Old Town Infant School and Nursery

Coastal Learning PARTNERSHIP

MATHS MEDIUM TERM PLANNING

Year 1 – Place Value within 50 (Approximately 2 weeks)	
Objectives from Progression Document	**count to and across 100, forwards, beginning with 0 or 1** **count to and across 100, forwards and backwards, beginning with any given number** **count to and across 100, backwards, beginning with any given number** **identify and represent one and two digit numbers using objects and pictorial representations*** **identify and represent numbers using the number line** **count, read and write numbers to 100 in numerals** **read and write numbers from 1 to 20 in words** **given a number, identify one more and one less** **use the language of equal to, more than, less than, most, least, (fewer)** **solve problems related to place value and number**
Previous Learning	**count objects, actions and sounds matching one number name to each item** **subitise to 5 (ELG)** and count to check **count beyond 20 verbally (ELG)** **link the number symbol with its cardinal number value to 10** **write recognisable numbers to 10** **compare quantities up to 10** **using the language of greater than/less than, more than,/fewer, the same (ELG)** **understand the one more/one less relationship between consecutive numbers** **recognise the pattern of the counting system counting verbally** ***Year 1 Autumn term statements within 10, then 20***
Vocabulary	digit, numeral, figure(s), compare, order/a different order, size, value, between, halfway between, above, below, tens, ones
Key fact(s)	To understand that numbers up to 50 are made up from a number of tens and a number of ones
Number facts for fluency	Fluency Bee Stage 3: Odd and Even numbers (including counting in 2s) Doubles to 10 (including finding a half)
DfE Ready to Progress Guidance Pages https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf	**1NPV-1** Count within 100, forwards and backwards, starting with any number pages 11-13 **1NF-2** Count forwards and backwards in multiples of 2, 5 and 10 pages 19 - 23
NCETM Ready to Progress Exemplification https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/	**1NPV–1** Count forwards and backwards within 100
Problem Solving and Reasoning Skills Objectives	Show the working out and the answer clearly
Pre-assessment:	Year 1 place value – numbers within 20

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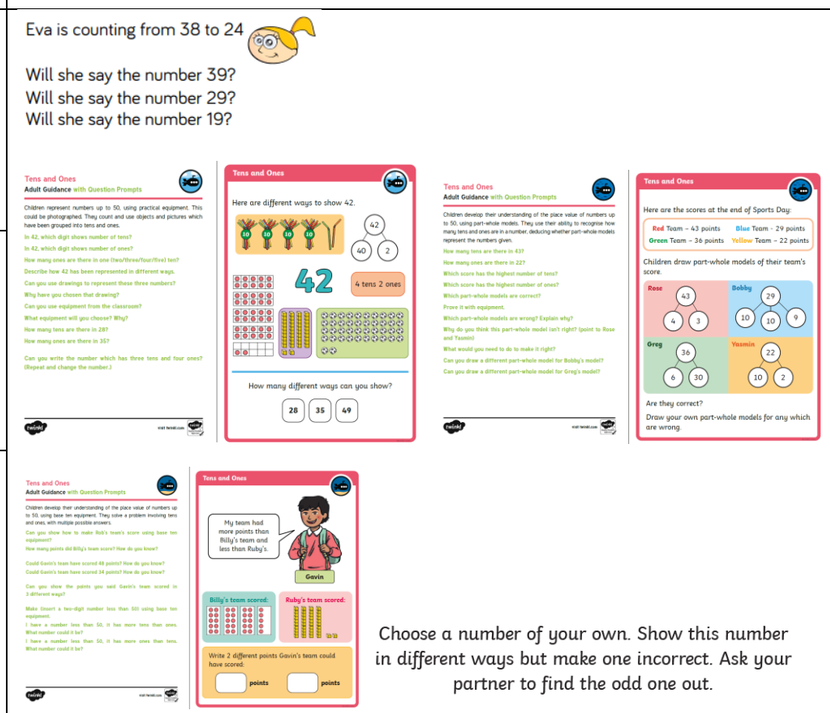
Sequence of Learning						Extension and Greater Depth opportunities
White Rose Small Steps	**Learning Intention**	**Key Questions**	**Sentence Stems**	**Problem-solving links**	**Comments**	
Count from 20 to 50	**To count forwards and backwards between 20 and 50.**	What number comes next? What number comes after ___? Will you say the number when counting from to ___? What numbers sound similar? What number comes before ___?	The number that comes after ____ is ____. The number that comes before ____ is ____. I will/will not say the number ____, because…	Number chart 1 - 50 Helicopter Rescue (find the number) – select 1 to 50 That Number Square – Nrich	As children have become familiar with teen numbers, they may use these interchangeably with multiples of 10, for example saying "thirteen" instead of "thirty". • Children may reverse the digits of 2-digit numbers, for example writing "41" as "14".	
20, 30, 40 and 50	To count groups of 10 up to 50	Is this a group of ten? How do you know? How many ways can you make ____? How many ones make 30? How many tens make 30? If you have 3 full ten frames, what number have you made? How many base 10 pieces make 50?	____ ten frames are full, so I know that I have made ____. There are ____ones in ____. There are ____ tens in ____.		Children may count groups of 10 as discrete objects rather than groups of objects, for example counting 4 packs of 10 pencils as "4 pencils".	
Count by making groups of tens (1NPV 1)	**To count objects efficiently by grouping in to tens and ones**	How many are there? How did you count them? Is there an easier way to count the objects? How can you make sure you do not miscount any objects? How could you use a ten frame to help you count groups of ten? How many ones are there in 10? How many groups of ten are there and how many more?	____ ones = ____ ten(s) There are ____ groups of 10 and ____more. There are ____ in total.	Five Steps to 50 – Nrich	Children may reverse the digits in a 2-digit number. Children may not generalise that the group of 10 objects is equal to 1 ten, which can lead to them counting, for example, 3 bundles of 10 straws and 4 extra straws as 7.	
Groups of tens and ones	**To describe a number by saying how many tens and ones it is made from**	How many are there? How do you know? How many groups of ten are there? How many more are there? How many ones are there in 10? How many tens are there? How many ones? How many are there in each pack/box?	There are ____ groups of 10 objects and ____ more objects. There are ____ objects in total. I have ____ tens and ____ones. I have ____.		Children may count the number of objects, rather than consider what each object represents.	
Partition into tens and ones	**To understand that numbers up to 50 are made up from a number of tens and a number of ones**	How many tens are there? How many ones are there? What is the number? What is the whole? What are the parts? Does it matter which way round you draw the parts?	There are ____tens. There are ____ones. The number is ____. ____ is the whole. ____is a part and ____ is a part.		Children may partition a number into its digits, rather than considering the value of each digit, for example stating that 32 is made up of 3 and 2. Where part-whole models are presented in different orientations, children may not correctly identify the whole.	
The number line to 50	To use a number line (and number tracks) to count numbers to 50.	Where does the number line start? Where does the number line end? Where do the numbers go on a number line?	The first number on the number line is ____. The last number on the number line is ____.	Interactive Number Line	Children may think that number lines can only go up in 1s. When labelling a number line, children may write the numbers in between divisions, as they do on	

