



Example Scheme of Work – MKSHK Year 1 Maths

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| | Teacher | | Pre-Prep | 1 | Year | 1 | No of pupils | | Subject | Maths |
| | Term | | | | | | | | No. of lessons | 5 |
| About this Unit | Strands: Number and place value (NPV); Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA) | | | | | | | | | |
| Summary | Week summary: Find 1 more, 1 less, 10 more, 10 less than any 2-digit number; explore patterns on the 100-square; understand place value in 2-digit numbers and identify 10s and 1s | | | | | | | | | |

| | Main Focus | Starter | Teaching Summary | Task Descriptions | Outcomes |
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| 1 | Lesson Find 1 more, 1 less, 10 more and 10 less than any 2-digit number | ST 1.21.1 Child chooses a 60-100 card (Resource sheets 110/111). Class counts back in 1s from the number. Rpt. | <ul style="list-style-type: none"> • Split the class into four teams and give each a card '1 more', '1 less', '10 more', '10 less' (Resource sheet 669). • Choose a number card 11-53 (Resource sheets 2, 108 and 109) from a bag. Each team must apply the calculation on their card. Other teams indicate whether they are correct. • Model the answers on Number square tool 1.21.1 and discuss how they make the cross pattern. • Swap cards between teams and rpt. | Core: Y1 WB3 p2 Support: (T) Gui 1.21c Child makes a 2-digit number (Resource sheets 2 and 108-111) on bead string or with 10p and 1p coins. Say how many 10s and 1s, then the group make using place-value cards (Resource sheets 22 and 24a/b). Locate on 100-square (Resource sheet 134) and find 10 more/less. Extend: (TA) TA 1.21e Chn complete crosses on Resource sheet 442 with numbers 1/10 more/less. Encourage chn to do without looking at 100-square (Resource sheet 134). | Children can: <ul style="list-style-type: none"> • say and write the number 1 more/1 less • say and write the number 10 more/10 less. |

Objectives: NPV.14 Count on and back in ones to 100; MAS.20 Add or subtract 10 from 2-digit numbers

Key Vocabulary: more; less; below; above; right; left

Physical Resources: 10p and 1p coins; bag; bead strings; Y1 Workbook 3; **Photocopiables:** [RS 2 Number cards 0-20](#); [RS 22 Place-value cards \(1\)](#); [RS 24a Place-value cards \(2\)](#); [RS 24b Place-value cards \(2\)](#); [RS 108 Number cards 21-40](#); [RS 109 Number cards 41-60](#); [RS 110 Number cards 61-80](#); [RS 111 Number cards 81-100](#); [RS 134 100-square](#); [RS 289 1-100 Number track](#); [RS 442 Blank number crosses](#); [RS 669 1 more, 1 less, 10 more, 10 less](#); [RS 670 1-120 number track - multiples of 10](#);

Digital Resources: [Lesson: Year 1](#); [Number square tool 1.21.1](#)

