

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Can the children use their number facts to identify numbers? Can the children recognise numbers 0-20 as numerals, words and pictures? Can the children find different ways to make the same number? 	<ul style="list-style-type: none"> Slides Jigsaw Cards 1A/1B/1C/1D Challenge Cards 1A/1B/1C, Number Cards 1A/1B/1C and Number Lines 1A/1B (FSD? activity only) Large Number Cards & Bag (MOS activity only) Photo Sheet
Lesson 2	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"> Can the children recognise numbers 0-20 as numerals, words and pictures? Can the children match numerals and words to their corresponding picture? Can the children write numbers 0-20 in numerals and in words? 	<ul style="list-style-type: none"> Slides Picture Cards 2A/2B/2C Number Cards 2A (2B/2C for Plenary only) Worksheets 2B/2C Large Number Cards and Dice/Dice Cards (FSD? activity only) Photo Sheet
Lesson 3	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"> Do the children understand numbers that are equal? Can the children use the correct language 'equal' when describing numbers? Can the children use objects and write the correct number when representing equal numbers? 	<ul style="list-style-type: none"> Slides Worksheets 3A/3B/3C/3D/3E Number Sentence Cards, Number Cards and Weighing Scales (FSD? activity only) Photo Sheet
Lesson 4	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"> Can the children identify and represent numbers using the language more than, less than (fewer), most, least? Can the children find one more than the given number? Can the children find one less than the given number? 	<ul style="list-style-type: none"> Slides Balloons Worksheet 4A/4B Jam Jar Worksheet 4A/4B Monster's Bug Stew Game, Number Cards and Bug Cards (FSD? activity only) Question Cards (Plenary only) Photo Sheet
Lesson 5	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"> Can the children say if a number is more/less than the same as another number? Can the children recognise numerals and words for numbers 0-20? Can the children write the numerals and words for numbers 0-20? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B 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) Photo Sheet

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> • Can the children count in twos? • Are the children able to count in twos to find the answer? • Can the children sequence numbers in twos? 	<ul style="list-style-type: none"> • Slides • Worksheets 1A/1B/1C and Twos Number Cards 1A/1B • Fishing Game, Fish Cards 1A/1B/1C, Fish Trays 1A/1B/1C and Fishing Rods (FSD? activity only) • Picture Statement Cards and True/False Cards (Plenary only) • Counting Stick and Counting Puppets (MOS activity only) • Photo Sheet
Lesson 2	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"> • Can the children count in twos? • Are the children able to count in twos to find the answer? • Can the children sequence numbers in twos? 	<ul style="list-style-type: none"> • Slides • Worksheets 2A/2B/2C and Leaf Numbers • True/False Cards, Counting Stick and Puppets (MOS activity only) • Caterpillar Munch Game, Caterpillars, Fruit Cards, counters and Question Cards (FSD? activity only) • Photo Sheet
Lesson 3	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"> • Can the children count in tens? • Are the children able to count in tens to find the answer? • Can the children sequence numbers in tens? 	<ul style="list-style-type: none"> • Slides • Worksheets 3A/3B/3C • Tens Picture Cards • Dienes Matching Game (FSD? activity only) • Counting Puppets and Tens Number Fans (MOS activity only) • Photo Sheet
Lesson 4	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"> • Can the children count in fives? • Are the children able to count in fives to find the answer? • Can the children sequence numbers in fives? 	<ul style="list-style-type: none"> • Slides • Worksheets 4A/4B/4C • Crocodile Game 4A/4B/4C, Question Cards 4A/4B/4C and Stone Cards (FSD? activity only) • Counting Puppets and Fives Number Fans (MOS activity only) • Number Statement Cards (Plenary only) • Photo Sheet
Lesson 5	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"> • Can the children count in twos, fives and tens? • Are the children able to count in twos, fives and tens to find the answer? • Can the children sequence numbers in twos, fives and tens? 	<ul style="list-style-type: none"> • Slides • Purses Worksheets 5A/5B/5C • 2p and 5p Coins Sheet • 2p, 5p and 10p Coins Sheet • Shopping Trolley Game Cards and Money Cards (FSD? activity only) • Photo Sheet

