

Division: Orange (Y1)

Mental Work

Derive and recall

- odd and even numbers to 20

Work mentally (with jottings if needed)

- count back to zero in ones, twos, fives or tens (and use patterns of last digits, e.g. 0 and 5 when counting in fives)

Vocabulary

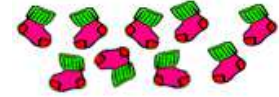
Practical work

Lay foundations for grouping and sharing by maximising opportunities when counting



Children will understand equal groups and share items out in play and problem solving.

They will count in 2s and 10s and later in 5s.



There are 9 socks and 5 children. Does each child get a pair of socks?

Use finger to represent 1s, 2s, etc

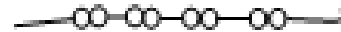
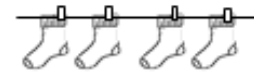
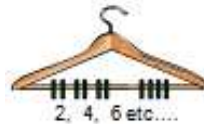


When counting in 2s, 5s or 10s, use visual and kinaesthetic resources to model the count

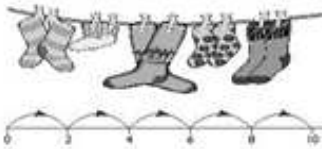
- Ask
- Q: How many 2s/5s/10s have we counted?
 - Q: How many more 2s/5s/10s do we need to count to reach...?

To support counting on and back in 2s, 5s and 10s

- Make pairs of socks/ shoes, gloves
- Use washing line and socks, hanger and pegs, bead string, etc. to count groups of 2, etc.
- Record count on a 100 square (just 0-30 section)



Number lines



$$2 + 2 + 2 + 2 + 2 = 10$$

$$10 - 2 - 2 - 2 - 2 - 2 = 0$$

5 hops of 2



Use large macro movements

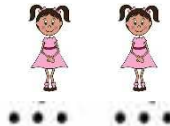
Recording

Children use pictorial representations of their work

12 children get into teams of 4 to play a game. How many teams are there?



6 sweets are shared between 2 people. How many do they have each?



There are 6 sweets. How many people can have 2 each? (How many 2s make 6?)



CHILDREN SHOULD NOT MOVE ON TO THE NEXT STAGE IF:

- 1) they are not ready
- 2) they are not confident