Year 1 Spring 2

Starter suggestions for Number

- Read and write numbers to 100 in figures.
- Count on and back in 1s from any one or two-digit number including across 100.
- Count on and back in multiples of 2, 5 and 10.
- Order a set of random numbers to 100.
- Recall addition and subtraction facts for each number up to 20.
- Recall doubles of numbers to 10 + 10
- Recall halves of even numbers to 20.
- Add a single digit number to any number up to 20.
- Take away a single digit number from any number up to 20.
- Identify number patterns on number lines and hundred squares.
- Recognise and create repeating patterns with numbers.
- Identify odd/even numbers linked to counting in twos from 0 and 1.

Starter suggestions for Measurement, Geometry and Statistics

- Identify 2-D shapes in different orientations and begin to describe them.
- Identify 3-D shapes in different orientations and begin to describe them.
- Compare and sort common 2-D and 3-D shapes and everyday objects.
- Order and arrange combinations of mathematical objects in patterns and sequences.
- Describe position, direction and movement.
- Estimate the length and height of familiar items using uniform non-standard and standard units.
- Estimate mass and capacity of familiar items using non-standard and standard units.
- Identify time on an analogue clock to the hour and half past the hour.
- Use the language of time to sequence events.
- Recognise and know the value of different denominations of coins and notes.
- Recognise and create repeating patterns with objects and shapes.

	Main learning	Rationale
Week 1 **Measurement: length and height, mass/weight**	▪ Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). ▪ Measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children's range of counting competence. ▪ Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than). ▪ Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children's range of counting competence. ▪ Solve practical problems for lengths, heights and masses/weights.	The pairs of terms mass and weight, volume and capacity are used interchangeably at this stage. Children should work practically to measure length and height, recognising that both are measurements of distance. Children make direct comparisons of lengths, heights, masses/weights before measuring using uniform non-standard units progressing to manageable standard units and equipment. Measurement work should be in line with a child's number work e.g. using numbers up to 100.
Week 2 **Mental addition and subtraction facts in context of measurement**	▪ Represent and use number bonds and related subtraction facts within 20. ▪ Add and subtract one-digit and two-digit numbers to 20, including zero *(using concrete objects and pictorial representations)*. ▪ Solve practical problems for length and height and mass/weight	Children should use measurements of items they have measured in the previous week or interesting measures (from the Guinness Book of Records) to create number sentences. The use of physical objects or pictures to give meaning to number sentences helps children to understand the relationship between addition and subtraction.
Week 3 **Fractions**	▪ *Understand that a fraction can describe part of a whole.* ▪ *Understand that a unit fraction represents one equal part of a whole.* ▪ Recognise, find and name a half as one of two equal parts of an object, shape or quantity *(including measure)*. ▪ Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Children should understand what a fraction is – a way of describing part of a whole unit or shape. At this stage, when describing part of a whole unit or shape, an important feature to understand is the need for the whole to be split into equal sized parts. Children should experience shapes that have not been divided into equal parts and identify that the fractions of these shapes are not easy to identify. Children's work on halves and quarters should be practically based and linked to their work on shape and also measures from the previous two weeks. As a lead into the following week, children could be introduced to the fraction three-quarters when experiencing one quarter.
Week 4 **Position and direction and time**	▪ Describe position, directions and movements, including half, quarter and three-quarter turns. ▪ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	Children's work on fractions in the previous week should be continued, in particular linking the images of quarter, half and three-quarters of a circle to fractions of a turn. Their understanding of fractions of a turn should be related to the movement of the minute hand on an analogue clock, introducing language of clockwise, o'clock and half past. Children should also understand that as the minute hand moves on an analogue clock, the hour hand also moves. When the minute hand is showing half past, children should be encouraged to identify other clues, using the position of the hands on the clock, that suggest 'half'.

	Main learning	Rationale
Week 5 **Measurement: Time**	▪ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. ▪ Compare, describe and solve practical problems for time (quicker, slower, earlier, later). ▪ Measure and begin to record the following time (hours, minutes, seconds).	Children should be introduced to the language of time using familiar events in their life and in school. Sequencing of events can also be explored in children's stories such as The Very Hungry Caterpillar, Jasper's Beanstalk, The Princess and the Wizard, What the Ladybird Heard amongst others. Children should explore how long certain activities take and also how many times certain things can be done in a given time period e.g. one minute.
Week 6 **Assess and review**	Assess and review week	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.