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

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

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> • Can children name some common 2-D shapes? • Can children identify common 2-D shapes by counting their sides? • Can children construct simple 2-D shapes according to descriptions of their sides? 	<ul style="list-style-type: none"> • Slides • Making Shapes Cards 1A/1B/1C • Worksheet 1A • Making Shapes Spinner • Sorting Rings (FSD? activity only) • Lots of scrap paper, preferably coloured
Lesson 2	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"> • Can children recognise and name common 2-D shapes? • Can children identify 2-D shapes by looking at their sides? • Can children construct 2-D shapes by making and connecting sides? 	<ul style="list-style-type: none"> • Slides • Photo Sheet • 2-D Shape Fans 2A • Shape Outlines 2A • Shape Labels 2A
Lesson 3	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"> • Can children match names to images of common 2-D shapes? • Can children make common 2-D shapes? • Can children make patterns using 2-D shapes? 	<ul style="list-style-type: none"> • Slides • Scraps of coloured paper/collage materials • Polystyrene tiles, poster paint/printing paint • 2-D Shape Fans 3A • Nature Shapes 3A
Lesson 4	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"> • Can children recognise and name some common 3-D shapes? • Can children identify the shapes of the faces of some common 3-D shapes? • Can children explore how some common 3-D shapes are constructed? 	<ul style="list-style-type: none"> • Slides • 3-D Shape Fans 4A 🐜 • 3-D shapes • Clay and clay modelling tools • A variety of cardboard boxes (FSD? activity only)
Lesson 5	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"> • Can children recognise and name some common 3-D shapes? • Can children identify the edges of some common 3-D shapes? • Can children explore how some common 3-D shapes are constructed? 	<ul style="list-style-type: none"> • Slides • 3-D Shape Fans 5A and 3-D shapes • Pyramid Video 5A • 3-D shape making resources (see 'Main Activity') • Old sheets, string or cord, long sticks such as bamboo canes (FSD? activity only)

What is a half? : Maths : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Do children understand the language of 'half' and 'whole'? Do children understand the notation of '$\frac{1}{2}$'? Can children cut an object in half? 	<ul style="list-style-type: none"> Slides Character Cards 1A Fruit Cards 1A Vegetable Cards 1A Food Cards 1A Sandwich Instructions (FSD...? activity only) Bread, knives Photo Sheet
Lesson 2	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"> Do children use the language of a half and a whole? Can children cut a shape in half? Can children identify halves? 	<ul style="list-style-type: none"> Slides Sorting hoops Title Cards Picture Cards A/B/C Fruit and vegetables halved (FSD...? activity only) Paint and paper (FSD...? activity only) Photo Sheet
Lesson 3	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"> Do children understand the language of a quarter? Can children split an object or shape into quarters? Do children understand the notation of '$\frac{1}{4}$'? 	<ul style="list-style-type: none"> Slides Worksheets 3A/3B/3C Colouring pencils Shape Sheet A/B (FSD...? activity only) Mini whiteboards (Plenary only) Photo Sheet
Lesson 4	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"> Do children understand the language of quarter, half and whole? Can children explain the fractions '$\frac{1}{2}$' and a '$\frac{1}{4}$' using mathematical language? Can children explain their working? 	<ul style="list-style-type: none"> Slides Puzzles A/B/C/D Worksheet 4A/4B Worksheet 4C (FSD...? activity only) Food Sheet A (FSD...? activity only) Sorting hoops (FSD...? activity only) Photo Sheet
Lesson 5	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"> Can children explain wholes, halves and quarters using mathematical language? Do children understand the fractions '$\frac{1}{2}$' and '$\frac{1}{4}$'? Can children follow instructions? 	<ul style="list-style-type: none"> Slides Mini whiteboards (MOS only) Fruit, knives, chopping boards, bowls (Input only) Character Cards A/B/C Food Cards (FSD...? activity only) Instruction Cards (FSD...? activity only) Photo Sheet