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| 2 | <p>Lesson</p> <p>Find 1 more, 1 less, 10 more and 10 less than any 2-digit number</p> | <p>ST 1.21.2 Hand out calculators. Chn press 2, then + then =, then rpt pressing =, saying the numbers in unison.</p> | <ul style="list-style-type: none"> • Chn explain how they can find 1 or 10 more/less than any number. • Write 25. Child writes 10 more below. Discuss how 10s have changed but 1s remain the same. Model on Number square tool 1.21.2. Rpt for 10 less. Then 1 more/less, each time confirming on the tool. • Ask chn to help complete number sentences. Make the link between more and adding, and less and subtracting. • Rpt, asking chn to solve $63 + 1 =$, $63 - 1 =$, $63 + 10 =$ and $63 - 10 =$ | <p>Core: (T) Gui 1.21a Chn choose a 2-digit number card (Resource sheets 2 and 108-111) and write the numbers 1/10 more/less on sticky notes and stick in a cross. Find on 100-square (Resource sheet 134).</p> <p>Core: SP 1.21c Chn buy items priced with labels on Resource sheet 673 using exact money. Shopkeeper can use Resource sheet 674 to indicate price increase or decreases of 10p or 1p.</p> <p>Support: (TA) TA 1.21c Chn make a number line on Resource sheet 671 from chosen line on 100-square (Resource sheet 134). Discuss and compare rows.</p> <p>Extend: Y1 WB3 p3</p> | <p>Children can:</p> <ul style="list-style-type: none"> • say and write the number 1 more/1 less • say and write the number 10 more/10 less. |
| <p>Objectives: NPV.14 Count on and back in ones to 100; MAS.20 Add or subtract 10 from 2-digit numbers</p> <p>Key Vocabulary: more; less; below; above; right; left; add; subtract; equals</p> <p>Physical Resources: 10p and 1p coins; bead strings; calculators; items to sell in shop; sticky notes; toy till; Y1 Workbook 3; Photocopiables: RS 2 Number cards 0-20; RS 108 Number cards 21-40; RS 109 Number cards 41-60; RS 110 Number cards 61-80; RS 111 Number cards 81-100; RS 134 100-square; RS 289 1-100 Number track; RS 670 1-120 number track - multiples of 10; RS 671 Empty number track - 10 spaces; RS 673 Price labels - under £1; RS 674 Price increase/reduction signs;</p> <p>Digital Resources: Lesson: Year 1; Number square tool 1.21.2; Screen 1.21.2</p> | | | | | |
| 3 | <p>Lesson</p> <p>Explore patterns on the 100-square</p> | <p>ST 1.21.3 Hand out calculators. Chn press 5, then + then =. Rpt pressing =, saying the numbers in unison. Highlight the 5s and 10s columns on Number square tool 1.21.3a.</p> | <ul style="list-style-type: none"> • Explain to chn that they are going to do a maths investigation like real mathematicians, scientists and inventors. • Chn choose to work alone, in pairs or 3s. Hand out 100-squares (Resource sheet 134) and calculators. • Launch Number square tool 1.21.3b and explain they will be looking for patterns in the 100-square. Talk about where they might find patterns. | <p>Core: (T) Gui 1.21g Chn look for patterns on a 100-square and mark using coloured pencils. TA prompts with questions.</p> <p>Core: (TA) TA 1.21g Chn look for patterns on a 100-square and mark using coloured pencils. Teacher prompts with questions.</p> <p>Support: (T) Gui 1.21g Chn look for patterns on a 100-square and mark using coloured pencils. TA prompts with questions.</p> <p>Support: (TA) TA 1.21g Chn look for patterns on a 100-square and mark using coloured pencils. Teacher prompts with questions.</p> <p>Extend: (T) Gui 1.21g Chn look for patterns on a 100-square and mark using</p> | <p>Children can:</p> <ul style="list-style-type: none"> • identify similarities and differences in numbers • identify patterns on a 100-square • use vocabulary associated with numbers, i.e. 10s/1s digit, even/odd, more than/less than, etc. |

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| | | | | coloured pencils. TA prompts with questions. Extend: (TA) TA 1.21g Chn look for patterns on a 100-square and mark using coloured pencils. Teacher prompts with questions. | |
| <p>Objectives: PRA.24 Identify patterns in numbers on a 100 square</p> <p>Key Vocabulary: investigation; pattern; tens; ones; digit; diagonal; add; subtract; total</p> <p>Physical Resources: calculators; Photocopiables: RS 134 100-square; Digital Resources: Lesson: Year 1; Number square tool 1.21.3a; Number square tool 1.21.3b</p> | | | | | |
| 4 | <p>Lesson</p> <p>Understand that 2-digit numbers are some 10s and some 1s</p> | <p>ST 1.21.4Count round circle in 10s from number cards 1-15 (Resource sheet 2). Then count back. Rpt.</p> | <ul style="list-style-type: none"> Count along a 1-30 number track (Resource sheets 77-106) and back. Remove the first 9 numbers to leave 10 to 30. Ask why you have done this and what is special about the numbers left. Pick out number 14. <i>Spider says there is one ten in fourteen and four ones, is that true?</i> Discuss, making 14 with 10p and 1p coins. Rpt with a different number and make with coins, pointing out the correlation between the 10s digit and the number of 10p coins. Rpt. | <p>Core: (TA) TA 1.21b Chn count on in 1s to next multiple of 10 from a number card (Resource sheets 2 and 108/9). Child who says the multiple makes the original number with 10p and 1p coins.</p> <p>Core: Y1 WB3 p5</p> <p>Support: SP 1.21a Chn choose a number card (Resource sheets 2 and 108-111) and make it using various equipment. What do they notice?</p> <p>Extend: (T) Gui 1.21f Chn choose a 2-digit number card (Resource sheets 2 and 108-111). Say how many 10s and 1s, the group make using place-value cards (Resource sheets 22 and 24a/b). Compare to the original number card.</p> | <p>Children can:</p> <ul style="list-style-type: none"> say how many 10s and 1s are in any 2-digit number understand that 2-digit numbers are made from 10s and 1s. |
| <p>Objectives: NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions</p> <p>Key Vocabulary: ten; ones; digit; place value</p> <p>Physical Resources: 1p and 10p coins; bead strings; hat; interlocking cubes; Y1 Workbook 3; Photocopiables: RS 2 Number cards 0-20; RS 22 Place-value cards (1); RS 24a Place-value cards (2); RS 24b Place-value cards (2); RS 77 Number card: 1; RS 78 Number card: 2; RS 79 Number card: 3; RS 80 Number card: 4; RS 81 Number card: 5; RS 82 Number card: 6; RS 83 Number card: 7; RS 84 Number card: 8; RS 85 Number card: 9; RS 86 Number card: 10; RS 87 Number card: 11; RS 88 Number card: 12; RS 89 Number card: 13; RS 90 Number card: 14; RS 91 Number card: 15; RS 92 Number card: 16; RS 93 Number card: 17; RS 94 Number card: 18; RS 95 Number card: 19; RS 96 Number card: 20; RS 97 Number card: 21; RS 98 Number card: 22; RS 99 Number card: 23; RS 100 Number card: 24; RS 101 Number card: 25; RS 102 Number card: 26; RS 103 Number card: 27; RS 104 Number card: 28; RS 105 Number card: 29; RS 106 Number card: 30; RS 108 Number cards 21-40; RS 109 Number cards 41-60; RS 110 Number cards 61-80; RS 111 Number cards 81-100; Digital Resources: Lesson: Year 1</p> | | | | | |
| 5 | <p>Lesson</p> | <p>ST 1.21.5Child places Spider on Number square tool 1.21.5. Class decide</p> | <ul style="list-style-type: none"> Show 23 on Bead string tool 1.21.5. Ask how many there are. Show that 23 is made from 2 lots of 10 beads and 3 | <p>Core: (TA) TA 1.21b Chn count on in 1s to next multiple of 10 from a number card (Resource sheets 2 and 108/9). Child who</p> | <p>Children can:</p> |

