

St Oliver Plunkett Primary School Medium Term Planning

Area of Learning: Mental Maths

Year Group: 1

Spring 2

Learning Intentions	Content / Activities	Resources / ICT	Monitoring / Evaluation Assessment
<p>Children will be able to:</p> <p>Understand and use mathematical language</p> <p>Count in 1's mentally up to 20 (and beyond)</p> <p>Recognise numerals up to and including 10</p> <p>Begin to recognise numerals up to and including 15</p> <p>Count forwards and backwards within 10 (and beyond – differentiation)</p> <p>Identify the number before and after a given number up to and including 10</p> <p>Begin to identify number before and after a given number up to and including 15</p> <p>Identify patterns in number</p> <p>Count on from different starts within 10</p> <p>Count back from different starts within 10</p> <p>Sequence numerals from smallest to biggest</p>	<p>Pupils will be enabled to:</p> <ul style="list-style-type: none"> • Explore, investigate and use mathematical terms • Count to and from 10 (then beyond) • Recognise numbers and count in 1's to 10 (to 15) • Understand and discuss numbers before/after/between • Name missing numeral(s) in a given pattern. • Recognise the biggest/smallest number • Identify numbers using language more, less, same number and fewer • Order numbers from the highest to the lowest (e.g 6-1) • Order numbers from the 	<ul style="list-style-type: none"> • Ready Set Go Maths • NHM Teacher File (pgs 3 -7) • Number Talk (See weekly plans) • Peter Patilla Interactive Mental Maths • Number Rhymes/Songs/Stories (See Weekly Plans) • Counting Games (see weekly plans) • Number lines • Number cards to 10 • Number fans • Counting Stick(Teacher) • Individual Counting Sticks • 5/10 Frame cards • Whiteboards/markers • Number Splat (iPad) • Color Pencil • Mental Maths Strategies (See display & weekly plans) • Rhythm counting • Pendulum counting • Class number line • Class picture line • Bead line 	<p>Teacher observations</p> <p>Questioning techniques</p> <p>Self-assessment</p> <p>Daily marking of books</p> <p>Weekly Assessments (See Weekly Planners)</p> <p>Year Band Book Monitoring</p> <p>SLT Book Monitoring</p> <p>LANGUAGE Count forwards Count backwards Before After In between Sequence Continue the pattern More than Less than Fewer The same as Equal Guess 'and' introduce the word add)</p>

<p>Sequence numerals from biggest to smallest</p> <p>Add and subtract mentally within 10</p> <p>Partition a given number within 10</p> <p>Begin to use the word 'add' and 'equals'</p> <p>Begin to recognise the symbols for adding and equals</p> <p>Recite some addition facts for 2 and 3</p> <p>Demonstrate conservation of number within 10</p> <p>Recite the days of the week</p> <p>Begin to Recite Months of the Year</p> <p>Develop language associated with using money</p>	<p>lowest to the highest (e.g 1-6</p> <ul style="list-style-type: none"> Order a selected numbers smallest to biggest (e.g 2,5,1,8,6) Add/subtract one within 10 (NHM TF PG75-78) Use sets to partition a number and discuss estimation of quantities through number conservation sing a days of the week song and identify the present day; what came before and what comes after (NHM 131-136) <ul style="list-style-type: none"> Stand and sit activities (RSG pg 98-100) <p>Introduce 1p, 2p, 5p and 10p coins and shopping with 1p up to 10p</p>	<ul style="list-style-type: none"> Individual number track Individual number cards Individual blank track 	<p>Partition</p> <p>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p> <p>January, February, March, April, May, June, July, August, September, October, November, December</p> <p>Penny/ pence</p> <p><u>Movement – PE</u></p> <p><u>(NHM TF PG 107-108)</u></p> <p>Forwards</p> <p>Backwards</p> <p>Side</p> <p>Right</p> <p>Left</p> <p>Up</p> <p>Down</p> <p>Under</p> <p>Over</p> <p>Right</p> <p>Left</p>
<p>Evaluation:</p>			

Recap and discuss the importance of E-Safety. Children should discuss and reference the E- Safety policy and Cyber Tiger while engaging in ICT activities.