
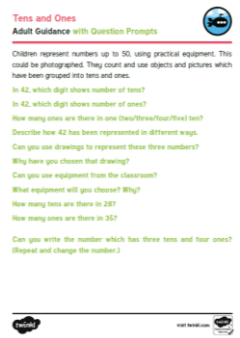
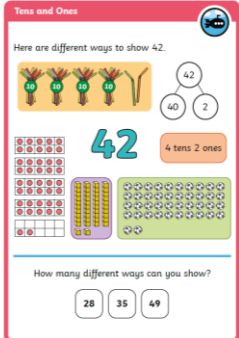
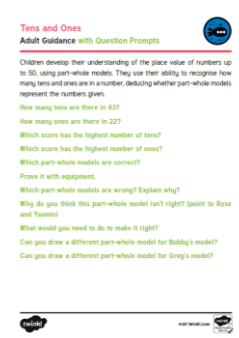
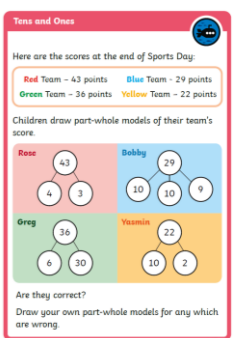
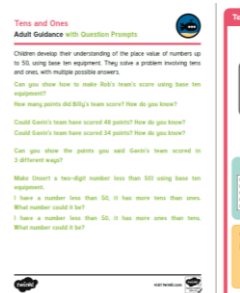
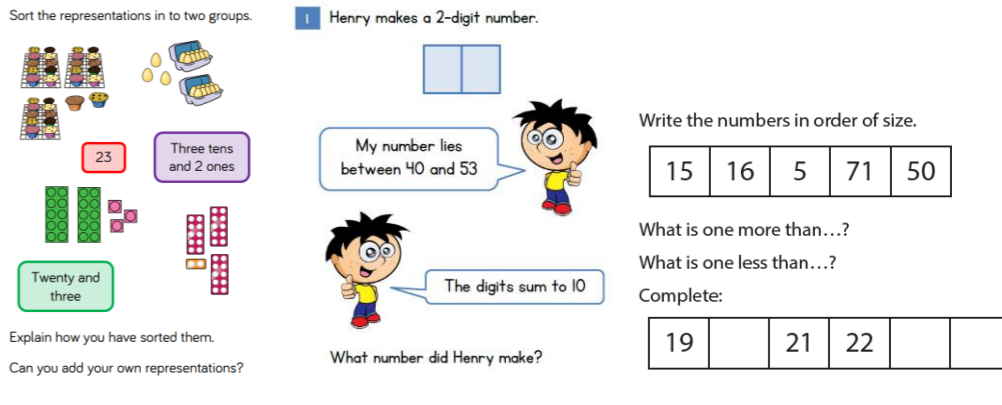


