

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> • Can children order numbers? • Can children use objects and number lines to help them solve problems? • Can children match different representations of number sentences? 	<ul style="list-style-type: none"> • Slides • Number Cards A/B/C (Mental Oral Starter only) • Number Lines and mini whiteboards (Teaching Input only) • Worksheet 1A/1B/1C • Picture Cards • Challenge Cards A/B (FSD? activity only) • Photo Sheet
Lesson 2	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"> • Can children use a number line to solve problems? • Can children record jumps on a number line? • Can children record number sentences? 	<ul style="list-style-type: none"> • Slides • Number Lines • Number Sentence Cards A/B/C • Worksheet 2A/2B/2C • Number Cards A/B (FSD? activity only) • One More/Less Dice (FSD? activity only) • Photo Sheet
Lesson 3	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"> • Can children use a number line to solve problems? • Can children record jumps on a number line? • Can children record number sentences? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Number Cards A/B/C • Number Track A/B (FSD? activity only) • Counters • Photo Sheet
Lesson 4	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"> • Do children understand how to find the difference between two numbers? • Can children use a number line to find the difference between two numbers? • Can children count on from the smaller number to find the difference? 	<ul style="list-style-type: none"> • Slides • Number Line A/B • Target Card • Number Cards A/B (FSD? activity only) • Number Grid A/B (FSD? activity only) • Bean bags, counters, colour pencils • Photo Sheet
Lesson 5	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"> • Can children use a number line to solve one-step problems? • Can children use a number line to solve two-step problems? • Can children use number lines consistently with accuracy? 	<ul style="list-style-type: none"> • Slides • Problem Cards A/B/C • Character Cards A/B (FSD? activity only) • Photo Sheet

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> • Can children use objects or pictures to work out doubles? • Do children know some doubles number facts? • Can children apply number facts to solve problems? 	<ul style="list-style-type: none"> • Slides • Number Cards 1A • Worksheet 1A/1B • Ladybird Cards (FSD? activity only) • Photo Sheet
Lesson 2	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"> • Can children use objects or pictures to solve number bond problems? • Can children recall number bonds to twenty from memory? • Can children apply number facts to solve problems? 	<ul style="list-style-type: none"> • Slides • Game 2A/2B • Part Part Whole Sheet • Photo Sheet
Lesson 3	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"> • Can children use objects or pictures to solve problems? • Can children recall number facts from memory? • Can children apply number facts to solve problems? 	<ul style="list-style-type: none"> • Slides • Connect 4 Sheet 3A/3B/3C • Character Cards (FSD? activity only) • Fruit Cards (FSD? activity only) • Number Sentence Cards (FSD? activity only) • Number Line Cards (FSD? activity only) • Photo Sheet
Lesson 4	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"> • Can children use objects or pictures to solve problems? • Can children recall number facts from memory? • Can children apply number facts to solve missing number problems? 	<ul style="list-style-type: none"> • Slides • Problem Cards 4A/4B/4C • Number Sentence Cards (FSD? activity only) • Photo Sheet
Lesson 5	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"> • Can children select appropriate equipment to help them solve problems? • Can children recall number facts from memory? • Can children apply number facts to solve problems? 	<ul style="list-style-type: none"> • Slides • Sports Cards 5A/5B/5C • Activity Cards (FSD? activity only) • Challenge Cards (FSD? activity only) • Photo Sheet

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Can children identify correct/incorrect dividing lines showing shapes, halved? Can children draw halfway dividing lines/marks on shapes and objects? Can children divide quantities of objects into halves? 	<ul style="list-style-type: none"> Slides Challenge Cards 1 Worksheets 1A/1B/1C Halving Challenge 1 Tracing paper, and counters or cubes
Lesson 2	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"> Can children use sharing to halve countable sets of objects? Can children use balance scales to measure and halve 'pourable' solids (e.g. rice)? Can children use containers to halve liquids? 	<ul style="list-style-type: none"> Slides Teacher's Notes and accompanying printable resources Balance scales, sand, rice, pasta, marbles etc. Jugs, plastic cups etc. Worksheets 2A/2B Price Tags 2 (FSD...? activity only)
Lesson 3	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"> Can children identify shapes that have been quartered, and explain their reasoning? Can children suggest methods for quartering countable sets of objects? Can children use a quick 'halve, then halve again' method for quartering? 	<ul style="list-style-type: none"> Slides Quartering Flash Cards Worksheets 3A/3B Party Bag Challenge 3 (FSD...? activity only) Party Bag Worksheet 3 (FSD...? activity only)
Lesson 4	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"> Can children use efficient methods for quartering sets of objects accurately? Can children use countable sets of resources to find quarters of units of measure? Can some children write quarters of an amount using the correct symbol/abbreviation for the given unit of measure? 	<ul style="list-style-type: none"> Slides Worksheets 4A/4B Photo/Sketch Sheet (FSD...? activity only) Maths cubes or counters, balances scales, rice
Lesson 5	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"> Can children identify quarters, halves and three quarters of shapes? Can children find quarters, halves and three quarters of sets of objects? Can some children remember some quarters and halves of amounts less than 20? 	<ul style="list-style-type: none"> Slides (includes the Big Halves and Quarters quiz) Big Quiz sheet Finding Quarters sheet (FSD...? activity only) Finding Quarters cards (FSD...? activity only) Counters or cubes