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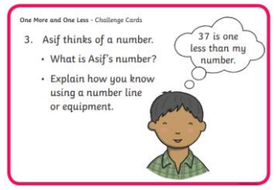
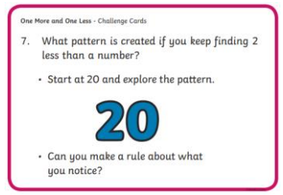
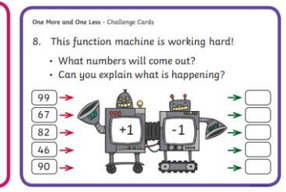
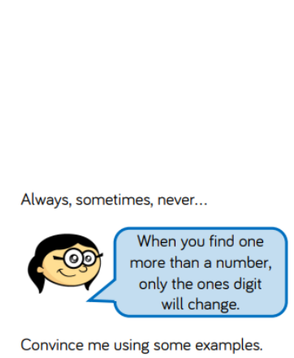
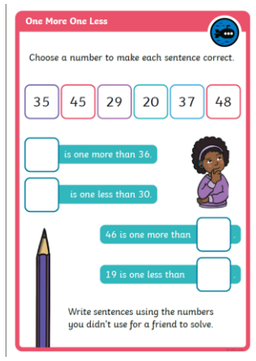
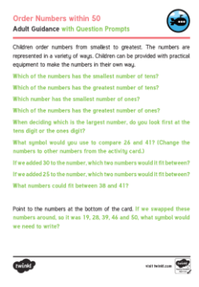
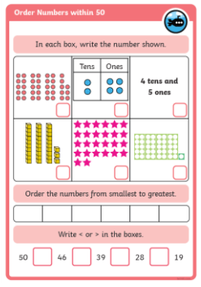
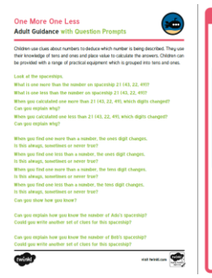
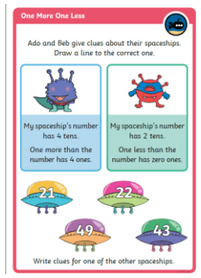
		How can you use a number line to decide which number is greater/less? How much is each jump on the number line?	The number line is going up in ___.	Placing Numbers on a Number Line – select 0 - 50	number tracks, rather than on divisions. Children may assume that all number lines start from zero.	Use the clues to work out the number. • I have a number with 3 tens. • One less than my number makes the tens digit change. • One more than my number has 1 one. What is my number? Can you make some clues to describe your secret number? Gemma thought of a number. One more than her number was 18. What was her number?
Estimate on a number line to 50	To estimate the position of numbers on a number line to 50.	What does "estimate" mean? Can you find halfway on the number line? What number is halfway between ___ and ___? Is less than halfway or more than halfway? How do you know? Where is on the number line? How do you know? Which two multiples of 10 is ___ between?	Halfway is ___. ___ is here on the number line because… ___ is closer to ___, so it goes here on the number line.		Children may position a number at the multiple of 10 on the number line, as they do not recognise that numbers can be between intervals.	  
1 more, 1 less (1NPV 1)	**To use manipulatives to count one more and one fewer with numbers to 50**	How can you represent the number ___? How can you find 1 more? How does this change the number? Which digit changes? Why? How can you find 1 less? How does this change the number? Is it only ever the ones digit that changes?	___ is 1 more than ___. ___ is 1 less than ___. 1 more than ___ is ___. 1 less than ___ is ___.	Chopper Squad	Children may find it difficult to find 1 less than a multiple of 10. For example, they may write, "1 less than 40 = 49". When finding 1 more than a multiple of 10, children may add 10, for example '1 more than 30 = 40'.	      

