


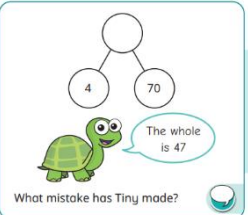




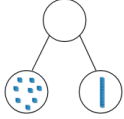
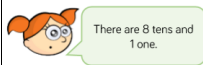
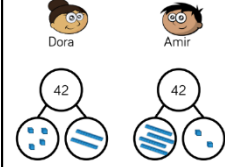
Year 1 MTP maths – Autumn 1

	Main focus of teaching and activities each day	Starter	Outcomes and plenary for each day
1 and 2 Place Value	<p>Mental skills for week: Odd and Even numbers Number bonds to 10 Counting on from a given number</p>		
	<p>Vocabulary for week: how many...?, count, count (up) to, count on (from, to), count back (from, to), numbers 0-100, more, less, many, few, odd, even, number bond, pair,</p>		
	<p>Day 1: Setting up books Number formation 0-9 Reading and writing numbers worded and digits 0-10</p> <p>Day 2: Ordering numbers in a number line to 20</p> <p>Day 3: One more and one less to 20 Worded one more and one less</p> <p>Day 4: One more and one less in worded problems. Introduction to RUCSAC.</p> <p>Day 5: More and less than. Introduction to $<$ / $>$ / $=$ symbols. Children use the correct symbol to compare two numbers. LA can use counters to visually see amounts.</p>	<p>Day 1: Ordering number cards 0-10 Counting along the hundred squares to 20 Counting forwards and backwards from 10 on a number line</p> <p>Day 2: Ordering numbers cards 0-20 Counting forwards and backwards on a hundred square</p> <p>Day 3: Chanting number bond rhymes Count to 50 using the hundred square Count forwards and backwards on a number line to 20</p> <p>Day 4: Chanting number bonds rhymes Counting to 100 on a hundred square Close eyes – count forwards and backwards to/from 20</p> <p>Day 5: Odd and Even songs Finding odd/even number on a number fan 0-10.</p>	<p>Day 1: Spot the mistake: 5,6,8,9</p> <p>What is wrong with this sequence of numbers?</p> <p>Day 2: True or False? I start at two and count in twos. Will I get to number 9?</p> <p>Day 3: Longer session - Reasoning with written explanation</p> <div data-bbox="1702 1101 2004 1388" style="border: 1px solid black; padding: 5px;"> <p>Whitney has this many cubes in one hand.</p>  <p>She has fewer cubes in the other hand.</p> <p>How many cubes could she have in her other hand?</p> <p>She could have: 4 cubes 3 cubes 2 cubes 1 cube 0 cubes.</p> </div>

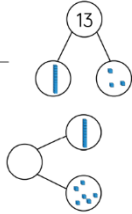
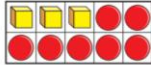
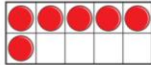
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			<p>Day 4: What comes next? $10+1 = 11$ $11+1 = 12$ $12+1 = 13$</p> <p>Day 5: Use greater than, less than or equal to, to complete the sentences.</p>  <p>is _____</p>  <p>is _____</p>
<p>2 Place Value</p>	<p>Mental skills for week: Odd and Even numbers Number bonds to 10 Counting on from a given number Given a number, identify one more/one less,</p>		
	<p>Vocabulary for week: how many...?, count, count (up) to, count on (from, to), count back (from, to), numbers 0-100, more, less, many, few, odd, even, number bond, pair, one more, one less, compare, order</p>		
	<p>Day 1: Practical partitioning using dines. Children split whiteboards into tens and ones. Using the tens and ones children are going to be making different amounts. Children look at how a two digit numbers is made up of tens and ones.</p> <p>Day 2: Pictorial partitioning. Children draw lines and squares to represent the dines into a tens and ones table. LA work practically then transfer into pictorial.</p>	<p>Day 1: Number bonds to 10 rhymes Find the matching bond on a number fan</p> <p>Day 2: Longer session –introduce / develop mental skills – practise, jottings and applying One more one less using a number line up to 20</p> <p>Day 3: Number bonds to 10</p>	<p>Day 1:</p>  <p>What mistake has Tiny made?</p> <p>Day 2: Spot the odd one out</p> <p>3 5 8 9 7</p> <p>Explain which number is the odd one out and why.</p>