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Can children count in groups of two, five and ten? Are children able to count in steps of two, five and ten from 0 on a number line? Are children able to count in steps of two, five and ten from a number other than 0 on a number line? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Photo Sheet 1A Number Lines 1A (FSD? activity only) Hundred Square 1A (FSD? activity only) Challenge Cards 1A/1B (FSD? activity only)
Lesson 2	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"> Can children double a number using concrete resources? Are children able to double a number using pictorial representations? Can children identify a multiplication calculation from a doubling problem? 	<ul style="list-style-type: none"> Slides Worksheet 2A Doubling Cards 2A Counters/cubes/Numicon Butterfly Sheet 2A Challenge Card 2A Photo Sheet 2A Doubling Cards 2B (FSD? activity only) Paint (FSD? activity only) Paintbrushes/cotton buds (FSD? activity only)
Lesson 3	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"> Can children identify a repeated addition calculation from a pictorial representation? Are children able to identify a multiplication calculation from a pictorial representation? Are children able to make a link between repeated addition and multiplication? 	<ul style="list-style-type: none"> Slides Matching Cards 3A Worksheet 3A/3B Photo Sheet 3A Game Board 3A (FSD? activity only) Game Cards 3A (FSD? activity only) Counter Cards 3A (FSD? activity only)
Lesson 4	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"> Can children draw an array from a multiplication? Can children create a multiplication calculation from an array? Can children solve multiplication problems using arrays? 	<ul style="list-style-type: none"> Slides Challenge Cards 4A Array Card 4A Counters/multilink cubes Worksheet 4A/4B Photo sheet 4A Building Card 4A (FSD? activity only) Yellow squares (FSD? activity only)
Lesson 5	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 on the 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"> Can children create an array from a given total number? Can children use concrete resources to represent a multiplication? Are children able to solve simple one-step multiplication problems? 	<ul style="list-style-type: none"> Slides Various apparatus e.g. bead strings, multi-link cubes, coins, numicon, counters Object Cards 5A Challenge Cards 5A/5B Worksheet 5A Photo Sheet 5A Shelf Cards 5A (FSD? activity only) Object Cards 5B (FSD? activity only)

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Can children count in twos, fives and tens? Can children share objects into equal groups? Can children check answers? 	<ul style="list-style-type: none"> Slides Challenge Card 1A/1B/1C True or False Cards 1A/1B (FSD...activity only) Sorting Labels (FSD...activity only) Photo Sheet 1A
Lesson 2	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"> Do children know what an even number is? Can children identify odd and even numbers? Can children write division number sentences? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Number Cards 2A/2B (FSD...activity only) Category Cards 2A (FSD...activity only) Photo Sheet 2A
Lesson 3	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"> Can children identify the division symbol? Do children understand division number sentences? Can children solve division number sentences? 	<ul style="list-style-type: none"> Slides Number Sentence Cards 3A/3B/3C Worksheet 3A/3B (FSD...activity only) Photo Sheet 3A
Lesson 4	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"> Can children read division number sentences? Can children write division number sentences? Can children use objects to solve division number sentences? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Board Game 4A/4B/4C (FSD...activity only) Question Cards 4A/4B (FSD...activity only) Photo Sheet 4A
Lesson 5	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"> Can children solve division number sentences? Can children link multiplication and division? Can children share a group of objects into different sets of equal groups? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Challenge Sheet 5A/5B (FSD...activity only) Photo Sheet 5A

