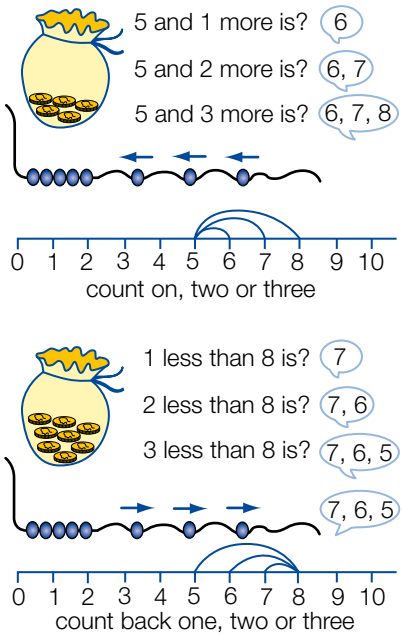
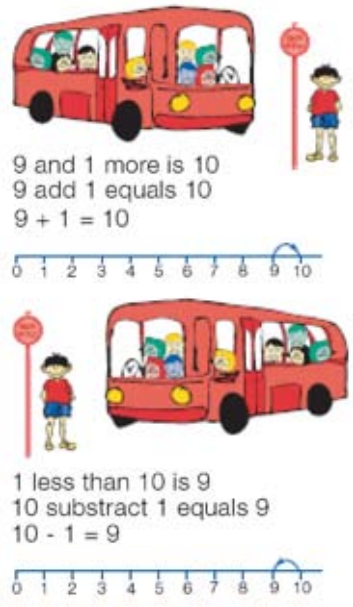
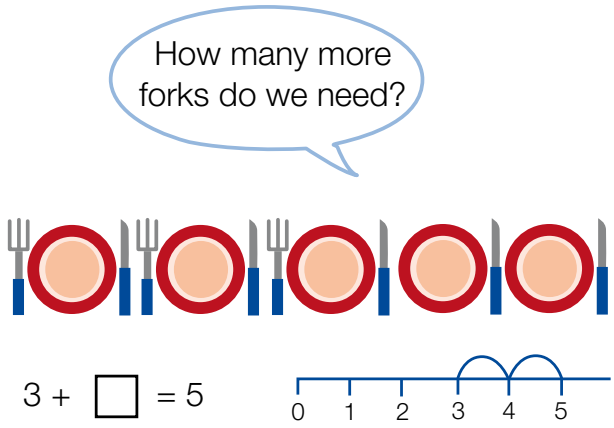
Year 1 – Block E

The models, images and practical resources detailed below will support the teaching of this Block. The text in italics relates directly to the learning overview of each Unit in the Block – this is accessed using the planning tab in the Framework. Select Planning–Year group–Block then click on the Unit tabs.

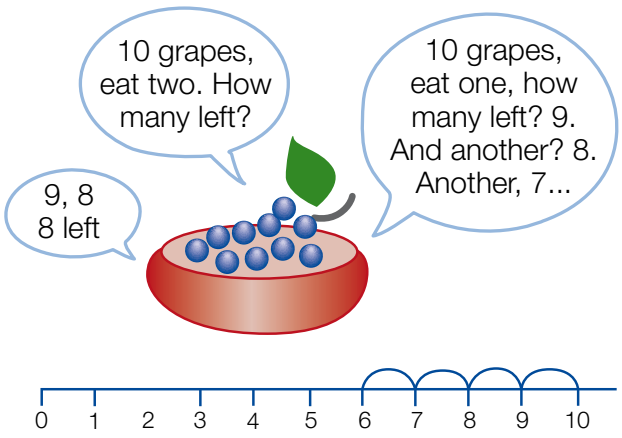




Children extend their understanding of 'one more' and 'one less' to finding the number that is two or three more or less than a given number. They associate finding numbers that are, say, 'three more' with addition and finding numbers that are, say, 'two less' with subtraction.

