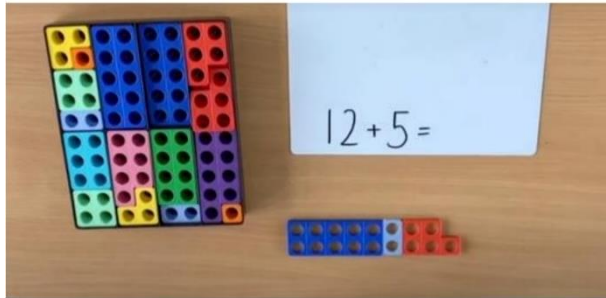
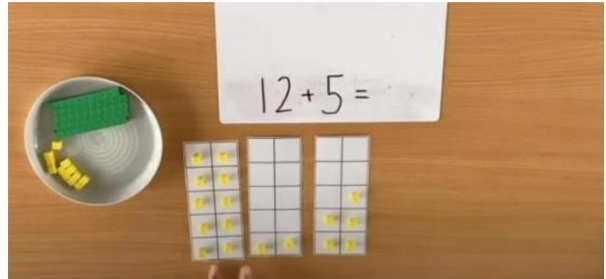

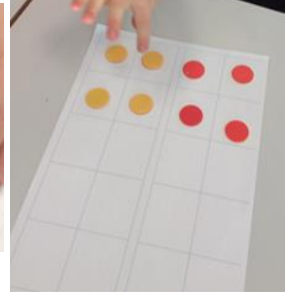




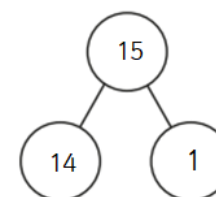
Captain Webb Primary School medium term plan

Year 1

Spring 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)
	Calculation: Addition and Subtraction (20)	3	<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 number bonds and related subtraction facts within 20. Knows how to add and subtract one digit and two-digit numbers to 20, including 0. Knows the effect of zero. Knows that addition subtraction are inverse operations. Knows fact families to 10 then 20. Knows how to solve one step problems that involve addition and subtraction using concrete objects, pictorial representations and missing number problems. Knows how to represent and use 	<ul style="list-style-type: none"> I know that addition is adding more to what I already have. I know number bonds to 20. I know that double means adding to equal quantities. I know doubles to 20. I know that the subtraction symbol is −. I know that when 0 is taken away the total remains the same. I know that when the whole group is taken away there will be nothing left. I know that finding the difference is making comparisons between two amounts. I know that addition and subtraction are inverse operations. I know that addition can be done in any order and subtraction can not. 	   

number bonds and related subtraction facts within 20.

- *Knows that counting back is 'take away' and counting on is 'find the difference.'*
- *Knows the operation required and calculates using counting and known facts.*
- *Knows how to count on to find totals to 20.*
- *Knows doubles up to 20.*



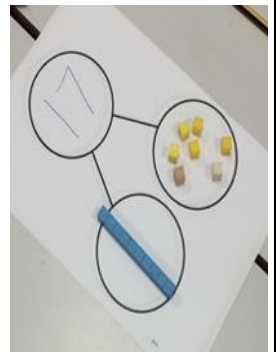
Place Value
(50)

3

- **Knows the value of 2 digit numbers.**
 - **Knows 10 is equal to 10 ones.**
 - **Knows how the totals are built.**
 - **Given a number, knows how to identify one more and one less.**
 - **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 including the number line.**

- **I can count from any given number forwards and backwards from 20-50.**
- **I know that 1 ten is equal to ten ones.**
- **I know the value of a two digit number.**
- **I know one more and one less than values to 50.**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



					<div data-bbox="1576 132 1836 446"> </div> <div data-bbox="1850 161 2168 419"> </div> <div data-bbox="1615 512 1843 533"> <p>Complete the number lines.</p> </div> <div data-bbox="1608 552 2139 687"> </div>
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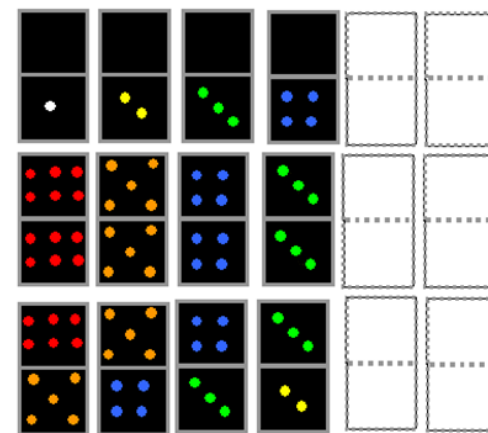
Patterns and Rules

Knows how to find patterns and spot rules to solve a puzzle.

I know what a repeating pattern is.

I know how to find the step size, following a rule.

I know how to describe patterns mathematically using signs and symbols.



I think of a number and add 3. The answer is 15. What is my number?

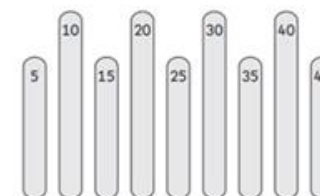
$$\boxed{?} \rightarrow +3 \rightarrow \boxed{15}$$

$$\boxed{12} \leftarrow -3 \leftarrow \boxed{15}$$

26 Kemi makes a pattern with sticks.

Some are long and some are short.

She writes a number pattern on the sticks.



Write the number that will be on the next **short** stick.