The Mall School

Year 1 – Summer Term 1 Maths 2024

Summer Term				
Week	Topic	Learning Objectives	Activities/Resources/Links	Assessment / Outcomes
1	Number & Place Value	1. To find 10 more/less than 2-digit (&3-digit) numbers practically using base 10 equipment. 2. To find 10 more/less than 2-digit (& 3-digit) numbers using a 100 square. 3. Mental Maths	**Lessons 1 - 2** **Input:** • Model and then practise how to determine 1 more/less and 10 more/less than a given 2-digit number by simply adding or subtracting a ones / tens Diene / Numicon. • Challenge HA to find 10 more / less than a series of different 3-digit numbers in the same way. • Note how only the tens digit changes. • Learn how to find 1 / 10 more / less on a 100 number square. **Independent activity:** Differentiated practical activity or worksheets finding 1 more/less (LA) and 10 more/less than 2 and 3-digit numbers. **Lesson 3** **Input** • Play mental maths games. **Independent activity:** Complete differentiated mental maths tests and 'Race around the track' activity in connection with +1/-1 and +10/-10 of any given number.	**Lessons 1 – 2** I can find 1 more / less than a given 2-digit number using Numicon / Dienes for support. I can find 10 more / less than a given 2-digit number using Numicon / Dienes for support. I can find 10 more / less than a given 2-digit number using a 100 square. I can find 10 more / less than a 3-digit number (using Numicon / Dienes for support if necessary). I can find 10 more / less from sections removed from a number square. **Lesson 3** I am becoming more confident at recalling number bonds.

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2	Number & Place Value	1. To determine which of a set of 2-digit (& 3-digit) numbers is the greatest / smallest and then to learn to compare numbers using the <, >, = signs 2. To order 2-digit (& 3-digit) numbers from smallest to greatest or greatest to smallest. 3. To complete number patterns to 100 4. To find a number/numbers between a pair of numbers and exactly halfway between a pair of numbers. 5. Mental Maths	**Lesson 1** **Input:** • Practise counting forwards/backwards to/from 100, from 0, 1 and any given number. • Practise counting in tens forwards and backwards from a given number using a 100 square. • Discuss how we can determine which of a set of numbers is the greatest and which is the smallest by first looking at the hundreds value, then the tens and then at the ones. • Ask children to write a number between 0-100 on a piece of paper. Children to arrange themselves in increasing / decreasing order. • Activity through flipchart: Which of a pair of numbers is greater/smaller? Which of a set of numbers is the greatest/smallest? Introduce the < > symbols showing how to compare numbers using these symbols. **Independent activity:** Differentiated worksheets on comparing numbers up to 50/100. **Lesson 2** **Input:** • Recap how we know which of a set of numbers is the greatest and which is the smallest by first looking at the hundreds value, then the tens and then at the ones. • Discuss how the same logic can be applied when ordering a set of numbers.	**Lesson 1** I can determine which of a pair/set of numbers to 30 is the greatest / smallest and use the < > symbols correctly. I can determine which of a pair / set of 2-digit numbers is the greatest / smallest and use the < > symbols correctly. I can determine which of a pair / set 3-digit numbers is the greatest / smallest and use the < >symbols correctly. **Lesson 2** I can arrange sets of numbers within 20/100/100+ from smallest to greatest and vice versa. I can understand and use the correct vocabulary to compare a pair or set of numbers to 20/100/100+.