Year 1 – Place Value within 50 (Approximately 2 weeks)	
Objectives from Progression Document	count to and across 100, forwards, beginning with 0 or 1 count to and across 100, forwards and backwards, beginning with any given number count to and across 100, backwards, beginning with any given number identify 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 <i>Year 1 Autumn term statements within 10, then 20</i>
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	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”.	Eva is counting from 38 to 24  Will she say the number 39? Will she say the number 29? Will she say the number 19?    
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 ____.	That Number Square – Nrich	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.	  Choose a number of your own. Show this number in different ways but make one incorrect. Ask your partner to find the odd one out.
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.	 Sort the representations in to two groups. 1 Henry makes a 2-digit number. Write the numbers in order of size. 15 16 5 71 50 What is one more than...? What is one less than...? Complete: 19 <input type="text"/> 21 22 <input type="text"/> <input type="text"/> Complete: <input type="text"/> is 1 less than <input type="text"/> <input type="text"/> is 1 more than <input type="text"/>
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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		<p>How can you use a number line to decide which number is greater/less? How much is each jump on the number line?</p>	<p>The number line is going up in ____.</p>	<p>Placing Numbers on a Number Line – select 0 - 50</p>	<p>number tracks, rather than on divisions. Children may assume that all number lines start from zero.</p>	<p>Use the clues to work out the number.</p> <ul style="list-style-type: none"> 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. <p>What is my number? Can you make some clues to describe your secret number?</p> <p>Gemma thought of a number. One more than her number was 18. What was her number?</p>
<p>Estimate on a number line to 50</p>	<p>To estimate the position of numbers on a number line to 50.</p>	<p>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?</p>	<p>Halfway is ____. ____ is here on the number line because... ____ is closer to ____, so it goes here on the number line.</p>		<p>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.</p>	<div data-bbox="1893 604 2190 810"> <p>One More and One Less - Challenge Cards</p> <p>3. Asif thinks of a number.</p> <ul style="list-style-type: none"> What is Asif's number? Explain how you know using a number line or equipment. <p>37 is one less than my number.</p> </div> <div data-bbox="2208 604 2504 810"> <p>One More and One Less - Challenge Cards</p> <p>7. What pattern is created if you keep finding 2 less than a number?</p> <ul style="list-style-type: none"> Start at 20 and explore the pattern. <p>20</p> <ul style="list-style-type: none"> Can you make a rule about what you notice? </div> <div data-bbox="2522 604 2819 810"> <p>One More and One Less - Challenge Cards</p> <p>8. This function machine is working hard!</p> <ul style="list-style-type: none"> What numbers will come out? Can you explain what is happening? </div>
<p>1 more, 1 less (1NPV 1)</p>	<p>To use manipulatives to count one more and one fewer with numbers to 50</p>	<p>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?</p>	<p>____ is 1 more than ____. ____ is 1 less than ____. 1 more than ____ is ____. 1 less than ____ is ____.</p>	<p>Chopper Squad</p>	<p>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'.</p>	<p>Always, sometimes, never...</p> <p>When you find one more than a number, only the ones digit will change.</p> <p>Convince me using some examples.</p> <div data-bbox="1893 1281 2107 1596"> <p>Order Numbers within 50 Adult Guidance with Question Prompts</p> <p>Children order numbers from smallest to greatest. The numbers are represented in a variety of ways. Children can be provided with practical equipment to make the numbers in their own way.</p> <p>Which of the numbers has the smallest number of tens? Which of the numbers has the greatest number of tens? Which of the numbers has the smallest number of ones? Which of the numbers has the greatest number of ones? When deciding which is the largest number, do you look first at the tens digit or the ones digit? What symbol would you use to compare 26 and 41? (Change the numbers to other numbers from the activity card.) If we added 10 to the numbers, which two numbers would it fit between? If we added 2 to the numbers, which two numbers would it fit between? What numbers could fit between 38 and 41?</p> <p>Point to the numbers at the bottom of the card. If we swapped these numbers around, is it now 19, 28, 39, 48 and 50, what symbol would we need to write?</p> </div> <div data-bbox="2125 1281 2344 1596"> <p>Order Numbers within 50</p> <p>In each box, write the number shown.</p> <p>4 tens and 5 ones</p> <p>Order the numbers from smallest to greatest.</p> <p>Write < or > in the boxes.</p> <p>50 < 46 < 39 < 28 < 19</p> </div> <div data-bbox="2362 1281 2582 1596"> <p>One More One Less Adult Guidance with Question Prompts</p> <p>Children use clues about numbers to decide which number is being described. They use their knowledge of tens and ones and place value to calculate the answer. Clues can be provided with a range of practical equipment which is grouped into tens and ones.</p> <p>Look at the spaceship:</p> <p>What is one more than the number on spaceship 1 (14, 22, 40)? What is one less than the number on spaceship 2 (14, 22, 40)? When you calculated one more than 21 (14, 22, 40), which digits changed? Can you explain why? When you calculated one less than 21 (14, 22, 40), which digits changed? Can you explain why?</p> <p>When you find one more than a number, the ones digit changes. Is this always, sometimes or never true? When you find one less than a number, the ones digit changes. Is this always, sometimes or never true? When you find one more than a number, the tens digit changes. Is this always, sometimes or never true? When you find one less than a number, the tens digit changes. Is this always, sometimes or never true? Can you show how you know?</p> <p>Can you explain how you know the number of Ado's spaceship? Could you write another set of clues for his spaceship? Can you explain how you know the number of Bob's spaceship? Could you write another set of clues for his spaceship?</p> </div> <div data-bbox="2599 1281 2819 1596"> <p>One More One Less</p> <p>Ado and Bob give clues about their spaceships. Draw a line to the correct one.</p> <p>My spaceship's number has 4 tens. One more than the number has 4 ones.</p> <p>My spaceship's number has 2 tens. One less than the number has zero ones.</p> <p>21, 22, 49, 43</p> <p>Write clues for one of the other spaceships.</p> </div>

