



Slytherin Year One Maths Medium Term Planning Spring Term 2022 Ms Davis

- Number: Addition & Subtraction
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
- Number: Place Value (within 50)
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.
- Measurement: Length & Height
- compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short,
 - double/half]
 - measure and begin to record the following:
 - lengths and heights
- Measurement: Weight & Volume
- mass/weight [for example, heavy/light, heavier than, lighter than]
- capacity and volume [for example, full/empty, more than, less than, half,
- half full, quarter]
- measure and begin to record the following:
 - mass/weight
 - capacity and volume

Week	White Rose Block/Main Focus	W/C	Coverage
1	Consolidation	05.01.2022	



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2, 3 & 4	Addition & Subtraction	10.01.2022 17.01.2022 24.01.2022	<p>Year 1 Spring Term Week 1 to 4 – Number: Addition & Subtraction</p>  <h2>Overview</h2> <h3>Small Steps</h3> <ul style="list-style-type: none">■ Add by counting on■ Find & make number bonds■ Add by making 10■ Subtraction – Not crossing 10■ Subtraction – Crossing 10 (1)■ Subtraction – Crossing 10 (2)■ Related facts■ Compare number sentences <div data-bbox="1794 400 2089 448">Notes for 2020/21</div> <p>Addition within 10 is a vital topic in year 1 therefore we have given these concepts more time within our scheme of learning.</p> <p>If children have a firm grasp of these concepts they will have a strong foundation to build upon in later years.</p> <p>1</p> <p>©White Rose Maths</p>
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5, 6 & 7.	Number: Place Value (within 50)	31.01.2022 07.02.2022 14.02.2022	<p>Year 1 Spring Term Week 5 to 7 – Number: Place Value (within 50)</p>  <h2>Overview</h2> <h3>Small Steps</h3> <ul style="list-style-type: none">Numbers to 50Tens and onesRepresent numbers to 50One more one lessCompare objects within 50Compare numbers within 50Order numbers within 50Count in 2sCount in 5s <p>Notes for 2020/21</p> <p>This block builds on previous learning on place value.</p> <p>Spend time consolidating work with smaller numbers before moving on to numbers within 50.</p> <p>Links should be made between numbers below 10 so that children are constantly using their prior learning to help them.</p> <p>1</p> <p>©White Rose Maths</p>
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8 & 9	Measurement: Length & Height	28.02.2022 07.03.2022	<p>Year 1 Spring Term Week 8 to 9 – Measurement: Length & Height</p>  <h2>Overview</h2> <h3>Small Steps</h3> <ul style="list-style-type: none">Compare lengths and heightsMeasure length (1)Measure length (2) <p>Notes for 2020/21</p> <p>This should be a very practical block of learning and prior learning on place value and addition and subtraction can be consolidated and extended.</p> <p>1</p> <p>©White Rose Maths</p>
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10 & 11	Measurement: Weight & Volume	14.03.2022 21.03.2022	<p>Year 1 Spring Term Week 10 to 11 – Measurement: Weight & Volume</p>  <p>Overview</p> <p>Small Steps</p> <ul style="list-style-type: none"> ▶ Introduce weight and mass ▶ Measure mass ▶ Compare mass ▶ Introduce capacity and volume ▶ Measure capacity ▶ Compare capacity <p>Notes for 2020/21</p> <p>Measuring and comparing activities can be brought to life using real examples that will develop children's understanding of the world around them.</p> <p>Similarly to the length and height block, this block is useful to consolidate place value and addition and subtraction.</p> <p style="text-align: right;">1</p> <p style="text-align: right;"><small>©White Rose Maths</small></p>
12 & 13	Consolidation	28.03.2022 04.04.2022	

