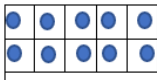
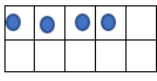
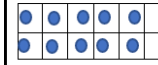
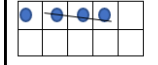
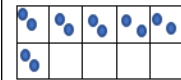




LPS Year 1 Spring



Place Value within 20 2 weeks	Addition and Subtraction 2 weeks	Measure – Capacity 1 Weeks	Place Value- Counting in 2,5,and 10's 2 weeks	Place Value 2 weeks	Consolidation 2 Weeks
<p>Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 20 in numerals.</p> <p>Given a number, identify one more and one less</p> <p>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</p> <p>Measure and begin to record the following: lengths and heights</p> <ul style="list-style-type: none"> • Represent teen number • Order and compare teens • + 1 – 1 teens • Represent using number lines and measure lengths 	<p>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>1AS-2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Not crossing the tens boundary and drawing on bonds to 10</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</p> <ul style="list-style-type: none"> • TO + o • TO – O 	<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] <p>Measure and begin to record the following</p> <ul style="list-style-type: none"> • capacity and volume • time (hours, minutes) 	<p>Count in multiples of twos, fives and tens</p> <p>1-NF2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers</p> <ul style="list-style-type: none"> • Count in 2s • Count in 5s • Count in 10s • 2s/5s/10s together 	<p>Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 50 in numerals.</p> <p>Given a number, identify one more and one less</p> <p>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</p> <ul style="list-style-type: none"> • Represent numbers to 50 • Represent using number lines 	<p>Based on summative assessment teach to GAPS.</p> <p>Focus on:</p> <p>Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number</p>
 	 		 		
<p>teen numbers</p> <p>Measurement</p> <p>centimetre</p>	<p>Addition, add, difference, equals, facts, missing number, 2-digit, inverse,</p>	<p>litre, half litre , capacity, volume , more than , less than, quarter full, mass</p>	<p>Count in ones, twos, fives, tens</p> <p>Multiple of</p>	<p>twenty-one, twenty-two</p>	

Make links to measurement across every number unit and statistics in place value and addition/subtraction
 Include reasoning and problem solving in all units
 Green statements are ready to progress, red are additional information, blue are key objectives