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| Learning objectives for the term: | Types of activities: |
| * To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. * To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. * When given a number, identify one more and one less. * To read and write numbers from 1 to 20 in numerals and words. | Splat 100 square- find the number  Filling in the missing numbers in the sequence.  Filling in the blank spaces on a number line/hundred square.  Repeated addition work counting in 2’s, 5’s and 10’s. Counting shoes, stairs, steps.  Using concrete and pictorial objects to count in 2’s, 5’s and 10’s. Eg. Numicon, unifix, dienes etc.  Solving word problems involving 2x, 5x and 10x table.  Look for numbers in the environment, making numbers in the environment.  Looking at numbers greater than and less than. |
| * To represent and use number bonds and related subtraction facts within 20. * To add and subtract one-digit and two-digit numbers to 20, including zero. * To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. | Develop quick recall of number bonds to 10 and 20. Filling in missing numbers, using numicon to make 10/20 etc  Develop quick recall of doubling and halving numbers to 10/20.  Use practical resources such as numicon and unifix cubes to work out doubles and halves of numbers- in everyday situations sharing eggs biscuits etc.  Focus on counting skills to ensure that children come up with the right answer.  Working on adding money up to £1 using different coins. Adding 1ps, 2ps, 5ps, 10ps, 20ps, 50ps. |
| * To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. | Children to learn how to read and record a double as x2 and a half as ÷2.  Repeated addition work and translated into multiplication.  Solve word problems including the words groups of and shared by, using concrete resources such as numicon, counters, beads etc.  Begin to record these as multiplication and division number sentences. |
| * To recognise, find and name a half as one of two equal parts of an object, shape or quantity. | Use strips of paper to ask children to show half and quarter. Colour in different fractions.  Look at fractions of amounts- sharing sweets, socks etc.  Using paper shapes children to demonstrate half and quarters. Cutting paper pizzas/cakes/sandwiches into halves and quarters etc.  Children to become familiar with recording ½ and ¼. |
| * To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. * To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. * To measure and begin to record the following:   + lengths and heights   + mass/weight   + capacity and volume   + time (hours, minutes, seconds). | Children to use rulers, metre sticks and tape measures to measure various objects around the house (cm, m). How many cms in a metre?  Children to record by drawing/writing the object that they measured and writing the length/height in cm, metres.  Look at the weight of different everyday items- 500g, 1kg- so children have experience of ‘feeling’ these weights to be able to compare. Look at ml and litres- 500ml, 1 litre.  Model reading the time on clock- half past, o’ clock. What time is tea time? Bed time? Children to draw hands on the clock to show a specified time.  Children to read the clock faces and say what time it is- half past, o’clock.  What can you do in one minute? Focus on seconds- 60 seconds so children understand the length of a minute. |
| * To add and subtract one-digit and two-digit numbers to 20, including zero. * To solve one-step problems that involve addition and subtraction, using objects and pictorial representations, and missing number problems. | Addition/subtraction number bonds to 10/20. Filling in the missing numbers using quick recall.  Using numicon, unifix cubes, counters etc children to solve addition/subtraction number sentences- Count everday items/objects.  Children to begin to use a number line to count forwards and backwards.  Using numicon, counters and unifix cubes children will work out addition and repeated addition problems (2’s, 5’s and 10’s).  Children working in pairs can use the vocab cards – add, total, sum of, altogether, fewer, less than, subtract, takeaway etc to make up addition/subtraction sentences for each other to work out.  Practically solve word problems involving addition/subtraction- how many teddies, how many socks?  Estimation station (a box or jar with different objects in)- for children to estimate how many objects they can see then check by counting. |