			• Activity through flipchart and children to practise ordering numbers within 100 on mini whiteboards and answer statement about numbers within a given set in the form ….. is less than 57. • Play interactive games to practise ordering numbers within 100: https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering https://www.topmarks.co.uk/Flash.aspx?f=SpringNumber **Independent activity:** LA. Arrange sets of numbers to 100 from smallest to greatest and from greatest to smallest where the tens digit is different each time. MA & HA. Arrange sets of numbers to 100 from smallest to greatest and from greatest to smallest. Complete statements about sets of numbers up to 100. **Lesson 3** **Input:** • Work through flipchart looking at number patterns. Model how to determine the amount by which a number sequence is increasing / decreasing. • Give children some opportunities to practise finding the missing numbers in number sequences. LA to activity in small group with TA. • Play number sequences game: https://www.topmarks.co.uk/Flash.aspx?f=NumberSequences	**Lesson 3** I can determine whether a number sequence is increasing / decreasing by 1, 2 or 10 and complete number patterns up to 50 I can determine whether a number sequence is increasing / decreasing by 1, 2, 5 or 10 and complete number patterns up to 100. I can determine whether a number sequence is increasing / decreasing by 1,

			Independent activity: Differentiated worksheets to solve increasing and decreasing number patterns within 100 with numbers increasing/decreasing in 1s, 2s, 5s, 10s & 3s **Lesson 4** **Input:** • Ask children what 'between' means. Can they show an example? Children to demonstrate 'in between' with themselves / objects in the classroom. • Ask children how we would find the number between a pair of numbers, first starting with simple examples e.g. 'the number between 3 and 5', 'the number between 17 and 19'. Children could use a number line / 100-square to help them. • Next, ask children how we would find the numbers between a pair of numbers e.g. 'the numbers between 21 and 26'. • Activity through a set of progressively more difficult examples e.g. 'the number between 20 and 22', 'the numbers between 37 and 45', 'the odd number between 61 and 65' etc. **Independent activity:** • Differentiated worksheets: Children to find a number/set of numbers between a pair of numbers using a number line/square. • HA. To be given specific criteria e.g. odd/even/multiples of 2/10.	2, 5 or 10 and complete number patterns beyond 100. **Lesson 4** I can children find one number between a pair of numbers. I can children find one or multiple numbers between a pair of numbers. I **c**an children find one or multiple numbers between a pair of numbers. I can they find a number between a pair of numbers according to a given criteria e.g. odd/even/multiple of 2/10?

			Lesson 5 **Input** • Play mental maths games connected to number bonds. **Independent activity:** Complete differentiated mental maths activities – weekly mental maths test and 'Race around the track' activity connected with the +1/-1 and +10/-10 of any given activity.	**Lesson 5** I am becoming more confident at recalling number facts.
3	Measures	1. To begin to understand what comparing is by comparing different lengths. 2. To be able to compare and describe different heights. 3. To be able to compare and describe different weights. 4. To compare and solve practical problems of the mass of different objects.	**Lesson 1** See Plan Bee 'Let's compare height and mass!' Lesson 1. **Lesson 2** See Plan Bee 'Let's compare height and mass!' Lesson 2. **Lesson 3** See Plan Bee 'Let's compare height and mass!' Lesson 3. **Lesson 4** See Plan Bee 'Let's compare height and mass' Lessons 4.	**Lesson 1** I can compare different lengths using the vocabulary longer/shorter/the same length. **Lesson 2** I can compare different heights using the vocabulary taller/shorter/the same height. **Lesson 3** I can compare different weights using the vocabulary heavier/lighter/equal weights. I understand that size is not a direct indication of weight. **Lesson 4** I understand what mass is. I can compare the mass of two different objects.

		5. To be able to compare and order containers by their capacity.	**Lesson 5** See Plan Bee 'Let's compare mass and capacity!' Lesson 1	I can compare the mass of 5 objects and order them from lightest to heaviest. **Lesson 5** I can estimate which container has greater/lesser capacity. I can compare and order containers by pouring liquid from one to another.
4	Measures	1. To order things by length and height using direct comparison.	**Lesson 1** See Plan Bee 'Let's measure!' Lesson 1	**Lesson 1** I can use the words longer and shorter to compare length. I can use the words taller and shorter to compare height. I can accurately use non-standard measures such as blocks to measure objects.
		2. To use rulers to measure length and height.	**Lesson 2** See Plan Bee 'Let's measure!' Lesson 2	**Lesson 2** I can use a ruler accurately to measure objects. I can order objects by length. I can activity out when something is double or half the length of something else.
		3. To compare the mass of objects.	**Lesson 3** See Plan Bee 'Let's measure!' Lesson 3	**Lesson 3** I know what weighing scales are.