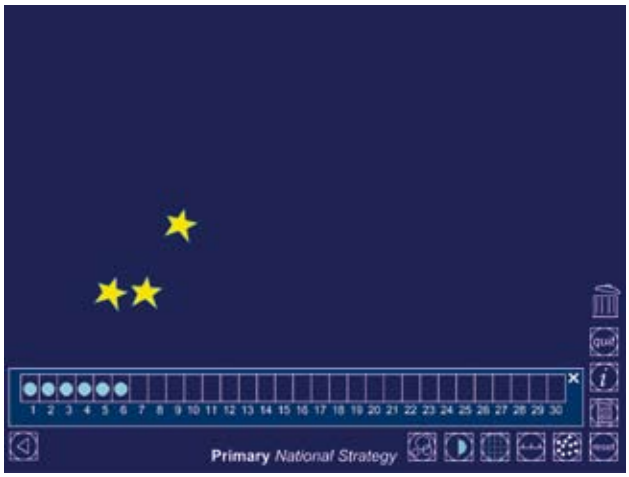


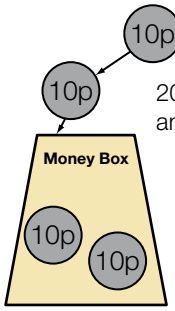
*Children record the practical situation on a number track and by using **addition and subtraction statements** such as 5 + 3 = 8 and 9 – 2 = 7. They are given a number sentence such as 5 + 6 = 11 and are asked to think of a story to describe it. For example: 'In a field, there are 5 brown cows and 6 black cows. There are 11 cows altogether.' They solve 'missing-number' problems using objects to help them, such as: There are four horses in a field. How many more horses are needed to make nine horses altogether?*



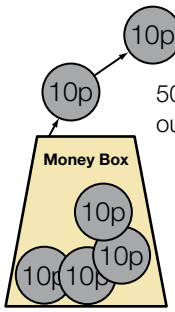
Counting interactive teaching program

Counting interactive teaching program is available in the library section of the Primary Framework.





20p and 10p more is 30p
and 10p more makes 40p



50p in the money box. Take 10p
out, another 10p and so on...

0	5	10	15
20	25	30	35
40	45	50	

In practical contexts throughout this unit, children describe and extend number sequences counting on or back in repeated steps of the same size, including 2, 5 and 10. Children count on in tens from zero and then back to zero. They use practical equipment such as 10p coins or straws bundled into tens, or a number line or 100-square, to consolidate the count. This helps them to form mental images, to recognise the numbers in the count, and to identify patterns. They learn to recognise the difference between '–ty' and '–teen' numbers.

The grid is taken from the increasing and decreasing number grids spreadsheet. This can be found in the library of the Primary Framework.

Other grids such as paper grids can be used as an alternative.

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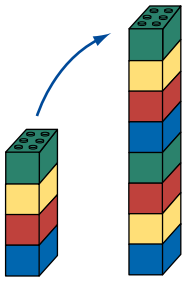
28	27		25
24		22	21
20	19	18	

*Children **count on from zero in twos, and then back to zero**, using objects such as pairs of socks to answer questions such as: I have three pairs of socks in the bag. How many socks is this? They check the answer by counting the socks in ones and then in twos. They count 2p coins, for example by tapping the coin twice on the table to remember that it is worth 2p. They listen as 2p coins are dropped into a tin one by one, keeping a count and saying how much money is in the tin. They mark repeated hops of 2 or 3 or 5 on a number track to at least 20, saying the numbers they land on. They use patterns in the numbers to identify missing numbers in the sequence, for example identifying the missing number when they hear a clap: 28, 27, 26 [one clap], 24, 23, or 5, 10, 15 [one clap], 25 [one clap].*

A range of different grids can be used. The one illustrated is from increasing and decreasing number grids spreadsheet. This can be found in the library of Primary Framework.



4 + 4 = 8
double 4 is 8

*Children develop their understanding of **doubling**. They make two identical sets of objects and find the total. For example, they place an equal number of bug counters onto two leaves. They record this in the number sentence 3 + 3 = 6. They understand that they are finding the sum of two threes, or 'doubling three', and that double 3 is 6 because 3 + 3 = 6.*