Main Focus	Daily Focus	Inputs
Week 1 05.01.2022 Consolidation		



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<p>Week 2: 10.01.2022 Number: Addition & Subtraction</p>	<ul style="list-style-type: none"> • Add by counting on • Add ones using number bonds • Add ones using number bonds • Find & make number bonds 	<p>Children explore addition by counting on from a given number. They begin to understand that addition is commutative and that it is more efficient to start from the largest number. It is important that children see that they are not just adding two separate numbers or items, they are adding to what they already have. Ensure children do not include their start number when counting on. What number did you start with? Then what happened? Now what do I have? What does each number represent? What do the counters represent? How can I represent counting on using practical equipment? How can I represent counting on using a bar model or a number line? Add by Counting On. Use ten frames to complete the number story. First there were ___ cars in the car park. Then ___ more cars parked in the car park. Now there are ___ cars in the car park. Eva has 13 prize tokens. She wins 5 more. How many prize tokens does Eva have now? Mo starts at 9 and counts on $6\ 9 + 6 =$ Show his calculation on the number line</p> <p>Children see that working systematically helps them to find all the possible number bonds to 20 They will use their knowledge of number bonds to 10 to find number bonds to 20 Using examples such as, $7 + 3$, $17 + 3$ or $7 + 13$ encourages children to see the link between bonds to 10 and bonds to 20 and reinforces their understanding of place value. What strategy could you use to make sure you find all the number bonds? What number bond can we see? How does this help us find the number bond to 20? How does knowing your number bonds to 10 help you to work out your number bonds to 20? Find & Make Number Bonds 11 Year 1 Spring Term Week 1 to 4 – Number: Addition & Subtraction What number bond is represented in the pictures? Continue the pattern to find all the number bonds to 12 How do you know you have found them all? There are ___ red counters. There are ___ blue counters. Altogether there are ___ counters. ___ + ___ = ___ + ___ = ___ There are ___ red counters. There are ___ blue counters. Altogether there are ___ counters. ___ + ___ = ___ + ___ = ___ $12\ 12 = 12 + 0\ 12 = 11 +$ ___ $12 = 10 +$ ___</p>
<p>Week 3: 17.01.2022 Number: Addition & Subtraction</p>	<ul style="list-style-type: none"> • Add by making 10 • Subtraction - not crossing 10 	<p>Children add numbers within 20 using their knowledge of number bonds. It is important that children work practically using ten frames and/or number lines to help them see how number bonds to 10 can help them calculate. They will move towards using this as a mental strategy. How can you partition a number and use your number bonds to 10 to help you? How does using the counters help you to see this strategy? How does using a number line help you to see this strategy? Add by Making 10 13 Year 1 Spring Term Week 1 to 4 – Number: Addition & Subtraction Rosie has used the 10 frames to calculate $6 + 7$ Use Rosie’s method to complete: Mo has used a number line to calculate $6 + 8$ Use Mo’s method to calculate: $5 + 8 = 9 + 4 = 6 + 8 =$ I partitioned the 7 into 4 and 3 so that I could make a full $10 + 4 + 4$ I partitioned 8 into 4 and 4 Children build on the language of subtraction, recognising and using the subtraction symbol within 20 The use of zero is important so children know that when nothing is taken away, the start number remains the same or when the whole group is taken away, there will be</p>



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	<ul style="list-style-type: none"> • Subtraction - not crossing 10 (counting back) • Subtraction - crossing 10 (counting back) 	<p>nothing left. They will also use the part-whole model alongside practical equipment to reinforce number bonds within 20 How many objects were there at first? Then what happened to the objects? How many objects are there now? If Mo ate nothing, what number would we use to represent this? How do we write this as a calculation? What does the zero represent in this calculation? If Mo ate all of the biscuits, what number would we be left with? How do we write this as a calculation? What does the zero represent in this calculation? Subtraction – Not Crossing 10 There are 16 biscuits on a plate. Mo eats 5 of them. Complete the sentences. First there were ___ biscuits. Then ___ were eaten. Now there are ___ biscuits. $16 - 5 = \underline{\quad}$ First there were 9 sheep. Then they all ran away. How many sheep are left? Use ten frames and counters to represent the sheep. Use the number pieces and the number line to complete the number sentences. Use this method to calculate: $20 - 8$ $18 - 6$ $19 - 4$ For the first time, children will be introduced to subtraction where they have to cross ten. This small step focuses on the strategy of partitioning to make ten. Children should represent this using concrete manipulatives or pictorially to begin with. Ten frames and number lines are particularly useful to model the structure of this strategy. Children will move towards using this as a mental strategy. How can you partition a number to help you subtract? How does using the counters help you to see this strategy? How does using a number line help you to see this strategy? Can you think of another way to represent this problem? Subtraction – Crossing 10 (1) Rosie has used the ten frames to calculate $12 - 5$ Use her method to complete:</p>
<p>Week 4: 24.01.2022 Number: Addition & Subtraction</p>	<ul style="list-style-type: none"> • Subtraction - crossing 10 (1) • Subtraction - crossing 10 (2) • Related facts • Compare number sentences 	<p>For the first time, children will be introduced to subtraction where they have to cross ten. This small step focuses on the strategy of partitioning to make ten. Children should represent this using concrete manipulatives or pictorially to begin with. Ten frames and number lines are particularly useful to model the structure of this strategy. Children will move towards using this as a mental strategy. How can you partition a number to help you subtract? How does using the counters help you to see this strategy? How does using a number line help you to see this strategy? Can you think of another way to represent this problem? Subtraction – Crossing 10 (1) Rosie has used the ten frames to calculate $12 - 5$ Use her method to complete: Children subtract numbers, within 20, crossing the 10. Children begin to understand the different structures of subtraction (taking away, partitioning, difference). They use concrete manipulatives and pictorial methods to support their understanding. One of the most difficult concepts for children is finding the difference where they subtract to calculate how many more. How do the counters and bar models help you to subtract? Which method would you use to show your thinking and why? Did you count forwards or backwards? Why? Subtraction – Crossing 10 (2) Complete the number sentences to describe what happens to the sweets. There are 12 cars in the car park. 5 of them are blue. How many are red? ___ of the cars are red. Adam has 13 playing cards. Oliver has 5 playing cards. How many more cards does Adam have? Children explore addition and subtraction fact families for numbers within 20. They should work concretely and pictorially to find links between the addition and subtraction sentences. They should recognize that addition and subtraction are inverse operations.</p>



