

Mrs Fallon

Class 1

Week Beginning	NC objectives	Learning Objectives - Focus Ed steps and Development Matters
Monday 8 th January	<p>Number and place Value</p> <p>Given a number, identify 1 more or 1 less.</p>	<ul style="list-style-type: none"> ➤ Know 1 more than a given number to 20 ➤ Know 1 more than a given number to 50 ➤ Know 1 more than a given number to 100 ➤ Know 1 less than a given number to 20 ➤ Know 1 less than a given number to 50 ➤ Know 1 less than a given number to 100 ➤ Write a number that is one more than any given number to 20 ➤ Write a number than is 1 less than any given number to 20 <p>40-60m - Counts objects to 10, and beginning to count beyond 10 Estimates how many objects they can see and checks by counting them. ELG - Children count reliably with nos from 1 to 20, place them in order and say which number is one more or one less than a given number.</p>
Monday 15 th January	<p>Measures</p> <p>Mass and Weight</p> <p>Measure & begin to record the following:</p> <ul style="list-style-type: none"> - Mass/weight <p>Geometry</p> <p>2D and 3D shapes</p> <p>Identify & describe common 2D shapes, including:</p> <ul style="list-style-type: none"> - 2D, e.g. rectangles (including squares) circles, triangles 	<ul style="list-style-type: none"> ➤ Measure weight using a range of non-standard units and compare mass/weight. ➤ Begin to measure mass in g and kg. <p>40 – 60m - Orders two items by weight or capacity ELG - Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <ul style="list-style-type: none"> ➤ Identify and name squares, rectangles, circles and squares (in any orientation) ➤ Describe the properties of a square - talk about number of sides and length of sides ➤ Describe the properties of a rectangle and how they differ from a square ➤ Describe the properties of a triangle - talk about the number of sides and how they can look very different ➤ Describe the properties of a circle and how they can vary in size. <p>40 – 60M - Selects a particular named shape ELG - They recognize, create and describe patterns They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>

<p>Monday 22nd January</p>	<p>Measures</p> <p>Money</p> <p>Continue with:</p> <p>Recognise & know the value of different denominations or coins and notes.</p>	<ul style="list-style-type: none"> ➤ Make given amounts up to £1 using coin combinations <p>40-60M - Beginning to use everyday language related to money</p> <p>ELG - Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>
<p>Monday 29th January</p>	<p>Addition and Subtraction</p> <p>Add and subtract 1-digit and 2-digit numbers to 20, including zero</p>	<p>Mentally:</p> <ul style="list-style-type: none"> ➤ Add two 1-digit numbers to ten. ➤ Add two 1-digit numbers to 18. ➤ Add two numbers that equal any number up to 20, including zero. ➤ Subtract two 1-digit numbers. ➤ Subtract a 1-digit number from a 2-digit number up to 20. ➤ Subtract a 2-digit number from a 2-digit number up to 20. <p>40-60m - Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting Records, using marks that they can interpret and explain</p> <p>ELG - Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p>
<p>Monday 5th February</p>	<p>Addition and Subtraction</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p>	<ul style="list-style-type: none"> ➤ Solve one step problems involving addition to 10, using concrete objects and pictorial representations ➤ Solve one step problems involving subtraction to 10, using concrete objects and pictorial representations ➤ Solve one step problems involving addition to 20, using concrete objects and pictorial representations ➤ Solve one step problems involving subtraction to 20, using concrete objects and pictorial representations <p>40-60m - Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting Records, using marks that they can interpret and explain</p> <p>ELG - Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p>

