Dereham Church Infant and Nursery School- Mathematics

	Year group: 1	Area/topic: Mathematics- Place value within 50
	• Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • 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 • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s• Given a number, identify 1 more and 1 less	

Prior learning	Future learning
During Spring 1 children focussed on place value within 20	Place value knowledge will be used and applied throughout maths learning.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Count from 20 to 50	Children to use half hundred squares and take it in turns counting with a partner
20, 30, 40 and 50	Provide children with a number- can they represent it in four different ways
Count by making groups of tens	Give children a large number of objects, can they count them? How do they do it?
Groups of tens and ones	Photos of children making numbers using dienes
Partition into tens and ones	Draw part whole models for given numbers
The number line to 50	Identifying differences on a number line.

Estimate on a number line to 50 1 more, 1 less	Provide children with numbers to place on a number line where not all values have been labelled Using a number track solve 1 more and 1 less questions
Key vocabulary	
Before, next, after, ones, tens, teen, groups, total, whole, part, estimate, half way, less than, more than,	

Common misconceptions	Books linking to this area
As children have become familiar with teen numbers, they may use these interchangeably with multiples of 10, for example saying "thirteen" instead of "thirty". • When counting backwards from a multiple of 10, children may start going forwards again, for example 42, 41, 40, 41 • Children may reverse the digits of 2-digit numbers, for example writing "41" as "14". • Children may count groups of 10 as discrete objects rather than groups of objects, for example counting 4 packs of 10 pencils as "4 pencils". • Children may write 2-digit numbers incorrectly. For example, if there are 3 tens and 4 ones, they may write this as 304 rather than 34 • Children may think that number lines can only go up in 1s. • When labelling a number line, children may write the numbers in between divisions, as they do on number tracks, rather than on divisions. • Some children may find it difficult that there is not an exact answer when estimating.	Count to 100 by Felicity Brooks
Memorable first hand experiences	**Opportunities for communication**

Use a range of manipulatives. Counting large numbers of items Using half hundred squares	Ask key questions and discuss Discuss and answer stem sentences provided by White Rose Discuss/debate What's the same/what's different?

DCINS Reasonable adjustments for pupils with SEND

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