> | To tell time to the nearest hour.                                | Children will revisit their understanding of o'clock times. They will identify and say the different o'clock times, focusing on the hour hand's position at these times as well as the minute hand. They will have the opportunity to play games or make their own clock to show these times more easily. | <ul style="list-style-type: none"> <li>Can children identify the different parts of a clock face?</li> <li>Are children able to accurately read an o'clock time?</li> <li>Can children explain how they know what time it is clearly?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Template 2A</li> <li>Split pins</li> <li>Worksheet 2A/2B</li> <li>Clock Cards 2A</li> <li>Photo Sheet 2A</li> <li>Time Card 2A (FSD? activity only)</li> </ul>                   |
| <b>Lesson 3</b> | To read and say times which are half past the hour.              | Children will be introduced to the concept of telling the time to the nearest half hour as they focus on the position of the hour hand at these times. They will describe the hour hand as being halfway past or half past the hour number before exploring how the minute hand shows these times.        | <ul style="list-style-type: none"> <li>Can children describe where the minute hand will be at half past the hour?</li> <li>Are children able to identify the correct hour when reading a half past time?</li> <li>Can children explain why it is called 'half past' the hour?</li> </ul>                                    | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Photo Sheet 3A</li> <li>Time Cards 3A/3B (FSD? activity only)</li> <li>Clock Cards 3A (FSD? activity only)</li> </ul>                                |
| <b>Lesson 4</b> | To accurately draw hands onto a clock face to show a given time. | Children will be guided through the process of drawing the hands on a clock face to show a half past or o'clock time. They will consider the placement of the hour hand as well as the length of each hand to make them distinguishable from each other.  | <ul style="list-style-type: none"> <li>Can children correctly describe the minute hand and the hour hand on a clock?</li> <li>Are children able to accurately draw o'clock times?</li> <li>Are children able to accurately draw half past times?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Coloured pencils</li> <li>Photo Sheet 4A</li> <li>Game Card 4A (FSD? activity only)</li> <li>Blank Clock Cards 4A/4B (FSD? activity only)</li> </ul> |
| <b>Lesson 5</b> | To tell the time to half past the hour.                          | Children will use their learning from the week to identify half past and o'clock times. They will have the opportunity to use their understanding to construct effective descriptions of times and identify times based on these descriptions.  | <ul style="list-style-type: none"> <li>Can children distinguish between o'clock and half past times?</li> <li>Can children identify the correct hour for o'clock times?</li> <li>Are children able to identify the correct hour for half past times?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Game Board 5A/5B</li> <li>Blank Clock Cards 5A/5B</li> <li>Photo Sheet 5A</li> <li>Time Cards 5A/5B (FSD? activity only)</li> </ul>  |