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		<p>Children should begin to understand that addition is commutative but subtraction is not. What's the same and what's different? If we know $12 + 1 = 13$, what else do we know? Can you see any patterns? If we know that $15 - 3 = 12$, why can't we say $3 - 15 = 12$? Related Facts Complete the addition sentences. $12 + 1 = 13$ $11 + \underline{\quad} = 13$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ Can you write a subtraction sentence for each? $13 - 1 = 12$ $13 - \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$ Complete: $15 - \underline{\quad} = 3$ $15 - 3 = \underline{\quad}$ $3 + \underline{\quad} = 15$ $\underline{\quad} + 3 = 15$ Complete and write addition and subtraction sentences for each bar model. Can you use the numbers 8, 7 and 15 to make a bar model? Can you write addition and subtraction sentences for this bar model? Children compare number sentences within 20 using inequality symbols. Children may still need to use concrete manipulatives or draw images to help them compare calculations. They should be encouraged to look at whether it is always necessary to have to work out the answers to calculations in order to compare them. What do each of the symbols mean? Do you always have to work out the answers to be able to compare calculations? Why? Why might Tommy put 8 into the example below? e.g. $7 + 1 = \underline{\quad} - 2$ Which card completes the number sentence? is more than is less than is equal to Use or = to compare the number sentences. $3 + 8$ $8 + 3$ $3 + 8 - 4$ $18 - 5$ 18 $12 + 4$ $12 - 4$ Choose the correct digit card to make the number sentences correct. $13 - 5 < 13 - \underline{\quad}$ $16 - 4 = \underline{\quad} + 4$ $9 + \underline{\quad} > 9 + 1$</p>
<p>Week 5: 31.01.2022 Number: Place Value (within 50)</p>	<ul style="list-style-type: none"> • Counting to 50 by making 10s • Numbers to 50 • Counting forwards and backwards within 50 • Tens and ones • Represent numbers to 50 	<p>Children count forwards and backwards within 50. They use a number track to support where needed, in particular crossing the tens boundaries and with teen numbers. Children build on previous learning of numbers to 20 They learn about grouping in 10s and their understanding of 1 ten being equal to 10 ones is reinforced. How can we count a larger number of objects more easily. What happens when we get to 10? 20? 30? $\underline{\quad}$ ones make $\underline{\quad}$ ten. How many groups of 10 can we see in the number $\underline{\quad}$? Which practical equipment is best for showing groups of 10? Numbers to 50 27 Year 1 Spring Term Week 5 to 7 – Number: Place Value (within 50) Use the number track to • count forwards from 35 to 49 • count back from 46 to 38 Can you count from $\underline{\quad}$ to $\underline{\quad}$ without a number track? These images both show the same number of counters. Which counters are easier to count? Why? How many muffins are there? Children use practical equipment to represent numbers to 50 They continue to build their understanding that ten ones can be grouped into one ten. They need to practice grouping equipment into tens themselves (straws, cubes, lolly sticks, 10 frames) before introducing ready made tens or place value counters. It is important that children understand how a number is made up of tens and ones, e.g. $34 = 3$ tens and 4 ones. How many have we got? How can we make them easier to count? How many tens are there? How many ones are there? I have $\underline{\quad}$ tens and $\underline{\quad}$ ones. What number does that make? How do we record this number in words? Tens and Ones 29 Year 1 Spring Term Week 5 to 7 – Number: Place Value (within 50) Count out 23 straws. How many bundles of 10 can you make? There are $\underline{\quad}$ tens and $\underline{\quad}$ ones. $\underline{\quad}$ tens + $\underline{\quad}$ ones = 23 What number is represented in the grid? There are $\underline{\quad}$ tens and $\underline{\quad}$ ones. $\underline{\quad}$ tens + $\underline{\quad}$ ones = $\underline{\quad}$ Match the pictures and words.</p>