Which direction? : Maths : Year 1 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Do children know the language of position? Can children use position vocabulary accurately? Can children speak clearly with their audience in mind? 	<ul style="list-style-type: none"> Slides Picture Cards 1A/1B/1C Object Cards 1A/1B/1C/1D Vocabulary Cards 1A (FSD...? activity only) Objects (FSD...? activity only) Photo Sheet 1A
Lesson 2	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"> Can children use the language of position and direction? Do children know their left and right? Can children follow instructions? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Picture Cards 2A Challenge Cards 2A/2B (FSD...? activity only) Objects (FSD...? activity only) Photo Sheet 2A
Lesson 3	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"> Do children understand whole, half and quarter turns? Can children follow instructions involving turning in quarter increments? Do children understand the language of clockwise and anticlockwise? 	<ul style="list-style-type: none"> Slides Tangram Shapes 3A/3B Worksheet 3A/3B/3C Mirrors Art Sheet 3A/3B/3C (FSD...? activity only) Shape Pieces 3A/3B/3C (FSD...? activity only) Paper and pens (FSD...? activity only) Photo Sheet 3A
Lesson 4	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"> Can children use position and direction language clearly? Can children follow instructions? Do children understand a range of position and direction vocabulary? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Help Cards 4A Challenge Cards 4A (FSD...? activity only) Jumbo chalks (FSD...? activity only) Photo Sheet 4A
Lesson 5	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"> Can children give clear instructions? Can children follow instructions? Do children understand a range of position and direction language? 	<ul style="list-style-type: none"> Slides Slide Print Out (Teaching Input only) Maze Sheet 5A/5B/5C Item Cards 5A/5B/5C Game Example Sheet Player pieces Instruction Cards 5A (FSD...? activity only) Bee-Bots and mazes (FSD...? activity only) Crocodile Cards (Plenary only) Photo Sheet 5A

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> • Can children identify numbers to 100? • Can children order numbers to 100? • Do children know the value of each digit in numbers to 100? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Number Cards 1A/1B (FSD? activity only) • Statement Cards 1A (FSD? activity only) • Photo Sheet
Lesson 2	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"> • Can children order numbers? • Can children count in twos, fives and tens? • Can children identify and continue a pattern? 	<ul style="list-style-type: none"> • Slides • Multiples Mazes 2A/2B/2C • Leaf Template Sheet • Leaf Instruction Sheet • Photo Sheet
Lesson 3	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"> • Can children count in multiples? • Can children find a total by counting in multiples? • Can children correctly write numbers? 	<ul style="list-style-type: none"> • Slides • Multiples Cards 3A/3B/3C • Statement Cards • Photo Sheet
Lesson 4	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"> • Can children count confidently in multiples? • Can children use a number line to solve problems? • Can children count in multiples to find a total? 	<ul style="list-style-type: none"> • Slides • Picture Cards 4A/4B/4C • Worksheet 4A/4B (FSD? activity only) • Photo Sheet
Lesson 5	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"> • Can children solve problems using a number line? • Can children apply their knowledge of number facts to solve problems? • Can children confidently partition numbers? 	<ul style="list-style-type: none"> • Slides • Problem Cards 5A/5B/5C • Instruction Cards (FSD? activity only) • Number Lines 5A (FSD? activity only) • Number Fans (FSD? activity only) • Labels (FSD? activity only) • Score Sheet (FSD? activity only) • Grid Sheets • Photo Sheet

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

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

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Can children accurately use the language morning, afternoon, evening and night? Are children able to suggest activities that would be carried out at different times of day? Are children able to chronologically order activities using time language? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Photo Sheet 1A Activity Cards 1A (FSD? activity only) Worksheet 1D (FSD? activity only) (optional)
Lesson 2	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"> Can children identify the different parts of a clock face? Are children able to accurately read an o'clock time? Can children explain how they know what time it is clearly? 	<ul style="list-style-type: none"> Slides Template 2A Split pins Worksheet 2A/2B Clock Cards 2A Photo Sheet 2A Time Card 2A (FSD? activity only)
Lesson 3	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"> Can children describe where the minute hand will be at half past the hour? Are children able to identify the correct hour when reading a half past time? Can children explain why it is called 'half past' the hour? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Photo Sheet 3A Time Cards 3A/3B (FSD? activity only) Clock Cards 3A (FSD? activity only)
Lesson 4	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"> Can children correctly describe the minute hand and the hour hand on a clock? Are children able to accurately draw o'clock times? Are children able to accurately draw half past times? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Coloured pencils Photo Sheet 4A Game Card 4A (FSD? activity only) Blank Clock Cards 4A/4B (FSD? activity only)
Lesson 5	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"> Can children distinguish between o'clock and half past times? Can children identify the correct hour for o'clock times? Are children able to identify the correct hour for half past times? 	<ul style="list-style-type: none"> Slides Game Board 5A/5B Blank Clock Cards 5A/5B Photo Sheet 5A Time Cards 5A/5B (FSD? activity only)

