Y1 Maths Plan
Place Value (10)

Learning Steps	
Block Intro	
1	Count objects
2	Count objects from a larger group
3	**Manipulative Introduction: tens frame**
4	Represent amounts
5	Recognize numbers as words
6	Count on from any number
7	Represent 6 – 10 as five and a bit
8	**Representation Introduction: part-whole models**
9	Partition numbers 6 - 10 in different ways using part-whole model
10	**Representation Introduction: bar models**
11	Partition numbers 6 - 10 in different ways using bar model
12	Partition numbers 6 - 10 systematically using part-whole model
13	Partition numbers to 6 - 10 systematically using bar model
14	Bar model missing wholes to 10
15	Bar model missing parts to 10
16	One more
17	Count backwards within 10
18	One less
19	Fewer, more, same
20	Less than, greater than, equal to
21	Compare amounts
22	Order amounts
23	**Representation Introduction: number lines**
24	**Assessment**
25	**Pause & stretch**

Key Principles

- Number formation must be every day in Year 1.
- Bar modelling to be used in all units where possible.

- Block Intro sessions replace mental maths/retrieval on the first day of a unit and give a reason to the learning or children.
- Lessons follow agreed school LDM with reasoning throughout and as a set task to finish.
- **Proper problem-solving is dealt with in dedicated lessons.**
- **Assessments will be given proper time and be immediately after the unit.**
- **Pause will be led by teacher and 'stretch' will be independent GD problems with afternoon follow-up by teacher.**

- A learning step does not necessarily equate to a lesson – it could be lesson; it could be more; it could be less. *Slow down to speed up* – it takes as long as it needs for all to have learnt – not just be taught. If some need more, trim others.