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		<p>How many? • Four tens and three ones • Two tens and five ones • Three tens and four ones • Three ones and five tens</p> <p>Children continue to represent numbers to 50 using a variety of concrete materials. Children should continue to see the groups of tens and ones in each number to support their understanding of place value. Which digit represents the tens? Which digit represents the ones? What do you notice about the numbers 30, 40, 50? How many tens are there? How many ones? How do we say/write/represent/partition this number? What's the same about your representations? What's different? Represent Numbers to 50 31 Year 1 Spring Term Week 5 to 7 – Number: Place Value (within 50) Complete the table. How many different ways can you represent the following numbers? Here is an example for 25 • 34 • 28 • 40 • 16 Number Tens and Ones Ten Frame Straws Words 2</p>
<p>Week 6: 07.02.2022 Number: Place Value (within 50)</p>	<ul style="list-style-type: none"> • One more one less • Compare objects within 50 	<p>Children find one more and one less than given numbers up to 50. Children build numbers concretely before using number tracks and 1–50 grids. As they have already found one more and one less within 10 and 20, they should be able to use this knowledge with larger numbers. Encourage them to notice that it is the ones column that changes most of the time apart from when the ones number is a nine. If they know that 8 is one more than 7 then they also know that 48 is one more than 47 How many do we have? What number does this represent? What would be the number after/before...? What is one more/one less than...? When finding one more and one less, which digit changes? Why? Does this always happen? One More One Less 33 Year 1 Spring Term Week 5 to 7 – Number: Place Value (within 50) Fill in the blanks: There are ___ donuts. One more than ___ is ___ There are ___ donuts. One less than ___ is ___ Build and find one more and one less. One more than ___ is ___ One less than ___ is ___ One more than ___ is ___ One less than ___ is ___ Find one more and one less: One more than ___ is ___ One less than ___ is ___ One more than ___ is ___ One less than ___ is ___ One more than ___ is ___ One less than ___ is ___ Children compare two sets of objects using the language 'more than', 'less than' and 'equal to'. Children also use the inequality symbols to compare the sets of objects. If children are struggling to understand how to use the inequality symbols a visual may help them, for example, How could we arrange the objects to help us compare them? What do and = mean? How do you know you have more or less? Can you record your ideas in a different way? Compare Objects within 50 35 Year 1 Spring Term Week 5 to 7 – Number: Place Value (within 50) Teddy and Eva each have some muffins. Who has more muffins? Which picture helps you to compare? ___ is more than ___ > ___ has more muffins. Fill in the blanks: < > Complete each box using or = Say and write the number sentences for each one. Use the number track to compare the two numbers using words and inequality symbols. 21 is _____ than 26 ___ is more than 26 is _____ than 21 ___ is less than 21 26 26 21 Use the 1-50 grid to compare the numbers. 12 < 21 38 < nineteen 40 < 39 + 1 Use a number line or 1-50 grid to compare: > < Building on previous learning of comparing practical objects within 50, children now compare two numbers within</p>



