

Curriculum prioritisation materials 2021/22

Curriculum planning grid for the rest of 2021/22

 Year 1

Spring Term Term 2022

| | Week 1 wc 3.1.22 | Week 2 wc10.1.22 | Week 3 17.1.22 | Week 4 24.1.22 | Week 5 31.1.22 | Week 6 7.2.22 | Week 7 14.2.22 |
|---------------------------------|--|---|--|---|---|---|--|
| S P r i n g 1 | <p>Measure -Time <u>Number talk</u></p> <p>1NF–2 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> <p>*Introduce counting around the clock face in 5 to indicate how many minutes have past.</p> <p><i>Use number lines, number tracks, hundred squares, counting sticks and a variety of models and images such as bar charts (going up in ones) capacity</i></p> <p><u>PA Maths objectives:</u></p> <ul style="list-style-type: none"> To sequence events in chronological order To tell the time to the hour <p>*There are also links to position and direction within the concept of time p183 objectives:</p> <ul style="list-style-type: none"> To make turns in both directions. To link turns with the hands on a clock. | <p>Number and Place Value <u>Number talk</u></p> <p>1NPV 1- focus on counting within 100 forwards and backwards starting from any given number.</p> <p><i>-to say whether any number from 1-100 is odd or even and why.</i></p> <p><i>-To say what comes next in a given pattern (16, 17, 18...)</i></p> <p><i>Or 16, 14, 12</i></p> <p><u>PA Maths Objectives:</u></p> <ul style="list-style-type: none"> To re-group (carry out a fair swap) To make 10 and count on (concrete) | <p>Number and Place Value <u>Number talk:</u></p> <p>1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =</p> <p><i>-compare numbers using the language of greater, less and equal.</i></p> <p><i>-use coins and measures too to compare numbers and values e.g. this ribbon is 8cm long and this is 18cm long. 18cm is greater than 8cm or 8cm is less than 18cm.</i></p> <p><u>PA Maths Objectives:</u></p> <ul style="list-style-type: none"> Make 10 and count on (pictorial). | <p>Geometry (properties of Shape) <u>Number talk:</u></p> <p>1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another</p> <p><i>-Talk about shapes and patterns in curtains, clothes, objects and displays.</i></p> <p><i>-to visualise 3d shapes, imagine you have a tin of beans in your hands, turn it around how many circles do you see?</i></p> <p><u>PA Maths Objectives:</u></p> <ul style="list-style-type: none"> To recognise and name 3D shape. To identify 3D shapes in the environment. | <p>Addition and Subtraction: <u>Number talk:</u></p> <p>NF–1 Develop fluency in addition and subtraction facts within 10 see supplement for facts to be taught in year 1.</p> <p><i>-Recap fluency of number bonds within and to 10.</i></p> <p><i>-Recap using the inverse (use resources such as cubes to reinforce)</i></p> <p><u>PA Maths objectives:</u></p> <ul style="list-style-type: none"> To investigate all possible sets of two numbers to make a given number. To add with number bonds to 20 | <p>Addition and Subtraction <u>Number talk</u></p> <p>NF–1 Develop fluency in addition and subtraction facts within 10 see supplement for facts to be taught in year 1.</p> <p><i>-use of near doubles to add (6+7= 6+6+1=13) try to weave in aspects of money where possible e.g. 5p+ 5p=10p so 5p + 6p = 5p+5p+1p=11p</i></p> <p><u>PA Maths objectives:</u></p> <ul style="list-style-type: none"> To add with number bonds to 20. To use a number line to count on. | <p>Geometry (Position and Direction) <u>Number talk :</u></p> <p>Positional language and vocabulary focus: To use everyday language to describe positions: - In PE stand in front of, behind, opposite a partner, or between two others. - Describe how the furniture is arranged in a dolls house: Put a chair in front of theTV - In the classroom name an object that is above the door, beside the sink - describe where a smaller object is in a large area– near the edge/corner/middle etc -describe the position of an object in relation to another. The cat is next to the tree</p> <p><u>PA Maths Objectives:</u></p> <ul style="list-style-type: none"> To identify left and right To give directions. |



Notes on ready-to-progress criteria that have been mastered, to keep ticking over

Empty yellow box for notes on ready-to-progress criteria.

Notes on any areas for additional small group support

Empty yellow box for notes on areas for additional small group support.