		4. To explore volume and capacity of objects. 5. To use measure to solve problems.	**Lesson 4** See Plan Bee 'Let's measure!' Lesson 4 **Lesson 5** See Plan Bee 'Let's measure!' Lesson 5	I can use weighing scales to compare the mass of an object. I can use weighing scales to activity out the mass of an object. **Lesson 4** I can identify how full a container is using vocabulary such as full, empty, half full, a quarter full, three quarters full. I can order containers by direct comparison. **Lesson 5** I can solve problems involving measure. I can activity out what method and equipment I need to use to solve a problem involving measure. I can explain my workings out.
5	Number & Place Value	1. To be able to count in tens and to understand that a fast and efficient way to count a large number of objects is to group them in tens. 2. To begin to understand that repeated addition	**Lesson 1** **Input:** • Use 'splat square' to practise counting in tens together and then try again without the aid of the 100 square. • Discuss how every multiple of ten ends in a zero and is also an even number. • Show the children some number sequences, ask them to identify what number would come next /	**Lesson 1 & 2** I can group in tens. I can group a large number of objects in tens and find the total by counting in tens. I can find a total by performing a repeated addition sum. I can find the total by performing a multiplication sum by grouping.

		calculations can be represented as multiplication sums. Also to understand that a calculation such as 10 x 2 translates into 10 groups of 2. 3. To be able to count in twos and revise the connection with even numbers. 4. To begin to understand that repeated addition calculations can be represented as multiplication sums. Also, to understand that a calculation such as 2 x 2 translates into 2 groups of 2. 5. To be able to recite the 10x table.	what the missing number is / what the incorrect number in the sequence is. • Show the children a group of objects. (Needs to be a multiple of 10) • Discuss the simplest way to calculate the total by grouping in 10s rather than 1s. Count up in 10s. • Repeat using Diennes sticks. • Repeat using Numicon. • Show how this calculation can be written as a repeated addition equation. • Show how this calculation can also be written as a multiplication equation by introducing the multiplication sign. **Independent activity:** • LA Children identify and count up groups of ten and record total using Diennes, Numicon and coins. • MA/HA Children complete repeated addition sums using multiples of 10 and the represent this as a multiplication sum. **Lesson 2** **Input** • Show the children a 10p coin and recap on how much this is worth. • Show two 10p coins and ask the children to identify how much they are worth together. • Make link between repeated addition, the 10x table and counting 10p coins.	**Lesson 3 & 4** I can group in twos. I can group a large number of objects in twos and find the total by counting in twos. I can find a total by performing a repeated addition sum. I can find the total by performing a multiplication sum by grouping. **Lesson 5** I can recite the 10x table. I can recall the 10x table facts at speed.

			• Together, write multiplication equations and repeated addition equations to represent the examples. **Independent activity:** • LA Children count 10p coins and write repeated addition equation to represent each set. • MA/HA Children count 10p coins and write multiplication equation and repeated addition equation to represent each set. Ext (all). My ten times table activity booklet. **Lesson 3** **Input:** • Use 'splat square' to practise counting in twos together and then try again without the aid of the 100 square. • Discuss how every multiple of two is an even number and that the two families of numbers are the same. • Play the children the counting in twos song (https://www.youtube.com/watch?v=8wwydguSKOU), let the children listen first and repeat inviting them to sing along. • Play Balloon pop on the IWB: http://www.sheppardsoftware.com/mathgames/earlymath/BalloonPopSkip.htm • Show the children some number sequences, ask them to identify what number would come next / what the missing number is / what the incorrect number in the sequence is. • Show the children a group of objects. (Needs to be a multiple of 2)	