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Can children identify the days of the week? Can children correctly order the days of the week? Can children sequence events using time language? 	Slides Week Activity Cards 1A/1B/1C Worksheet 1A/1B/1C Teacher Prompt sheet Flower Petals 1A/1B/1C/1D (FSD? activity only) Split pins (FSD? activity only)
Lesson 2	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"> Can children identify the twelve months of the year? Can children order the twelve months of the year? Can children associate the months of the year with the seasons? 	Slides Worksheet 2A/2B/2C True or False Cards Calendar Cards (FSD? activity only) Treasury tags/staples (FSD? activity only) Month of the Year Cards (Plenary)
Lesson 3	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"> Can children name the months of the year? Can children order events in the calendar? Can children use time connectives to describe a sequence of events? 	Slides Calendar Sheet Worksheet 3A Event Cards 3A/3B/3C Blank Birthday Cards (FSD? activity only) Birthday Cards (FSD? activity only) Calendar Cards (FSD? activity only)
Lesson 4	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"> Do children know what a clock is and what they are used for? Can children explain what the two hands on a clock are for? Can children tell the time to the hour? 	Slides Clock Face 4A/4B Time Cards 4A/4B Clock Cards (FSD? activity only)
Lesson 5	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"> Can children read the time on a clock to the hour? Can children show a given time to the hour on a clock face? Can children order events by time? 	Slides Worksheet 5A/5B/5C/5D Clock Faces Timetable Cards 5A/5B (FSD? activity only) Daily Timetable sheet (FSD? activity only) Clocks with moveable hands (plenary)

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Can children use their number facts to identify numbers? Can children recognise numbers 0-20 as numerals, words and pictures? Can children order numbers to twenty? 	<ul style="list-style-type: none"> Slides Number Cards 1A/1B/1C Number Cards 1D/1E (FSD? activity only) Blank Grid (FSD? activity only) Number Cards 1F (Plenary only) Photo Sheet
Lesson 2	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"> Can children order numbers to twenty? Can children use objects to represent numbers? Do children know number facts? 	<ul style="list-style-type: none"> Slides Number Line 2A Picture Cards 2A/2B Worksheet 2A Number Cards 2A (Plenary only) Photo Sheet
Lesson 3	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"> Can children use pictures to solve problems? Can children use a number line to solve problems? Can children read number sentences? 	<ul style="list-style-type: none"> Slides Number Cards 3A/3B/3C Number Sentence Cards 3A Picture Cards 3A/3B Worksheet 3A (FSD? activity only) Number Cards 1F (FSD? activity only) Symbol Cards 1F (FSD? activity only) Photo Sheet
Lesson 4	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"> Can children use a number line to solve problems? Can children record their workings on a number line? Can children read number sentences? 	<ul style="list-style-type: none"> Slides Number Lines 4A/4B/4C Number Sentence Cards 4A/4B/4C Character Cards (FSD? activity only) Answer Cards (FSD? activity only) Photo Sheet
Lesson 5	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"> Can children use a number line to solve problems? Can children record their workings on a number line? Can children read number sentences? 	<ul style="list-style-type: none"> Slides Maze Sheet 5A/5B/5C Number Line 5A/5B/5C Question Cards (FSD? activity only) Photo Sheet

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> • Can children order numbers? • Can children identify what a sequence of numbers is increasing by? • Can children fill in missing numbers? 	<ul style="list-style-type: none"> • Slides • Sequences 1A/1B/1C • Number Sets 1A/1B/1C/1D (FSD...? activity only) • Sticky-notes (FSD...? activity only) • Photo Sheet
Lesson 2	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"> • Can children count in twos? • Can children write repeated addition number sentences? • Can children write multiplication number sentences? 	<ul style="list-style-type: none"> • Slides • Group Cards 2A/2B/2C • Worksheet 2A (FSD...? activity only) • Cubes joined in groups of two (FSD...? activity only) • Containers for the cubes (FSD...? activity only) • Photo Sheet
Lesson 3	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"> • Can children count in twos, fives and tens? • Can children write number sentences? • Can children explain what they have done? 	<ul style="list-style-type: none"> • Slides • Problem Cards 3A/3B/3C • Counting objects, including Numicon • Challenge Cards 3A/3B/3C (FSD...? activity only) • Objects e.g. Numicon (FSD...? activity only) • Photo Sheet
Lesson 4	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"> • Can children count in twos, fives and tens? • Can children solve problems? • Can children draw pictorial representations? 	<ul style="list-style-type: none"> • Slides • Mini-whiteboards (Teaching Input only) • Worksheet 4A/4B/4C • Jigsaw Pieces A/B/C/D/E/F (FSD...? activity only) • Photo Sheet
Lesson 5	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"> • Can children count in twos, fives and tens? • Can children solve word problems? • Can children write problems as number sentences? 	<ul style="list-style-type: none"> • Slides • Mini-whiteboards (Teaching Input only) • Worksheet 5A/5B/5C • Game Sheet 5A/5B/5C (FSD...? activity only) • Problem Cards 5A/5B (FSD...? activity only) • Photo Sheet

