

Dereham Church Infant and Nursery School- Mathematics

	Year group: 1	Area/topic: Mathematics- place value within 20
	- 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 - Read and write numbers from 1 to 20 in numerals and words - Given a number, identify 1 more and 1 less	

Prior learning	Future learning
In the Autumn term, children learnt the numbers to 10 and became secure with these.	This will be used throughout future maths learning. There will also be a place value within 50 block later in the term

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Count within 20 Understand 10	Read the book 1 to 20 animals aplenty. Provide opportunities to count with class members. Know that a 10 diene is the same as 10 ones. Photos of working with a selection of manipulatives that represent 10.

Understand 11, 12 and 13 Understand 14, 15 and 16 Understand 17, 18 and 19 Understand 20 Find 1 more and 1 less Use a numberline to 20 Estimate on a numberline to 20 Compare numbers to 20 Order numbers to 20	Using ten frames and seeing that 11, 12 and 13 are more than one full 10. Showing 15 using three different ways. Using ten frames and recognising how many empty spaces are left in the second ten frame in order to identify quickly 17,18 or 19. Filling ten frames to make 20. Opportunities to use bead strings and cubes to represent 1 more/1 less Complete number lines where numbers are missing. Photos of children placing number cards on a large chalked number line on the playground Complete missing number problems Placing plates of sweets in order from fewest to most	
Key vocabulary		
Greater than, less than, zero, total, part, whole, more, less, estimate, halfway, same, different, equal, most, fewest,		
Common misconceptions		Books linking to this area
Children may find the numbers 11, 12, 13 and 15 confusing, as they cannot hear the 1, 2, 3 and 5 within them.		1 to 20 Animals aplenty
		My granny went to market

Children may find writing teen numbers tricky, in particular reversing the digits. For example, when saying 16, they hear the 6 first, so may write 61. Children may struggle to understand that 1 ten is made up of 10 ones. Ensure that they explore this in a variety of ways. Where 10 is represented using a single piece of equipment, for example a single base 10 piece, children may struggle to recognise the 10 ones as they cannot physically break the representation apart. When labelling a number line, children may write the numbers in between divisions, as they do on number tracks, rather than on divisions. Children may assume that all number lines start at zero. Children may think that numbers on a number line can either increase or decrease from left to right, as on number tracks. Children may compare the ones in a number without considering the tens and so think that 8 is greater than 15, because 8 is greater than 5	Counting creatures 20 big trucks The perfect number The digits number jumble
Memorable first hand experiences	Opportunities for communication
Use a range of manipulatives. Placing number cards on large numberlines chalked on the playground Opportunities to order and sort plates of sweets	Ask key questions and discuss Discuss and answer stem sentences provided by White Rose Discuss/debate What's the same/what's different?

DCINA Reasonable adjustments for pupils with SEND

<i>Communication and Interaction</i> 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	<i>Cognition and Learning</i> 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
<i>Social, Emotional and Mental health</i> 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	<i>Sensory and Physical</i> 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