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Order Numbers within 50

Adult Guidance with Question Prompts

Children use their ability to order numbers and understand comparative language to solve a problem which involves ordering numbers from smallest to greatest.

Look at what Lewis says. If you didn't know the numbers, what other number could it be?

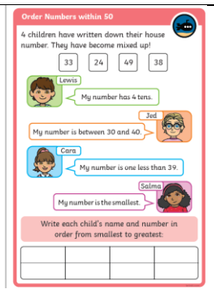
Look at what Jed says. If you didn't know the numbers, what other number could it be?

Look at what Cara says. If you didn't know the numbers, what other number could it be?

Look at what Salma says. If you didn't know the numbers, what other number could it be?

Can you give another clue for Lewis' (Jed's, Cara's, Salma's) house number?

Another child writes down their house number. It comes between Salma and Jed's house numbers. What number could it be?



Pick a card.

< > =

Draw pictures in the boxes to make the comparison true.

Teddy is comparing two numbers.

My number is larger than 19 but not one more than 19

23 > ☐

What could Teddy's number be?

What can't it be?

Pick two dominoes to represent two two-digit numbers.
For example,

43 21

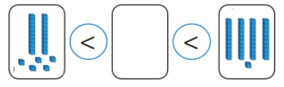
Then compare them using <, > or =
43 > 21 21 < 43
Explain how you know.

Alex has this abacus.

She uses 6 discs on each empty abacus.
Her numbers must have some tens and some ones.
Draw on the abacus what her numbers could be.

Can you find more than one answer?

Find at least 5 different numbers that could complete the statement.



Always, sometimes, never…

When you count in twos, your digits will be 0, 2, 4, 6, 8

Prove it!

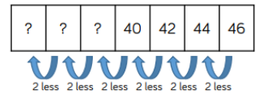
Alin says, 'If I start at 5 and count in fives I will say the number 100.'
Is he correct?

Explain your reasoning.

Sita says, 'If I start at 17 and count in twos I will say the number 28.'
Is she correct?

Explain your reasoning.

Count in 2s backwards to complete the number track.



If you continue counting, will you say the number 25?

Rosie counts back from 50 in 2s.
Amir counts up from 12 in 2s.

50, 48, 46, 44…

12, 14, 16…

They say their numbers together.
Who will say 30 first.

Amir is making this flower pattern with counters.

Annie says,

If you make 9 flowers, you will use 43 counters.

Do you agree with Annie?
Explain your answer.

Odd One Out

25 27 30 45

Which is the odd one out? Explain your answer.

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						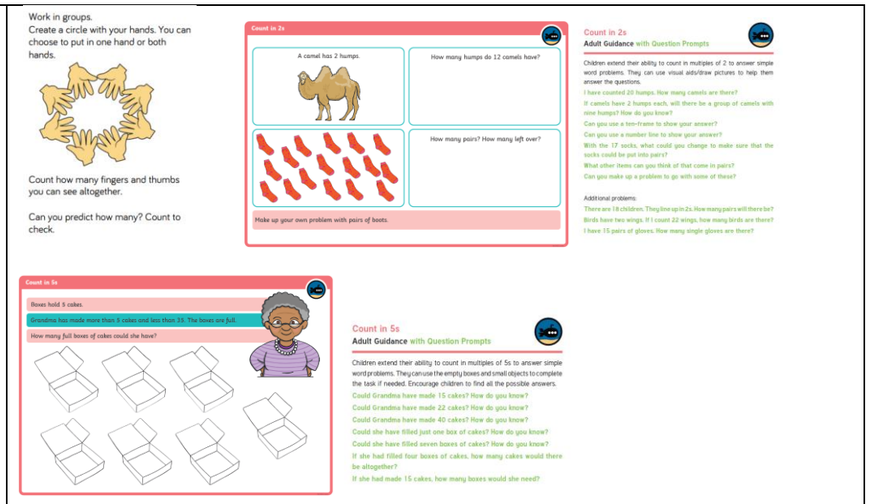

Post-assessment:	WRH end of block place value assessment – snip as feel appropriate