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Can children solve addition statements? Can children solve subtraction statements? Can children write number statements from given concrete and pictorial representations? 	<ul style="list-style-type: none"> Slides What's my Number Cards Whiteboards and pens Picture Cards A/B Number Sentence Cards Mixed Questions Photo Sheet Four in a Row Game (for FSD? activity only) Dice and counters (for FSD? activity only)
Lesson 2	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"> Can children add objects to make a total? Can children find a missing value in a number sentences? Do children know "how many more" means addition? 	<ul style="list-style-type: none"> Slides Spinner game A/B/C Counters and dice Dot Cards Story Cards Photo Sheet Counter Drop Game (for FSD? activity only)
Lesson 3	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"> Can children use number lines to add? Can children find missing numbers to make a number sentence correct? Do children understand that "how many more" means to count up or add? 	<ul style="list-style-type: none"> Slides Number Line Cards Worksheet 3A/3B Number Lines (laminated) Photo Sheet Roll and Race Game (for FSD? activity only) Recording Sheet (for FSD? activity only) Dice and counters (for FSD? activity only)
Lesson 4	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"> Do children understand what to do when asked to find the difference between numbers? Can children use addition to find missing numbers? Do children understand that the difference between two numbers involves counting up? 	<ul style="list-style-type: none"> Slides Number lines Multilink cubes Tower Cards Matching Game Story Cards Photo Sheet What's the Difference Game (for FSD? activity only) Game Cards (for FSD? activity only) Counters (for FSD? activity only)
Lesson 5	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"> Can children use addition and subtraction to solve missing number problems? Do children understand that problems are the same even if numbers move spots? Do children understand how to solve a problem with the equals at the front? 	<ul style="list-style-type: none"> Slides Bingo Game Cards (laminated) Number lines Whiteboard, whiteboard pens and rubbers What's Missing Cards Same As Cards Worksheet 5A Photo Sheet Crack the Code Game (for FSD? activity only)

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Can children recognise coins? Can children work out the total value of a set of coins? Can children use number facts to solve problems? 	<ul style="list-style-type: none"> Slides Purse Sheet 1A/1B/1C Coin Sheet 1A Money Cards 1A/1B (FSD...? activity only) Purse Cards 1A/1B (FSD...? activity only) Photo Sheet
Lesson 2	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"> Can children use coins to make totals? Can children work out the total of a set of coins? Can children work systematically? 	<ul style="list-style-type: none"> Slides Money Fan (MOS only) Mini-whiteboards (TI only) Worksheet 2A/2B/2C Object Sheet 2A Money Cards 2A/2B (FSD...? activity only) Shopping Cards 2A/2B (FSD...? activity only) Photo Sheet
Lesson 3	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"> Can children recognise and use coins? Can children count on from the larger value? Do children work systematically? 	<ul style="list-style-type: none"> Slides Money Fan (MOS only) Purse Cards 3A/3B/3C Object Cards 3A/3B/3C Game Sheet 3A/3B (FSD...? activity only) Money Cards 3A/3B (FSD...? activity only) Counters (FSD...? activity only) Photo Sheet
Lesson 4	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"> Can children select the correct coins to make a total? Can children count on from a number? Can children add the value of coins together to check the total? 	<ul style="list-style-type: none"> Slides Money Fans (MOS only) Mini-whiteboards (TI only) Worksheet 4A/4B/4C Object Cards 4A/4B (FSD...? activity only) Character Cards 4A/4B (FSD...? activity only) Worksheet 4D (FSD...? activity only) Photo Sheet
Lesson 5	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"> Can children use money to solve problems? Can children use coins to make a total? Can children find the total value of a group of coins? 	<ul style="list-style-type: none"> Slides Money Fan (MOS only) Coins 5A Price Labels 5A/5B/5C Shopping Items 5A/5B/5C Photo Sheet

