


Dereham Church Infant and Nursery School- Mathematics

	Year group: 1	Area/topic: Mathematics- place value within 10
	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Read and write numbers from 1 to 20 in numerals and words. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. 	

Prior learning	Future learning
<p>During EYFS children completed daily maths meetings where they had regular opportunities to:</p> <ul style="list-style-type: none"> -Subitise -tell mathematical stories using first, then, now -look at and discover the composition of numbers 	<p>This learning will be applied throughout the next unit of study- addition and subtraction within 10.</p> <p>Children will complete a place value within 20 unit in Spring 1.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Sort objects</p> <p>Count objects</p> <p>Count objects from a larger group</p>	<p>Photos of children successfully sorting fruit/veg</p> <p>Record answers of accurate counting</p>

<p>Represent objects</p> <p>Recognise numbers as words</p> <p>Count on from a given number</p> <p>Find 1 more</p> <p>Count backwards within 10</p> <p>Find 1 less</p> <p>Compare groups by matching</p> <p>Identify numbers that are fewer, more than and the same</p> <p>Identify numbers that are more than, less than and equal to</p> <p>Compare numbers</p> <p>Order objects and numbers within 10</p> <p>Represent numbers using a numberline</p>	<p>A number of items successfully coloured in from a larger group</p> <p>Photo of children using counters in a tens frame to represent objects</p> <p>a completed page to form a class counting book</p> <p>Completed number tracks</p> <p>Solve number problems</p> <p>Photo of a finished rocket that a child has created and been able to count down from 10 to blast off</p> <p>Completed number sentences</p> <p>Photos of completed matching activities</p> <p>Labelled picture describing items using these words</p> <p>Completed domino activity comparing dots</p> <p>Number cards stuck in maths book with the correct symbol written next to them</p> <p>Word problems solved correctly</p> <p>Labelled numberlines</p>
Key vocabulary	
<p>Greater, less, more, fewer, same, equal to, groups, set, most, fewest,</p>	

Common misconceptions	Books linking to this area
<p>Children may count objects more than once or miss an object out that needs to be counted. Encourage children to line up objects and touch each one as they count, saying one number per object</p> <p>Children who are not yet confident with counting may want to go back to starting at zero or 1 rather than starting at a different number</p> <p>Children may not understand the meaning of the word "less". Use practical games to help them. For example, give them some cubes, then take one away while saying, "You now have 1 less." Ask children to repeat to you, "I have 1 less cube."</p> <p>Children may want to use the word "bigger" rather than "greater". For consistency of language, encourage children to use the word "greater". "Bigger" often refers to the size of an object rather than a number, for example a bigger teddy or a bigger slide</p> <p>When zero is involved in a question, children may find this more challenging, as they find it harder to picture.</p> <p>Children may misunderstand the language. Ensure you are consistent with your wording, particularly with the word "greatest". Often it gets replaced with "largest" or "biggest", which can be confusing for young children.</p> <p>Children may write the numbers in between divisions, rather than on divisions when labelling a number line.</p> <p>Children may confuse the inequality symbols when comparing numbers using a number line</p>	<p>One Fox by Kate Read</p> <p>Counting crocodiles by Judy Sierra How do dinosaurs count to 10 by Yolen and Teague</p> <p>Ten little dinosaurs by Mike Brownlow</p> <p>Feast for 10 by Cathryn Falwel</p> <p>Nine naughty kittens by Linda Jenny</p>

Memorable first hand experiences	Opportunities for communication
<p>Using a range of manipulatives and representations</p>	<p>Ask key questions and discuss</p> <p>Discuss and answer stem sentences provided by White Rose</p> <p>Complete odd one out activity and discuss</p> <p>Discuss/debate What's the same/what's different?</p>

DCINS Reasonable adjustments for pupils with SEND

<i>Communication and Interaction</i>	<i>Cognition and Learning</i>
<i>Use a range of visual aids</i> <i>Give clear instructions one at a time</i> <i>Repetition</i> <i>Provide simple instructions</i> <i>Pre teach vocabulary</i> <i>Use working wall where modelling is displayed</i> <i>Give children thinking time</i> <i>Model task</i>	<i>Check understanding regularly</i> <i>Allow rest breaks</i> <i>Give thinking time</i> <i>Colour code signs that could be confusing</i> <i>Work checklists</i> <i>Break down tasks into small steps</i> <i>Give opportunities for over-learning</i>

Social, Emotional and Mental health

Allow access to a quiet and calm space
Give child a special role to increase self esteem
Provide a visual support- what to do if you are stuck
Provide a movement break
Seat pupil by more confident peer
Now and next board
Sand timers
Movement breaks
Break down tasks into small steps

Sensory and Physical

Consider carpet space position
Reduce background noise
Provide a range of manipulatives- dienes may be too small
Appropriate seating
Wobble boards
Writing slope
Enlarge text
Variety of writing tools available