			• Discuss the simplest way to calculate the total by grouping in 2s rather than 1s. Count up in 2s. • Repeat using a two Numicon shape. • Show how this calculation can be written as a repeated addition equation. • Show how this calculation can also be written as a multiplication equation by introducing the multiplication sign. **Independent activity:** • LA Children identify and count up groups of two using cubes or Numicon shapes. • MA/HA Children complete repeated addition sums using multiples of 2 and the represent this as a multiplication sum. **Lesson 4** **Input** • Show the children a 2p coin and recap on how much this is worth. • Show two 2p coins and ask the children to identify how much they are worth together. • Make link between repeated addition, the 2x table and counting 2p coins. • Together, write multiplication equations and repeated addition equations to represent the examples. **Independent activity:** • LA Children count 2p coins and write repeated addition equation to represent each set.	

			• MA/HA Children count 2p coins and write multiplication equation and repeated addition equation to represent each set. Ext (all). My two times table activity booklet. **Lesson 5** **Input** • Practise reciting the 10x table. **Independent activity:** • Complete 10x table 'Race around the track' activity to help with quick recall of 10x table number facts.	
6	Number & Place Value	1. To be able to count in fives. 2. To understand multiplication by grouping. 3. To solve word problems using 2x, 5x and 10x table facts. 4. As above. 5. To be able to recite the 2x table.	**Lesson 1** **Input:** • Use 'splat square' to practise counting in fives together and then try again without the aid of the 100 square. • Discuss how every multiple of 5 ends in a 5 or a 0. • Play the children the counting in fives song (https://www.youtube.com/watch?v=5FaBDqOmiyI), let the children listen first and repeat inviting them to sing along. • Play Balloon pop on the IWB: http://www.sheppardsoftware.com/mathgames/earlymath/BalloonPopSkip.htm • Show the children some number sequences, ask them to identify what number would come next / what the missing number is / what the incorrect number in the sequence is. • Show the children a group of objects. (Needs to be a multiple of 5)	**Lesson 1 & 2** I can group in fives. I can group a large number of objects in fives and find the total by counting in fives. I can find a total by performing a repeated addition sum. I can find the total by performing a multiplication sum by grouping. **Lesson 3 & 4** I can use my knowledge of the 2x, 5x and 10x tables to solve simple 1 step word problems. I can use my knowledge of the 2x, 5x and 10x tables to solve simple 1 step and 2 step word problems.

			• Discuss the simplest way to calculate the total by grouping in 5s rather than 1s. Count up in 5s. • Repeat using the 5 Numicon shapes. • Show how this calculation can be written as a repeated addition equation. • Show how this calculation can also be written as a multiplication equation by introducing the multiplication sign. **Independent activity:** • LA Children identify and count up groups of five using cubes or Numicon shapes. • MA/HA Children complete repeated addition sums using multiples of 5 and the represent this as a multiplication sum. **Lesson 2** **Input** • Show the children a 5p coin and recap on how much this is worth. • Show two 5p coins and ask the children to identify how much they are worth together. • Make link between repeated addition, the 5x table and counting 5p coins. • Together, write multiplication equations and repeated addition equations to represent the examples. **Independent activity:** • LA Children count 5p coins and write repeated addition equation to represent each set.	**Lesson 5** I can recite the 2x table. I can recall the 2x table facts at speed.

			• MA/HA Children count 5p coins and write multiplication equation and repeated addition equation to represent each set. Ext (all). My five times table activity booklet. **<u>Lessons 3 & 4</u>** Spend these lessons looking at simple word problems which can be solved by either performing a repeated addition or multiplication calculation by grouping in twos, fives or tens. **<u>Input</u>** • Practise recalling facts from the 2, 5 and 10x tables (quick-fire round). • Mind map all the different words the children can think of for multiplication. • Show the children a word problem that will require them to use multiplication and discuss how we will solve this. **<u>Independent activity:</u>** • **Practical activity**: The children activity through multiplication word problems practically using physical resources - money / Numicon. CT and CA to support groups. • Children complete differentiated activity sheets containing one step and two step word problems as appropriate and when ready. **<u>Lesson 5</u>**	