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Can children name and order the days of the week? Can children name the months of the year? Are children able to identify a date on a calendar? 	<ul style="list-style-type: none"> Slides Worksheet 1A Picture Cards 1A Photo Sheet 1A Challenge Cards 1A/1B/1C Game Card (FSD? activity only) Playing pieces, coloured counters/felt tips (FSD? activity only)
Lesson 2	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"> Can children order seconds, minutes and hours? Can children suggest activities that would be measured in seconds, minutes or hours? Can children name equivalent units of time for seconds, minutes and hours? 	<ul style="list-style-type: none"> Slides Activity Cards 2A Worksheet 2A/2B Photo Sheet 2A Time Unit Cards 2A (FSD? activity only)
Lesson 3	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"> Can children order units of time? Are children able to order timed activities which have the same unit? Are children able to order timed activities which have different units? 	<ul style="list-style-type: none"> Slides Timed Activity Cards 3A Worksheet 3A/3B/3C Photo Sheet 3A Time Cards 3A (FSD? activity only) Quicker/Slower Cards (FSD? activity only)
Lesson 4	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"> Can children accurately time an activity to the nearest whole second? Are children able to use a variety of timing equipment correctly? Can children estimate how long an activity might take in seconds? 	<ul style="list-style-type: none"> Slides Various timing equipment Worksheet 4A/4B/4C Challenge Card 4A Photo Sheet 4A Worksheet 4D (FSD? activity only)
Lesson 5	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"> Can children accurately time an activity using simple timing equipment? Can children compare measured times to say which was faster/slower? Can children order timed activities from quickest to slowest? 	<ul style="list-style-type: none"> Slides Simple timing equipment e.g. tablets, online timers Worksheet 5A Tangram Puzzle Pieces 5A Photo Sheet Tangram Sheet 5A/5B/5C Activity Cards 5A (FSD? activity only) Various activity resources e.g. puzzles, counters, tweezers, dice, coins, matching games (FSD? activity only) Worksheet 5B (FSD? activity only)

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Can children recognise coins? Can children recognise notes? Do children know the value of coins and notes? 	<ul style="list-style-type: none"> Slides Domino Cards 1A Worksheet 1A/1B Petal Cards 1A/1B Pair Cards 1A (FSD...? activity only) Photo Sheet 1A
Lesson 2	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"> Can children identify coins and notes? Can children work out the total of a set of coins? Can children exchange a group of coins for one coin or note of the same value? 	<ul style="list-style-type: none"> Slides Customer Cards 2A/2B/2C Money Cards 2A/2B/2B Purse Cards 2A/2B (FSD...? activity only) Money Cards 2D/2E (FSD...? activity only) Photo Sheet 2A
Lesson 3	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"> Can children work out the total value of a set of coins? Do children know if they have enough money to buy an object? Can children work out the amount of money remaining? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Game Sheet 3A (FSD...? activity only) Question Cards 3A/3B (FSD...? activity only) Dice, counters, coloured pens/pencils (FSD...? activity only) Photo Sheet 3A
Lesson 4	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"> Can children work out the total value of a set of coins? Can children work out how much change is needed? Can children use coins to make a given value? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Problem Cards 4A/4B (FSD...? activity only) Photo Sheet 4A
Lesson 5	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"> Can children solve problems involving money? Can children work out the total of a set of coins? Can children work out how much change is owed? 	<ul style="list-style-type: none"> Slides Board Game 5A/5B Game Cards 5A/5B Shop Cards (FSD...? activity only) Character Cards (FSD...? activity only) Photo Sheet 5A

Lets measure : Maths : Year 1 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Can children use words like longer and shorter to compare length? Can children use words like taller and shorter to compare height? Can children accurately use blocks to measure objects? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Length Challenge Cards (FSD...? activity only) Height Challenge Cards (FSD...? activity only) Uni-fix blocks (FSD...? activity only) Photo Sheet 1A
Lesson 2	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"> Can children use a ruler accurately to measure things? Can children order objects by length? Can children work out when something is double or half the length of something else? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Rulers Challenge Cards (FSD...? activity only) Results Cards 2A/2B (FSD...? activity only) Photo Sheet 2A
Lesson 3	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"> Do children know what weighing scales are? Can children use weighing scales to compare the mass of an object? Can children use weighing scales to work out the mass of an object? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Variety of scales (FSD...? activity only) Variety of objects (FSD...? activity only) Photo Sheet 3A
Lesson 4	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"> Can children identify how full a container is? Can children use the language of capacity? Can children order containers by direct comparison? 	<ul style="list-style-type: none"> Slides Vocabulary Cards 4A/4B Challenge Cards 4A Sets of 5 sealed bottles Challenge Cards 4B/4C (FSD...? activity only) Jugs and containers (FSD...? activity only) Water, sand or rice (FSD...? activity only) Photo Sheet 4A
Lesson 5	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"> Can children solve problems involving measure? Can children work out what method and equipment they need to use? Can children explain their workings out? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Teacher Notes (FSD...? activity only) Challenge Sheets 5A/5B/5C (FSD...? activity only) Measure resources - see Teacher Notes (FSD...? activity only) Photo Sheet 5A