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<p>Day 3: transferring pictorial partitioning into to digits. Children are aware that 4 squares represent the digit '4' and each line represents '10'</p> <p>Day 4: Teacher planned revision of all work covered so far Revision of one more and one less and number bonds to 10</p> <p>Day 5: Reasoning of place value</p> <p>Alex is counting.</p>  <p>9, 8, 7, 6, 5</p> <p>How do you know that Alex is counting backwards?</p> <p>Make one more and one less than these numbers.</p>  <p>Note: LA will work practically with tens and ones to support understanding. Children to explain their answer in pairs.</p>	<p>Roll a dice and identify the matching bonds</p> <p>Day 4: Count to 100 forwards and backwards Finding one more and one less on a hundred square</p> <p>Day 5: Odd and Even Sorting number cards into odd and even</p>	<p>Day 3: Longer session - Reasoning with written explanation</p> <p>Alex makes a part-whole model.</p>  <p>She says:</p>  <p>There are 8 tens and 1 one.</p> <p>Explain her mistake. What is her number?</p> <p>Jodie has counted the ones as tens and the tens as ones. She should say there is 1 ten and 8 ones. Her number is 18</p> <p>Day 4:</p> <p>Dora and Amir both try to build the same number.</p>  <p>Dora Amir</p> <p>Who is correct? Can you explain the mistake that has been made?</p> <p>Amir is correct. Dora has got mixed up with tens and ones and shown 4 ones and 2 tens (24).</p> <p>Day 5:</p>
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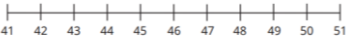

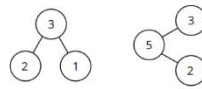
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			<p>Use the part-whole model to complete the sentences.</p> <p>My number is ____</p> <p>One part is ____, the other part is ____</p> <p>The whole is ____</p> <p>My number is ____</p> <p>It has ____ tens and ____ ones.</p> <p>The whole is ____</p> 
<p>3 Addition</p>	<p>Mental skills for week: Odd and Even numbers Number bonds to 10 Counting on from a given number Recognise place value in teen numbers using practical apparatus and begin to recognise place value in other two-digit numbers</p> <p>Vocabulary for week: how many...?, count, count (up) to, count on (from, to), count back (from, to), numbers 0-100, more, less, many, few, odd, even, number bond, pair</p> <p>Place Value: units, ones tens exchange digit 'teens' number, equal to, Addition: +, add, more, plus, make, sum, total, altogether, score, =, equals, sign, is the same as</p>		
	<p>Day 1: Practical addition: Children use counters/blocks to add two single digit numbers together. Model on the board how to count out the first amount of items. Then count out the second amount of items. Practise carefully and precisely counting each item by touching each item to show it has been counted. Encourage child to start with the largest number as that will be needed later in addition.</p> <p>Day 2: Pictorial addition:</p>	<p>Day 1: Counting on: Count along a 1–10 track. Point to 5. <i>Say the next 2 numbers, ready, steady, go!</i> Children say 6, 7. Repeat starting at other numbers up to 8. Repeat, without the track.</p> <p>Day 2: Comparing numbers (<i>pre-requisite skills</i>) One child picks a handful of cubes and tips them on table. Without counting, decide if there are more than 10 or fewer than 10. Count to check.</p>	<p>Day 1:</p> <ul style="list-style-type: none"> Here is a ten frame.  <p>How many cubes are there? How many counters are there? How many objects are there in total? Complete the number sentence. ____ + ____ = 10</p> <ul style="list-style-type: none"> Sam puts some counters on a ten frame.  <p>How many more counters does she need to fill the ten frame? Write a number sentence to show the bond to 10</p>



