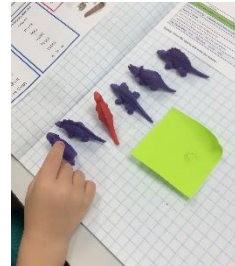
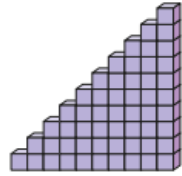

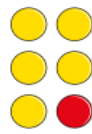
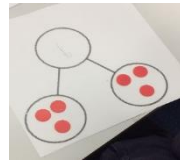
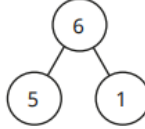



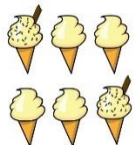

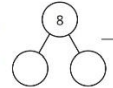







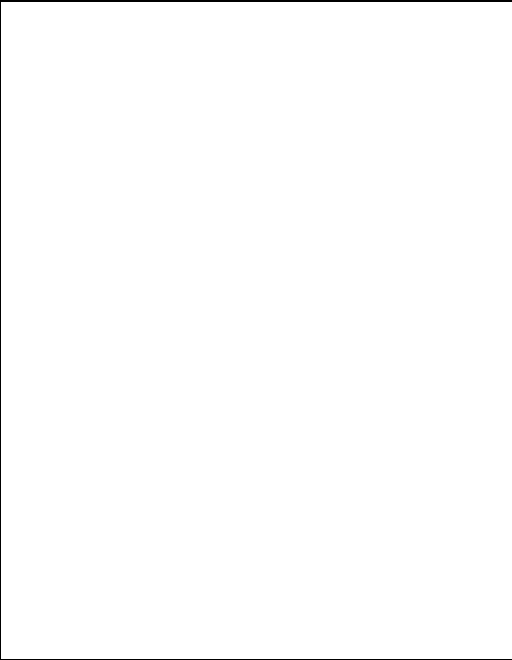
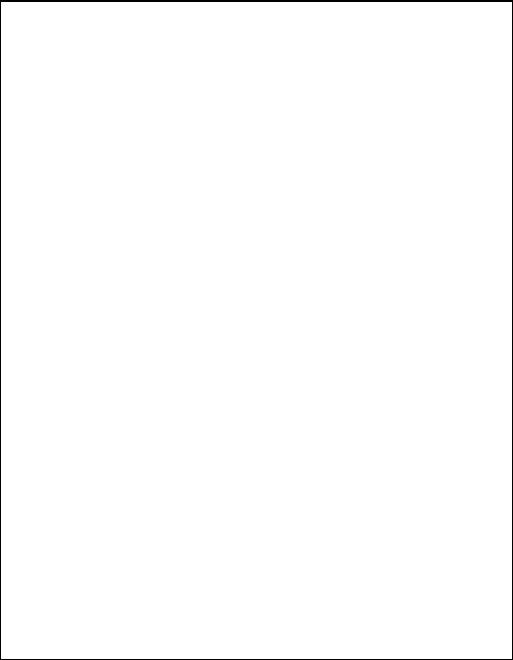
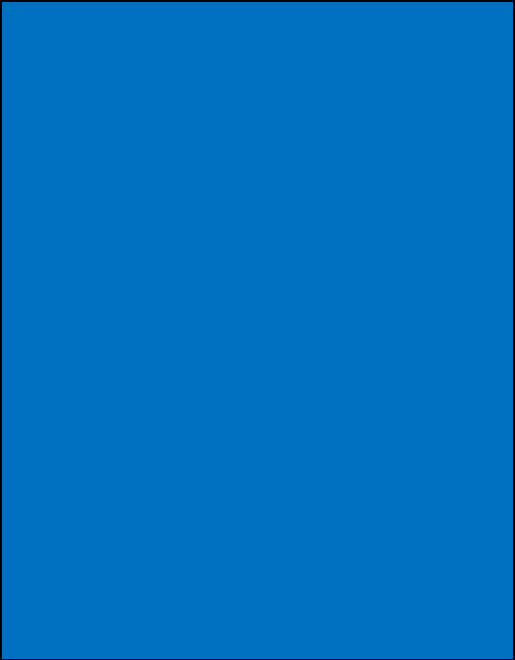
Captain Webb Primary School medium term plan

Year 1

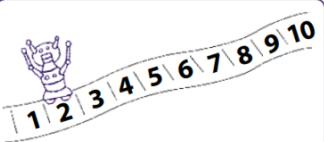
Autumn 1	Strand	Number of weeks	Ready to Progress (Based on National Curriculum objectives)	Key areas of knowledge (small steps in learning)	Resources and methods (Calculation policy)
	Number: Place Value (to 10)	4	<ul style="list-style-type: none"> Knows how to read and write numbers from 1 to 20 in numerals and words. (to 10) Knows and uses the language of: equal to, more than, less than (fewer), most, least. Knows and can identify numbers in pictures and on a number line. Knows how to represent numbers using objects and pictorial representations using the number line. Given a number, knows how to identify one more and one less. 	<ul style="list-style-type: none"> I know one number is counted for each object. I know numbers 1-10 in words. I know that one more is the number that comes next when I am counting. I know that 1 less is the number that comes before. 	  
	Addition & Subtraction (to 10)	4	<ul style="list-style-type: none"> Knows that addition makes a larger total. Knows that subtraction reduces the amount. Knows how to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Knows fact families to 10. 	<ul style="list-style-type: none"> I know that a whole can be partitioned into 2 or more parts. I know that addition is commutative. I know some bonds within 10. I know bonds to 10. I know how to add two numbers with 10. 	   

		<ul style="list-style-type: none"> Knows number bonds to 10. 	<ul style="list-style-type: none"> I know the subtraction symbol. I know that subtraction means take away. I know that subtraction reduces the amount. 	  <p>  $6 - 2 = \underline{\quad}$ There are $\underline{\quad}$ ice creams that do not have flakes. </p> <p>   $\underline{\quad} - \underline{\quad} = \underline{\quad}$ </p> <p>Complete the number sentence.</p> <p>  $7 - 6 = \underline{\quad}$ </p> <p>  $9 - 3 = \underline{\quad}$ </p>
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Problem Solving and Reasoning			
Strand	Ready to Progress	Small steps to learning	Resources and methods
Finding All Possibilities	Knows how to work systematically to find all possibilities.	<p>I know if I have some answers the same.</p> <p>I know how I will put my answers in order.</p> <p>I know what resources to use.</p>	<p>Whitney has this many cubes in one hand.</p>  <p>She has fewer cubes in the other hand.</p> <p>How many cubes could she have in her other hand?</p>



Down the path



The robot is on 2.
You roll a 1 to 6 dice.
After 2 moves it lands on 8.
Find all the different ways the robot can do this.
Now think of other questions you could ask.

Two Dice

Age 5 to 7
Challenge Level



Here are two dice.
If you add up the dots on the top you'll get 7.
Find two dice to roll yourself. Add the numbers that are on the top.
What other totals could you get if you roll the dice again?