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						<p>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' (Lewis', 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?</p>	<p>Order Numbers within 50 4 children have written down their house number. They have become mixed up! Lewis: 33, 24, 49, 38 My number has 4 tens. Jed: My number is between 30 and 40. Cara: My number is one less than 39. Salma: My number is the smallest. Write each child's name and number in order from smallest to greatest.</p>	<p>Pick a card. $<$ $>$ $=$</p> <p>Draw pictures in the boxes to make the comparison true.</p> <div style="display: flex; align-items: center; justify-content: center; gap: 20px;"> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> <div style="font-size: 2em;">></div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> </div> <p>Teddy is comparing two numbers. My number is larger than 19 but not one more than 19. $23 >$ </p> <p>What could Teddy's number be? What can't it be?</p> <p>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.</p> <p>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.</p> <p>Find at least 5 different numbers that could complete the statement. $34 <$ $<$ 55</p> <p>Can you find more than one answer?</p> <p>Always, sometimes, never... When you count in twos, your digits will be 0, 2, 4, 6, 8</p> <p>Prove it!</p> <p>Count in 2s backwards to complete the number track. <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">?</td> <td style="width: 20px; height: 20px; text-align: center;">?</td> <td style="width: 20px; height: 20px; text-align: center;">?</td> <td style="width: 20px; height: 20px; text-align: center;">40</td> <td style="width: 20px; height: 20px; text-align: center;">42</td> <td style="width: 20px; height: 20px; text-align: center;">44</td> <td style="width: 20px; height: 20px; text-align: center;">46</td> </tr> </table> ↓ 2 less ↓ 2 less ↓ 2 less ↓ 2 less ↓ 2 less ↓ 2 less</p> <p>If you continue counting, will you say the number 25?</p> <p>Rosie counts back from 50 in 2s. Amir counts up from 12 in 2s. 50, 48, 46, 44... 12, 14, 16...</p> <p>They say their numbers together. Who will say 30 first.</p> <p>Amir is making this flower pattern with counters.  Annie says, If you make 9 flowers, you will use 43 counters.</p> <p>Do you agree with Annie? Explain your answer.</p> <p>Odd One Out 25 30 27 45</p> <p>Which is the odd one out? Explain your answer.</p>	?	?	?	40	42	44	46
?	?	?	40	42	44	46									



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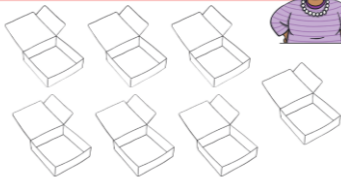
						<p>Work in groups. Create a circle with your hands. You can choose to put in one hand or both hands.</p>  <p>Count how many fingers and thumbs you can see altogether. Can you predict how many? Count to check.</p>	<p>Count in 2s</p> <p>A camel has 2 humps.</p>  <p>How many humps do 12 camels have?</p>  <p>How many pairs? How many left over?</p> <p>Make up your own problem with pairs of shoes.</p>	<p>Count in 2s</p> <p>Adult Guidance with Question Prompts</p> <p>Children extend their ability to count in multiples of 2 to answer simple word problems. They can use visual aids/draw pictures to help them answer the questions.</p> <p>I have counted 20 humps. How many camels are there? If camels have 2 humps each, will there be a group of camels with nine humps? How do you know? Can you use a ten-frame to show your answer? Can you use a number line to show your answer? With the 17 socks, what could you change to make sure that the socks could be put into pairs? What other items can you think of that come in pairs? Can you make up a problem to go with some of these?</p> <p>Additional problems</p> <p>There are 18 children. They line up in 2s. How many pairs will there be? Birds have two wings. If I count 22 wings, how many birds are there? I have 15 pairs of gloves. How many single gloves are there?</p>
<p>Post-assessment:</p>	<p>WRH end of block place value assessment – snip as feel appropriate</p>							

Count in 5s

Boxes hold 5 cakes.

Grandma has made more than 5 cakes and less than 25. The boxes are full.

How many full boxes of cakes could she have?



Count in 5s

Adult Guidance with Question Prompts

Children extend their ability to count in multiples of 5s to answer simple word problems. They can use the empty boxes and small objects to complete the task if needed. Encourage children to find all the possible answers.

Could Grandma have made 15 cakes? How do you know?
Could Grandma have made 22 cakes? How do you know?
Could Grandma have made 40 cakes? How do you know?
Could she have filled just one box of cakes? How do you know?
Could she have filled seven boxes of cakes? How do you know?
If she had filled four boxes of cakes, how many cakes would there be altogether?
If she had made 15 cakes, how many boxes would she need?