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	<p>Children start to add number together using pictorial representation. Draw two circles and use dot to represent the numbers. Put the number with dots in each circle. When children count them up cross each dot to show that it has been counted.</p> <p>Can children write the number sentence to accompany the maths</p> <p>Day 3: Number line addition: Children start on the smallest number on a number line and jump to add the second amount. Reinforce jumping up on a number line because when we add the number gets larger</p> <p>Day 4: Teacher planned revision of all work covered so far</p> <p>Day 5: Addition word problems Children use RUCSAC to solve the number problems. Ability – children can use their preferred method e.g. LA (practical) HA(number lines/mental)</p>	<p>Another child does the same. Write down both numbers, the smaller first. Repeat, this time another 2 chn pick up as many cubes as they can.</p> <p>Day 3: Teddy’s favourite number – The number has 1 tens and 4 ones, can you make teddy’s number with your number cards.</p> <p>Day 4: Counting forwards and backwards on a hundred square to 100. Finding a number on the hundred square and count on/backwards</p> <p>Day 5: Odd and Even – sing the songs Children highlight the even numbers on a hundred square- can you identify the pattern?</p>	<p>Day 2: Continue the pattern: $10 + 8 = 18$ $11 + 7 = 18$</p> <p>Day 3: True or false $4 + 3 = 6$</p> <p>Day 4:</p> <ul style="list-style-type: none"> There are 4 birds on a tree. 1 more bird lands on the tree. How many birds are there now? Another bird lands on the tree. How many birds are there now?  <ul style="list-style-type: none"> There are 14 pencils in a pot. 2 pencils are added to the pot. How many pencils are there now?  <p>Day 5:</p> <p>Make a tower using two different-coloured cubes.</p> <p>Ask children to complete the sentences.</p> <p>There are ____ red cubes.</p> <p>There are ____ yellow cubes</p> <p>There are ____ cubes altogether.</p> <p>Get children to repeat this for other towers of cubes.</p> 
<p>4 Subtraction</p>	<p>Mental skills for week: Odd and Even numbers Number bonds to 10 Counting on from a given number Read, write and interpret mathematical statements involving addition, including the signs +, =, and understand the associated vocabulary</p>		

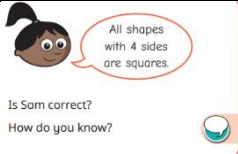


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<p>Recall addition/subtraction facts to 10 and within 10</p>		
<p>Vocabulary for week: how many...?, count, count (up) to, count on (from, to), count back (from, to), numbers 0-100, more, less, many, few, odd, even, number bond, pair</p> <p>Addition: +, add, more, plus, make, sum, total, altogether, score, =, equals, sign, is the same as</p>		
<p>Day 1: Practical Subtraction: Children use counters/blocks to subtract from a single digit number – extending to two digit. Model on the board how to count out the first amount of items. Then take out the second amount of items. Practise carefully and precisely counting each item by touching each item to show it has been counted.</p> <p>Day 2: Pictorial subtraction: Children subtract numbers using pictorial representation. Draw the first number of dots – one in each square to make counting easier. Cross out the second number of dots. Count the remaining number of dots accurately to find the answer. Can children write the number sentence to accompany the maths?</p> <p>Day 3: Number line subtraction Children start on the largest number. When subtracting the number is getting smaller so children will <i>jump</i> back on the number line to find the answer.</p> <p>Day 4: Teacher planned revision of all work covered so far</p> <p>Day 5:</p>	<p>Day 1: Counting back on a number track. Children identify a number and count back 2 spaces.</p> <p>Day 2: Number bonds – recite the rhymes $10 - 7 = 2$ Subtracting from 10 to find the missing number bond</p> <p>Day 3: Missing numbers- Count along the hundred square and children show the missing numbers on their number fans</p> <p>Day 4: Subtraction up to 20 on a number line</p> <p>Day 5: Half-termly times table check up</p>	<p>Day 1:</p> <ul style="list-style-type: none"> Circle the numbers 48, 43 and 50 on the number line.  <p>Put the numbers 48, 43 and 50 in order. Start with the smallest.</p> <p>Day 2: True or false: $10 - 8 = 18$</p> <p>Day 3: Longer session</p> <p>Complete the number sentences to match the part-whole model.</p>  <p>▶ $7 - 2 = \underline{\quad}$ ▶ $7 - 5 = \underline{\quad}$</p> <p>Write two subtraction sentences for each part-whole model.</p>  <p>Day 4: What do you notice? $11 - 1 = 10$ $11 - 10 = 1$</p>



