

Year 1 Maths Plan Spring B 2019

| Week | Focus |
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| Week 1 | <p><u>Counting and Place Value:</u></p> <p>The children will re-cap on strategies for effective counting such as putting items in a line before counting, touching/crossing/circling as they count and checking their answer by counting again. They will estimate amounts of items and check how accurate their estimates are. The children will also count in 2s, 5s and 10s gaining in fluency and speed.</p> |
| Week 2 | <p><u>Sequencing and Ordering:</u></p> <p>The children will use their improving knowledge of place value to order numbers within sequences. They will be taught to check the sequence to see if they need to count forwards or backwards to find the next number. The sequences may count forwards or backwards in 1s, 2s, 5s or 10s. The children will explore arrow cards to give 10 more or less than any 2-digit number such as: 18, 28, 38, 48 where each number has one more, 'ten' but the same number of ones. They will be taught that the number of ones does not change when adding or subtracting a multiple of ten to a number.</p> |
| Week 3 | <p><u>Addition:</u></p> <p>The children will use their taught strategies to tackle addition questions. Some children will be confident to use known facts, others may rely on practical items such as cubes or a number line and other children may wish to use mental methods such as putting the largest number in their heads and counting on. The children will explore adding two single digit numbers together, adding a single digit number to a teen number and adding a single digit number to any two digit number. Some children will be able to use known facts such as $3+2=5$ to work out a calculation such as $53+2=55$. The children will also tackle challenges and puzzles using their addition skills.</p> |
| Week 4 | <p><u>Subtraction:</u></p> <p>The children will be taught when to count back to solve subtraction calculations and when to count forwards. When subtracting a number that is not close to the original number such as $18-3=$ then it is much more efficient to count back 3 times to find 15 than to count, 'up' 15 times from 3. However when the numbers are close such as $18-14=$ then it is easier to start at 14 and count 4 times to get to 18 than it is to count back 14 times to the answer of 4. The children will explore this practically and through problems and challenges. They will also explore, 'finding the difference' practically.</p> |
| Week 5 | <p><u>Multiplication:</u></p> <p>In Year One the children do not learn their times tables by rote. We focus on the 2, 5 and 10 times tables by learning the multiples of 2, 5 and 10 and exploring, 'lots of' practically. For example, 4 lots of 2 boots = 8 boots. The children will be taught that the, 'x' symbol means groups of (or, 'lots of') but we call the calculation, 'multiplication'. They will solve multiplication calculations by counting up the required amount of times in 2s, 5s or 10s.</p> |
| Week 6 | <p><u>Division:</u></p> <p>The children will be taught that the term, 'sharing' means to divide items <i>equally</i> between a number of groups. During a teddy bear's picnic, the children will see that sharing between two groups is the same as halving. They will share items between 2, 5 and 10 groups using their knowledge of counting in 2s, 5s and 10s.</p> |

We hope that you find the above information useful to support your child at home.

We try to stick to the plan as outlined but tasks may vary from the plan, depending on the learning needs of the children.

Mr Allison and Miss Costello