

Maths, Year 1, Autumn 2



This term I will be learning and practising

Unit 4 Numbers within 20

I can count to and across 20, forwards and backwards, beginning with 0 or from any given number.

I can read and write numbers to 20 in numerals in words

I can identify and represent numbers using objects and pictorial representations including the number line.

I can count in multiples of two and five.

Unit 5 Addition and subtraction within 20

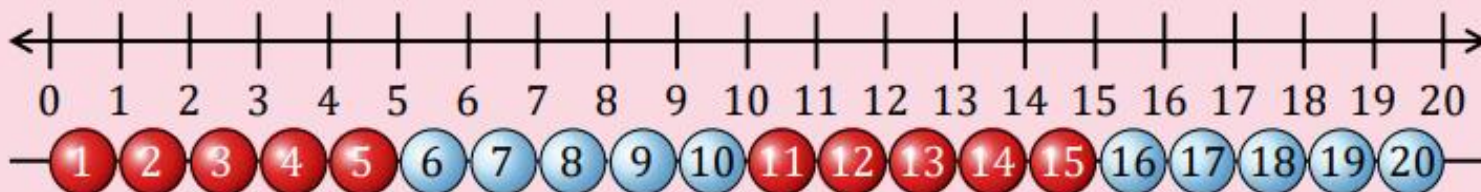
I can represent and use number bonds and related subtraction facts within 20.

I can add and subtract one-digit and two-digit number to 20, including zero.

I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

I can solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations.

I can solve missing number problems such as $7 = _ - 9$.



comparing numbers

Representing numbers to compare them

8



Eight is eight ones.



16



Sixteen is one ten and six ones.



11



Eleven is a group of ten and one one.



greater greatest value less compare least smaller order smallest



Talk Task

'make ten' strategy

Practising the 'Make ten' strategy

To make ten, I can partition the six blue cubes into one and five. I add the one to the nine red cubes to make ten, and then five more cubes makes 15.

Now, there are 15 candles on the cake.



'make ten' strategy add partition addition plus is equal to number bond



Talk Task

STAR Words



| | |
|-------------|--|
| number line | A linear, continuous representation of number. Each number occupies a point on the line, and there is an equal interval between each number. |
| before | In front of or prior to. |
| after | The number that comes next. |
| less than | A smaller number. |
| more than | A bigger number. |
| difference | The numerical difference between two numbers or sets of objects. It is found by comparing the quantity of one set of objects with another. |
| tens | Second digit from the right showing how many groups of 10. |
| ones | Rightmost digit in a number representing single objects. |
| greater | A bigger amount - used when counting discrete objects. |
| fewer | A lesser amount - used when counting discrete objects, i.e. countable objects such as, pens, teddies, counters, etc. |
| compare | Look for similarities and/or differences between at least two objects or sets. |
| greatest | The biggest of all. |
| smallest | The tiniest or least of all. |
| value | How much something is worth. |
| increase | To make bigger or add more. |
| decrease | To make smaller or take away. |
| pattern | Something that repeats or follows a pattern. |
| double | To multiply by two or add a value to itself. |
| half | One of two equal parts of a shape, quantity or object. |
| equal | Indicates equivalence between two values and can be expressed with the symbol '='. |

Unit 4
Numbers within 20

| | |
|---------------------|--|
| equation | A number sentence that shows two sides are the same using an equal sign. |
| first | Comes before all others in time or position. |
| number track | A linear, discrete representation of number. Each number is positioned in a square on the track |
| number bond | A pair of numbers with a given total. |
| partition | To split a number into two or more parts. |
| 'make ten' strategy | A way to add numbers by making 10 first. |
| strategy | Methods used to break down mathematical calculations like addition, subtraction, multiplication, and division. |

Unit 5
Addition and subtraction within 20

Doubling numbers to ten

I have three pence.

3p

So I pay three pence and get six sweets!

One, two, three sweets.

Now we need another three. Four, five, six.

You will get six sweets. Double three is six.

double half equal

doubling

Talk Task

Halving even numbers to 20

Kim went to Sam's Sweet Shop and came out with ten sweets.

How much did she pay?

How do you know?

What different ways are there of working it out?

halving

Develop Learning

Positioning numbers on a number line

I've put two here, because it needs to be near the start.

Okay, and 12 comes just before 13, so it goes here.

I'm putting 13 all the way over here because it's far away from two when I count.

positioning of numbers

Talk Task