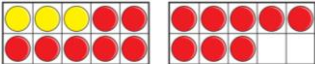
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	<p>Subtraction word problems Children use RUCSAC to solve the number problems. Ability – children can use their preferred method e.g. LA (practical) HA(number lines/mental)</p>		<p>Can you make up some other number sentences like this involving 3 different numbers? Day 5: Complete the sentences to match the pictures.</p>  <ul style="list-style-type: none"> ▶ First there were ____ birds in the tree. ▶ Then ____ of the birds flew away. ▶ Now there are ____ birds in the tree. ▶ $7 - \underline{\quad} = \underline{\quad}$
<p>5 2D Shapes</p>	<p>Mental skills for week: Odd and Even numbers Number bonds to 10 Counting on from a given number Read, write and interpret mathematical statements involving subtraction, including the signs -, =, and understand the associated vocabulary Recall /subtraction facts to 10 and within 10</p> <p>Vocabulary for week: how many...?, count, count (up) to, count on (from, to), count back (from, to), numbers 0-100, more, less, many, few, odd, even, number bond, pair Subtraction: -, subtract, take (away), minus, leave, how many are left/left over? how many have gone? =, equals, sign, is the same as</p>		
	<p>Day 1: Recognising and naming 2D shapes Children name the 2D shapes and sort the everyday items into the correct shape. LA to work with practical items outside in large hoops. Day 2: Properties of 2D shapes</p>	<p>Day 1: Counting on: Count along a 1–10 track. Point to 5. <i>Say the next 2 numbers, ready, steady, go!</i> Children say 6, 7. Repeat starting at other numbers up to 8. Repeat, without the track.</p>	<p>Day 1: Match each shape to its name.</p>  <p>rectangle circle square triangle</p> <p>Day 2:</p>

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	<p>What is a corner? Remind about corners being a sharp point where two sides meet. What is a side? Physically show children where the sides are on shapes. They are the edges of the shape which can be straight or curved. Identify the properties of the different shapes and record on the sheet.</p> <p>Day 3: Shape repeating patterns Children complete the patterns of the shapes. Add colour to make it more challenging. HA- adding more shapes to the pattern. Making a complex pattern.</p> <p>Day 4: Half – termly arithmetic test – formal to be analysed</p> <p>Day 5: Half – termly reasoning test – formal to be analysed</p>	<p>Day 2: Longer session –introduce / develop mental skills – practise, jottings and applying Number bonds to 10 part whole models</p> <p>Day 3: What number am I on? Children show the missing number on their number fans</p> <p>Day 4: Place value – identify the ones in the number by counting the objects. Hold up the correct number on fans.</p> <p>Day 5: Odd and Even numbers On your number fans show me an <i>odd/even</i> number <i>bigger/smaller</i> than...</p>	 <p>Day 3: Longer session - Reasoning with written explanation</p> <p>Sam draws a shape. She spills paint on the shape.</p>  <p>Sam's shape must be a square.</p>  <p>Do you agree with Tiny? Is there more than one answer?</p> <p>Day 4: Recap</p> <p>Day 5: Test Recap</p>
<p>6 Addition and Subtraction</p>	<p>Mental skills for week: Odd and Even numbers Number bonds to 10 Counting on from a given number Recalling facts – days and the week and months of the year</p> <p>Vocabulary for week: how many...?, count, count (up) to, count on (from, to), count back (from, to), numbers 0-100, more, less, many, few, odd, even, number bond, pair How many...?, Seven days, Twelve months, Monday Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, January, February, march, April, May, June, July, August, September, October, November, December, today, yesterday, tomorrow,</p>		