			Input • Practise counting in steps of 2, 5 and 10. • Practise reciting the 10x, 5x and 2x tables. • Play hit the button multiplication recall game using the 2, 5 and 10 times tables https://www.topmarks.co.uk/maths-games/hit-the-button **Independent activity:** • Complete a 5x table 'Race around the track' activity to help with quick recall of 5x table number facts. (Anyone who found the 10x 'Race around the track' activity can complete another version of this instead.)	
7.	Addition and Subtraction Problem Solving of one and two step problems			
8	Fractions (Including doubling and halving)	1. To halve and double numbers. 2. To revise finding find halves of shapes. 3. To revise finding quarters if shapes	**Lesson 1** **Input:** Recap halving and doubling numbers with the children by playing games. Play dartboard double and halves: https://www.topmarks.co.uk/Flash.aspx?f=dartboarddoublesandhalves . **Independent activity:** Activities to practise halving and doubling numbers	**Lesson 1** I can halve and double numbers up to 10. I can halve and double numbers up to 20. I can halve and double numbers up to 50. **Lesson 2** **Lesson 3** **Lesson 4**

		4. To find quarters of a set of objects. 5. Mental Maths Test and recall of multiplication facts.	**Lesson 2** **Lesson 3** **Lesson 4** **Lesson 5** **Input** • Play mental maths games connected to doubling and halving. **Independent activity:** Complete differentiated mental maths activities – weekly mental maths test and 'Race around the track' activity connected with the quick recall of doubling and doubling and halving numbers.	**Lesson 5** I am becoming more confident at recalling number bonds and multiplication facts.
9	Shape & Space (Position and Direction)	1. To use the language of position. 2. To use the language of position in a variety of ways. 3. To follow position and direction instructions. 4. To use the language of position and direction to solve problems.	**Lesson 1** See Plan Bee 'Which Direction' Lesson 1 **Lesson 2** See Plan Bee 'Which Direction' Lesson 2 **Lesson 3** See Plan Bee 'Which Direction' Lesson 3 **Lesson 4** See Plan Bee 'Which Direction' Lesson 4 **Lesson 5** See Plan Bee 'Which Direction' Lesson 5	**Lesson 1** I can use position vocabulary accurately. **Lesson 2** I know my left and right and can follow related instructions. **Lesson 3** I understand how to perform whole, half and quarter turns and follow related instructions. **Lesson 4** I understand the language of clockwise and anticlockwise.

		5. To use position and direction language confidently.		**Lesson 5** I can give clear instructions using the language of position and direction. I can follow instructions using the language of position and direction.
10	Time	1. To sequence events in chronological order using language. 2. To tell the time to the nearest hour. 3. To read and say times which are half past the hour. 4. To accurately draw hands onto a clock face to show a given time. 5. To tell the time to half past the hour.	**Lesson 1** See Plan Bee Let's tell the time to half past the hour Lesson 1 **Lesson 2** See Plan Bee Let's tell the time to half past the hour Lesson 2 **Lesson 3** See Plan Bee Let's tell the time to half past the hour Lesson 3 **Lesson 4** See Plan Bee Let's tell the time to half past the hour Lesson 4 **Lesson 5** See Plan Bee Let's tell the time to half past the hour Lesson 5	**Lesson 1** I can accurately use the language morning, afternoon, evening and night. I can suggest activities that would be carried out at different times of day. I can chronologically order activities using time language. **Lesson 2** I can identify the different parts of a clock face. I can accurately read an o'clock time. I can explain how I know what time it is. **Lesson 3** I can describe where the minute hand will be at half past the hour. I can identify the correct hour when reading a half past time. I can explain why it is called 'half past' the hour. **Lesson 4** I can correctly describe the minute hand and the hour hand on a clock. I can accurately draw o'clock times.

				I can accurately draw half past times. **<u>Lesson 5</u>** I can distinguish between o'clock and half past times. I can identify the correct hour for o'clock times. I can identify the correct hour for half past times.