# Let's Measure Time: Maths : Year 1 : Summer Term

|                 | Learning Objective   | Overview  | Assessment Questions   | Resources  |
|-----------------|--|---|--|--|
| <b>Lesson 1</b> | To use a calendar to identify dates and days of the week.  | Children will investigate the layout of a calendar page and use this to help them find the dates of different special days and events. They will use the calendar to figure out the days that these events happen on as well as how many days or weeks there are between different events.      | <ul style="list-style-type: none"> <li>Can children name and order the days of the week?</li> <li>Can children name the months of the year?</li> <li>Are children able to identify a date on a calendar?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A</li> <li>Picture Cards 1A</li> <li>Photo Sheet 1A</li> <li>Challenge Cards 1A/1B/1C</li> <li>Game Card (FSD? activity only)</li> <li>Playing pieces, coloured counters/felt tips (FSD? activity only)</li> </ul>   |
| <b>Lesson 2</b> | To become familiar with units of time.                     | Children will explore and become familiar with units of time, including seconds, minutes, hours, days, weeks, months and years. They will discuss equivalencies between the different units and think about which unit they would use to measure different activities.                          | <ul style="list-style-type: none"> <li>Can children order seconds, minutes and hours?</li> <li>Can children suggest activities that would be measured in seconds, minutes or hours?</li> <li>Can children name equivalent units of time for seconds, minutes and hours?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Activity Cards 2A</li> <li>Worksheet 2A/2B</li> <li>Photo Sheet 2A</li> <li>Time Unit Cards 2A (FSD? activity only)</li> </ul>  |
| <b>Lesson 3</b> | To be able to compare and order different amounts of time. | Children will begin to compare different amounts of time using what they know about the different units of time and how they relate to one another. They are expected to use appropriate time language such as quick, slower, shorter or longer to compare and order different amounts of time. | <ul style="list-style-type: none"> <li>Can children order units of time?</li> <li>Are children able to order timed activities which have the same unit?</li> <li>Are children able to order timed activities which have different units?</li> </ul>                                | <ul style="list-style-type: none"> <li>Slides</li> <li>Timed Activity Cards 3A</li> <li>Worksheet 3A/3B/3C</li> <li>Photo Sheet 3A</li> <li>Time Cards 3A (FSD? activity only)</li> <li>Quicker/Slower Cards (FSD? activity only)</li> </ul>   |
| <b>Lesson 4</b> | To be able to accurately time various activities.          | Children are challenged to time different activities using various timing equipment. They will look at how some timers count up or down and use this to find out how long an activity takes or how many of an activity they can complete in one minute.   | <ul style="list-style-type: none"> <li>Can children accurately time an activity to the nearest whole second?</li> <li>Are children able to use a variety of timing equipment correctly?</li> <li>Can children estimate how long an activity might take in seconds?</li> </ul>      | <ul style="list-style-type: none"> <li>Slides</li> <li>Various timing equipment</li> <li>Worksheet 4A/4B/4C</li> <li>Challenge Card 4A</li> <li>Photo Sheet 4A</li> <li>Worksheet 4D (FSD? activity only)</li> </ul>   |
| <b>Lesson 5</b> | To measure lengths of time and order the results.          | Children will use their knowledge and understanding of timing activities to find out which activity they can do in the fastest time. They are challenged to complete tangram puzzles or other various activities and order the times they measure.  | <ul style="list-style-type: none"> <li>Can children accurately time an activity using simple timing equipment?</li> <li>Can children compare measured times to say which was faster/slower?</li> <li>Can children order timed activities from quickest to slowest?</li> </ul>      | <ul style="list-style-type: none"> <li>Slides</li> <li>Simple timing equipment e.g. tablets, online timers</li> <li>Worksheet 5A</li> <li>Tangram Puzzle Pieces 5A</li> <li>Photo Sheet</li> <li>Tangram Sheet 5A/5B/5C</li> <li>Activity Cards 5A (FSD? activity only)</li> <li>Various activity resources e.g. puzzles, counters, tweezers, dice, coins, matching games (FSD? activity only)</li> <li>Worksheet 5B (FSD? activity only)</li> </ul> |

# Let's use money! : Maths : Year 1 : Summer Term

|                 | Learning Objective              | Overview  | Assessment Questions   | Resources  |
|-----------------|---------------------------------|---|--|--|
| <b>Lesson 1</b> | To recognise coins and notes.   | Children will recognise coins and notes and talk about the value of each coin. They will match representations of each coin.  | <ul style="list-style-type: none"> <li>Can children recognise coins?</li> <li>Can children recognise notes?</li> <li>Do children know the value of coins and notes?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Domino Cards 1A</li> <li>Worksheet 1A/1B</li> <li>Petal Cards 1A/1B</li> <li>Pair Cards 1A (FSD...? activity only)</li> <li>Photo Sheet 1A</li> </ul>   |
| <b>Lesson 2</b> | To exchange coins and notes.    | Children will use a range of vocabulary to describe coins as they become more confident identifying them. They will then use addition to work out the total value of a group of coins and exchange them for a single coin or note with the same value. This lesson will develop your class's confidence with solving addition money problems. | <ul style="list-style-type: none"> <li>Can children identify coins and notes?</li> <li>Can children work out the total of a set of coins?</li> <li>Can children exchange a group of coins for one coin or note of the same value?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Customer Cards 2A/2B/2C</li> <li>Money Cards 2A/2B/2B</li> <li>Purse Cards 2A/2B (FSD...? activity only)</li> <li>Money Cards 2D/2E (FSD...? activity only)</li> <li>Photo Sheet 2A</li> </ul>                                    |
| <b>Lesson 3</b> | To add and subtract coins.      | Children will use addition to work out the total value of a set of coins. Then they will work out how much money the character will have left when they pay for one item. Each item is paid for by one coin to help the children visualise the process for paying for an item and the total amount of money left decreasing.                  | <ul style="list-style-type: none"> <li>Can children work out the total value of a set of coins?</li> <li>Do children know if they have enough money to buy an object?</li> <li>Can children work out the amount of money remaining?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Game Sheet 3A (FSD...? activity only)</li> <li>Question Cards 3A/3B (FSD...? activity only)</li> <li>Dice, counters, coloured pens/pencils (FSD...? activity only)</li> <li>Photo Sheet 3A</li> </ul> |
| <b>Lesson 4</b> | To give the correct change.     | Children will identify how much money a character has and then work out how much change they need after they have been shopping. They will think about the value of a group of coins and ways to make a total using coins.  | <ul style="list-style-type: none"> <li>Can children work out the total value of a set of coins?</li> <li>Can children work out how much change is needed?</li> <li>Can children use coins to make a given value?</li> </ul>                    | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Problem Cards 4A/4B (FSD...? activity only)</li> <li>Photo Sheet 4A</li> </ul>  |
| <b>Lesson 5</b> | To use money to solve problems. | Children will solve multi-step problems involving money. They will work out how much money a character has and how much change they need after they go shopping. They will access games or open-ended problems.   | <ul style="list-style-type: none"> <li>Can children solve problems involving money?</li> <li>Can children work out the total of a set of coins?</li> <li>Can children work out how much change is owed?</li> </ul>                             | <ul style="list-style-type: none"> <li>Slides</li> <li>Board Game 5A/5B</li> <li>Game Cards 5A/5B</li> <li>Shop Cards (FSD...? activity only)</li> <li>Character Cards (FSD...? activity only)</li> <li>Photo Sheet 5A</li> </ul>  |