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Can children recognise coins? Do children know the value of each coin? Can children recognise different ways to make a total value? 	<ul style="list-style-type: none"> Slides Coin Cards (Teaching Input only) Coin Match Cards 1A/1B/1C/1D/1E/1F Domino Cards 1A/1B (FSD...? activity only) Photo Sheet
Lesson 2	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"> Can children work out the total value of a set of coins? Can children exchange a set of coins for a smaller set of the same value? Can children think of more than one way to make a total using coins? 	<ul style="list-style-type: none"> Slides Coin Strip (Teaching Input only) Printable Coins Wallet Cards 2A/2B/2C Total Sheets (FSD...? activity only) Coin Set Cards 2A/2B (FSD...? activity only) Photo Sheet
Lesson 3	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"> Can children work out how much change is owed? Can children write number sentences? Can children use the inverse to check their workings out? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Price Sheet 3A/3B/3C Game Board 3A/3B (FSD...? activity only) Character Cards 3A/3B (FSD...? activity only) Photo Sheet
Lesson 4	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"> Can children give change? Can children subtract money from their total? Can children explain what they have done? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Question Cards 4A/4B (FSD...? activity only) Change Cards 4A/4B (FSD...? activity only) Photo Sheet
Lesson 5	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"> Can children understand word problems? Can children write word problems as number sentences? Can children pay and give change? 	<ul style="list-style-type: none"> Slides Board Game 5A/5B/5C Character Cards 5A/5B Money Cards 5A/5B (FSD...? activity only) Item Cards 5A (FSD...? activity only) Photo Sheet

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



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Can children estimate the relative capacity of two containers, i.e. which has greater/lesser capacity? Can children use appropriate terminology to describe differences between containers with different capacities? Can children compare and order containers by pouring liquid from one to another? 	<ul style="list-style-type: none"> Slides Challenge Cards 1A/1B/1C Access to water, and lots of containers with a variety of capacities Photo Sheet
Lesson 2	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"> Can children use appropriate terminology to describe and compare containers? Can children predict which of a pair or set of containers will have the greatest/least capacity, based on their dimensions? Can children measure, compare and describe the difference in capacity between two containers? 	<ul style="list-style-type: none"> Slides Worksheets 2A/2B/2C Container Capacity Word Bank Access to water and containers with a variety of capacities Challenge Card 2 (FSD...? activity only) Photo Sheet
Lesson 3	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"> Can children explore ways of sharing liquids equally between containers? Can children use appropriate terminology to describe their ideas, methods and reasoning? Can children use the level of a liquid in a container to measure it and compare it? 	<ul style="list-style-type: none"> Slides Lots of 500 ml plastic water bottles Worksheets 3A/3B/3C Capacity Checklist (FSD...? activity only) Access to water, and lots of containers with a variety of capacities Photo sheet
Lesson 4	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"> Can children begin to use appropriate terminology to describe comparing mass? Can children use balance scales to compare mass? Can children use mathematical symbols to show differences in mass between two objects? 	<ul style="list-style-type: none"> Slides Worksheets 4A/4B/4C Balance scales Photo sheet
Lesson 5	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"> Can children use balance scales to compare the mass of two different solids? Can children compare and order three different solids by mass? Can children prove to themselves that solids of the same volume can have different masses? 	<ul style="list-style-type: none"> Slides Worksheets 5A/5B/5C Challenge Card 5 Photo sheet A variety of solids such as rice, sand or dried pasta Balance scales