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	<p>Will be, was</p> <p>Day 1: Mixed operation addition and subtraction Remind children about the difference of adding and subtracting. Look at the symbols + /- When adding the number increases. When subtracting the number decreases. We must look closely at the operation in the question or we will find the wrong answer. Remind children how to pictorially add and subtract from previous lessons and point out how the methods are different. Look at a mixture of addition and subtraction questions and emphasis looking at the operation first.</p> <p>Day 2: Mixed operation using number lines On a number line recap which way we move if we are adding or subtracting. Look at the directions which side do the numbers get bigger/smaller. Children solve the mixed operation problems using the number line.</p> <p>Day 3: Mixed worded problems Children use RUCSAC and the key language to identify if the problem is addition or subtraction. LA working pictorially = HA using number lines</p> <p>Day 4: Teacher planned revision of all work covered so far Odd and even numbers Number bonds Addition and subtraction</p>	<p>Day 1: Singing the days of the week song Singing the months of the year song</p> <p>Day 2: Longer session –introduce / develop mental skills – practise, jottings and applying Cherry model – part whole. Children partition numbers into tens and ones drawing dines</p> <p>Day 3: Counting in 10's using a hundred square to support. Look at the pattern.</p> <p>Day 4: One more and one less on a number line. Ordering days of the week</p> <p>Day 5: Ordering months of the year</p>	<p>Day 1: True or false: $6 + 3 = 10$ $10 - 3 = 6$</p> <p>Day 2: Missing symbols Write the missing symbols (+ - =) in these number sentences: $17 \underline{\quad} 3 = 20$ $20 \underline{\quad} 18 = 2$</p> <p>Day 3: Longer session - Reasoning with written explanation Max has these stickers. </p> <ul style="list-style-type: none"> His mum gives him 1 more sticker. How many stickers does Max have now? His mum gives him 1 more sticker. How many stickers does Max have now? How many stickers has Max's mum given him altogether? Write an addition sentence. <p>Day 4: There are 9 cars in a car park. One of the cars is red. How many cars are not red? Write a number sentence.</p>  <p>Day 5: Here is a number shown on ten frames. </p> <p>Complete the fact family to match the ten frames.</p> <p>$\underline{\quad} + \underline{\quad} = 18$ $18 - \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = 18$ $18 - \underline{\quad} = \underline{\quad}$</p> <p>Can you write any of the facts another way?</p>
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	<p>2D shapes Repeated patterns More and less than</p> <p>Day 5: Fact families Children complete the triangle - the biggest number goes at the top. Using the model, the children complete the addition and subtraction number sentences looking at the relationship/pattern in each. Subtraction always starts with the biggest number – with addition the total will always be the largest number.</p>		
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‘FIVE A DAY’ APPROACH				
Explicit Instruction	Cognitive and Metacognitive Strategies	Scaffolding	Flexible Grouping	Using Technology
<ul style="list-style-type: none"> • Teacher explanation: New maths methods • Clear and unambiguous language. • Using carefully selected visual aids: PPTs, text book, diagrams, videos, • Modelling how to complete a task: Drawing diagrams, bar charts and tables, pictorial methods • Anticipating and planning for misconceptions 	<ul style="list-style-type: none"> • Explicitly teach metacognitive strategies (how to plan, monitor and evaluate learning, graphic organisers): • Model own thinking. • Set appropriate level of challenge to develop self-regulation & cognitive skills. • Promote and develop metacognitive talk: • Teach how to organise & effectively 	<ul style="list-style-type: none"> • Visual (e.g partially completed model): • Pictorial methods • Written (e.g. list of key words and phrases). • Verbal (e.g. re-teaching key content following a misconception). • Differentiated questions for LA and HA 	<ul style="list-style-type: none"> • Groups based on current individual needs shared with others. Carpet partners • Additional explicit instruction required: • HZ, BH, HM, SF • Mixed ability seating plan • Group supported by teacher. • Group supported by TA. 	<ul style="list-style-type: none"> • Delivery of subject content (PPT, videos, photographs, interactive games, etc): Interactive games, PPT, YouTube videos. • Assessment opportunities (quiz). • Class collaboration – OneNote (shared content, individual drafting, support materials).

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<ul style="list-style-type: none"> • Highlighting essential content & removing distracting information. • Checking pupils' understanding. 	<p>manage their learning independently.</p> <ul style="list-style-type: none"> • Introducing content in small steps • Helping pupils consider new ways to remember new information: • RUCSAC • Number bond rhymes • 'pots and dots' 'sharing bags' • Frequently ask learners to recall previously taught content: <p>Time at each small step to learn new step and build on previous step(s)</p> <ul style="list-style-type: none"> • Promote metacognition. 			
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