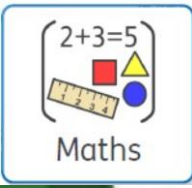


Maths, Year 1, Spring 1



This term I will be learning and practising

Unit 8:
Numbers
to 50

I can count to and across first, forwards and backwards, beginning with 0 or 1, or from any given number.

I can count in multiples of two, five and ten.

I can read and write numbers 1 to 20 in numerals and words.

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

I can use the language of equal to, more than, less than, most and least.

I can, given a number, identify one more and one less.

I can begin to recognise place value in number beyond 20 by reading, writing, counting and comparing numbers up to 100.

29 or 21

I have made 29. It has two groups of ten and nine ones.

| Tens | Ones |
|------|------|
| 10 | 9 |

I have made 21. It has two groups of ten and one one.

| Tens | Ones |
|------|------|
| 20 | 1 |

ones

29 has a greater value than 21. They both have two groups of ten, but 29 has nine ones and 21 only has one one.

tens

greater greatest order smaller groups of ten smallest ones less least

compare

Compare the value of numbers using bead strings

25

41

What are the missing numbers?

One more bead than ____ beads is ____ beads.

____ is one greater than ____.

greater than

Talk Task

New Learning

pp Learnin

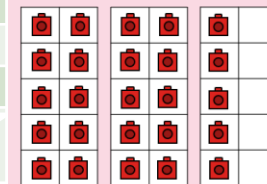
STAR Words

Unit 8 - Numbers to 50

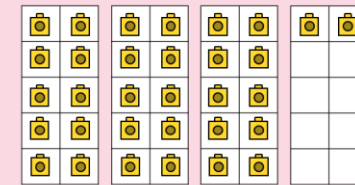
| | |
|----------------|---|
| more | A greater amount. |
| less | A smaller amount or not as much. |
| order | The way numbers are put in a line. |
| group of ten | Ten things that are put together as one set. |
| pattern | A systematic arrangement of numbers, shapes or other elements according to a rule. |
| digit | One of the ten Arabic numerals 0 to 9, from which we compose numbers. |
| left | Indicating the position or direction. |
| right | Indicating the position or direction. |
| place value | A system for writing numbers, in which the value of a digit is defined by its position within the number. |
| part | A piece of a whole. |
| whole | All of something, it is complete. |
| greater | One quantity is larger than another. |
| greatest | The biggest number or amount in a group. |
| smaller | A quantity is smaller than another. |
| smallest | The smallest number or amount in a group. |
| less | A smaller amount or not as much. |
| least | Another word for the smallest amount. |
| greater than | Used to compare two numbers. One number is larger than another. |
| less than | Used to compare two numbers. One number is smaller than another. |
| value | How much a digit is worth in a number. |
| compare | Look for similarities and/or difference between at least two objects or sets. |
| between | Indicates a position in relation to two other places or objects on either side. |
| groups of two | Putting things into pairs. |
| groups of five | Putting things into fives. |
| increasing | Getting bigger or going up. |
| decreasing | Getting smaller or going down. |



Would you choose to count in twos or fives? Why?



groups of five



groups of two

22 23 24 25

tens ones pattern increasing decreasing

groups of ten

Key Learning: To begin to recognise tens and ones with

| Number of pencils | Groups of ten | Loose pencils |
|-------------------|---------------|---------------|
| 38 | 3 | 8 |
| | | |
| | | |
| | | |

What do you notice?
Can you see any patterns?
Can you explain what you see to another person?