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| Identify 10s and 1s in 2-digit numbers | whether to count on or back in 10s. Rpt with a different start number. | <p>single beads. Make 23p using 10p and 1p coins. Rpt with 57.</p> <ul style="list-style-type: none"> • Make 45 on tool while chn close their eyes. Ask chn to look at the bead string and say how to write the number you have made. Discuss how you write the 4 first to show the number of 10s. Make using coins on Money tool 1.21.5. • Rpt, each time discussing how to write the digits in the order of place value. | <p>says the multiple makes the original number with 10p and 1p coins.</p> <p>Core: SP 1.21b Chn play track game on Resource sheet 672.</p> <p>Support: (T) Gui 1.21d Pairs make a 2-digit number (Resource sheets 2 and 108-111) on bead string or with 10p and 1p coins. Say how many 10s and 1s, Find on a 100-square (Resource sheet 134) and compare to the number card.</p> <p>Extend: Y1 WB3 p6</p> | <ul style="list-style-type: none"> • say how many 10s and 1s are in any 2-digit number • understand that 2-digit numbers are made from 10s and 1s. |
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Objectives: NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions

Key Vocabulary: ten; ones; digit; place value

Physical Resources: 10p and 1p coins; Base 10 equipment; bead strings; Y1 Workbook 3; **Photocopiables:** [RS 2 Number cards 0-20](#); [RS 22 Place-value cards \(1\)](#); [RS 24a Place-value cards \(2\)](#); [RS 24b Place-value cards \(2\)](#); [RS 108 Number cards 21-40](#); [RS 109 Number cards 41-60](#); [RS 110 Number cards 61-80](#); [RS 111 Number cards 81-100](#); [RS 134 100-square](#); [RS 672 Rocket track game - place value](#); **Digital Resources:** [Bead string tool 1.21.5](#); [FE 1.21.5](#); [Lesson: Year 1](#); [Money tool 1.21.5](#); [Number square tool 1.21.5](#)

Supplementary Resources

Five Minute Fillers

- [FMF 1.21 Which way round?](#)

Speaking and Listening

- [SL 1.21a Counting on and back \(Support\)](#)
- [SL 1.21b Counting on and back \(Core\)](#)
- [SL 1.21c Counting on and back \(Extend\)](#)
- [SL 1.21d Counting on and back \(Challenge\)](#)

Suggested Homework

Individual Practice Games

- [Beetle Bump 1.21a](#)
- [Beetle Bump 1.21b](#)
- [Beetle Bump 1.21c](#)