# Lets measure : Maths : Year 1 : Summer Term

|                 | Learning Objective  | Overview  | Assessment Questions   | Resources   |
|-----------------|---|---|--|---|
| <b>Lesson 1</b> | To order things by length and height using direct comparison and non-standard units of measure. | The children will use the language of length and height to describe and compare objects. They will go onto use blocks to work out and compare the length and height of objects.   | <ul style="list-style-type: none"> <li>Can children use words like longer and shorter to compare length?</li> <li>Can children use words like taller and shorter to compare height?</li> <li>Can children accurately use blocks to measure objects?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Length Challenge Cards (FSD...? activity only)</li> <li>Height Challenge Cards (FSD...? activity only)</li> <li>Uni-fix blocks (FSD...? activity only)</li> <li>Photo Sheet 1A</li> </ul>  |
| <b>Lesson 2</b> | To use rulers to measure length and height.   | The children will be shown how to accurately use a ruler and will demonstrate this skill by measuring objects and solving problems. They will be challenge to find objects that are longer/shorter/taller than given lengths.   | <ul style="list-style-type: none"> <li>Can children use a ruler accurately to measure things?</li> <li>Can children order objects by length?</li> <li>Can children work out when something is double or half the length of something else?</li> </ul>          | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Rulers</li> <li>Challenge Cards (FSD...? activity only)</li> <li>Results Cards 2A/2B (FSD...? activity only)</li> <li>Photo Sheet 2A</li> </ul>  |
| <b>Lesson 3</b> | To compare the mass of objects.   | The children will use a variety of scales to work out the mass of objects. They will use balance scales to work out the heaviest of two objects, then they will use analogue and digital scales with to work out the mass of objects.   | <ul style="list-style-type: none"> <li>Do children know what weighing scales are?</li> <li>Can children use weighing scales to compare the mass of an object?</li> <li>Can children use weighing scales to work out the mass of an object?</li> </ul>          | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Variety of scales (FSD...? activity only)</li> <li>Variety of objects (FSD...? activity only)</li> <li>Photo Sheet 3A</li> </ul>   |
| <b>Lesson 4</b> | To explore the volume and capacity of objects.  | The children will compare containers and use the language of capacity to describe them. They will order containers by how full they are and describe them. The children will have the opportunity to complete capacity challenges including problem solving how much liquid is in a half-full jug is. | <ul style="list-style-type: none"> <li>Can children identify how full a container is?</li> <li>Can children use the language of capacity?</li> <li>Can children order containers by direct comparison?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Vocabulary Cards 4A/4B</li> <li>Challenge Cards 4A</li> <li>Sets of 5 sealed bottles</li> <li>Challenge Cards 4B/4C (FSD...? activity only)</li> <li>Jugs and containers (FSD...? activity only)</li> <li>Water, sand or rice (FSD...? activity only)</li> <li>Photo Sheet 4A</li> </ul> |
| <b>Lesson 5</b> | To use measure to solve problems.   | The children will solve a variety of measure problems in this lesson. They will need to decide what the question is asking them to do and choose the appropriate unit of measure to answer it. Questions will involve; length, height, capacity, volume and mass.                                     | <ul style="list-style-type: none"> <li>Can children solve problems involving measure?</li> <li>Can children work out what method and equipment they need to use?</li> <li>Can children explain their workings out?</li> </ul>                                  | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Teacher Notes (FSD...? activity only)</li> <li>Challenge Sheets 5A/5B/5C (FSD...? activity only)</li> <li>Measure resources - see Teacher Notes (FSD...? activity only)</li> <li>Photo Sheet 5A</li> </ul>   |