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		<p>50 using the inequality symbols. Children continue to use the language 'more than', 'less than' and 'equal to' alongside the correct symbols to compare numbers. Which number is more? Which is less? What could we use to represent the numbers? What do and = mean? How do you know you have more or less? What could you use to help you compare? Compare Numbers within 50 37 Year 1 Spring Term Week 5 to 7 – Number: Place Value (within 50) fifteen 50 48 39 28 29 2 tens < Children order numbers using the language, 'largest', 'smallest', 'more than', 'less than', 'least', 'most' and 'equal to'. They continue to use inequality symbols to order numbers in ascending and descending order. Children should be able to justify the order of numbers using their place value knowledge. They need to know that they should compare the highest place value column first (tens), then move onto the ones if the tens are equal. Which group has the most? Which group has the least? How does knowing this help us order the groups from largest to smallest? Can you build the groups using equipment and compare? What is the smallest/largest number that could complete the empty box? Order Numbers within 50 39 Year 1 Spring Term Week 5 to 7 – Number: Place Value (within 50) Order the groups of cubes from smallest to largest. Order the base 10 from smallest to largest: ___ < ___ < ___ Using base 10, build and order from largest to smallest: • 23, 49, 19 • 11, 33, 22 • 41, 14, 42, 24 Use the four numbers to complete the statement. ___ ></p>
<p>Week 7: 14.02.2022 Number: Place Value (within 50)</p>	<ul style="list-style-type: none"> • Count in 2s • Count in 5s 	<p>Children build on their previous knowledge of counting in multiples of 2 and go beyond 20 up to 50 They will apply previous learning of one more and one less to counting forwards and backwards in twos. For example, two more than and two less than. The 1-50 grid can be used to spot and discuss patterns that emerge when counting in 2s. How can we count the pairs? What does it mean to count in pairs? Can we use tens frames to help us count in 2s? Can you see any patterns when you count in 2s? Count in 2s 41 Year 1 Spring Term Week 5 to 7 – Number: Place Value (within 50) How many socks are there? There are ___ socks in total. How many gloves are there? There are ___ gloves in total. Represent the gloves using ten frames. Continue colouring in 2s on the grid. What do you notice? Complete the number lines by counting in 2s. Children build on previous learning of counting in fives to go beyond 20 and up to 50 The 1-50 grid can be used to spot and discuss patterns that emerge when counting in 5s. How can we count the groups of 5? Can you describe the pattern when you count in 5s? Will ___ appear on our number line? Why/why not? Count in 5s 43 Year 1 Spring Term Week 5 to 7 – Number: Place Value (within 50) How many fish are there? There are ___ fish in each tank. There are ___ tanks. There are ___ fish altogether. How many grapes are there? There are ___ grapes in each bunch. There are ___ bunches. There are ___ grapes altogether. Continue counting in 5s on the grid. Complete the number lines by counting in 5s.</p>
<p>Week 8 28.02.2022</p>	<ul style="list-style-type: none"> • Compare lengths 	<p>Children use and understand the language of length such as long, longer, short, shorter, tall, taller. They recognise this language will change depending on what type of length they are describing and comparing. Children understand that height is a type of length. They should also be exposed to lengths that are equal to one another. Which person is taller/shorter? Which pencil is shorter/longer? Are we measuring the height or length of</p>



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<p>Measurement: Length & Height</p>	<ul style="list-style-type: none"> • Compare heights • Compare lengths & heights • Measuring lengths (non-standard units) • Measure length (1) 	<p>something? What is the same? What is different? How many different sentences can you make to compare the vehicles? Say them to your partner. Compare Lengths & Heights 47 Year 1 Spring Term Week 8 to 9 – Measurement: Length & Height Use the words taller and shorter in the sentence stems to compare the height of the man and the boy. The man is than the boy. The boy is than the man. Use the words longer and shorter in the sentence stems to compare the length of the blue pencil and the orange pencil. The blue pencil is than the orange pencil. The orange pencil is than the blue pencil. Which pencil is the longest? Which pencil is the shortest? Compare the vehicles using the words to help you. length height longer same taller shorter</p> <p>Children use non-standard units, such as cubes, hands and straws to measure length and height. Ensure children understand the units they use need to be of equal length. Children recognise that longer, non-standard units are more suitable for measuring the length and height of longer/taller objects. Children need to understand that non-standard units should be exactly in line with one end of the object with no gaps between them to get an accurate measurement. What other things could you use to measure how long a pencil is? What could you use to measure how tall you are? Is it easier to measure someone lying down or standing up? What could you use to measure the length of your classroom? Why is it important to measure in a straight line? Measure Length (1) 49 Year 1 Spring Term Week 8 to 9 – Measurement: Length & Height Use cubes to measure the length of objects around your classroom. Write a sentence for each object. The pencil is cubes long. The is cubes long. Mr White is 5 sticks tall. Choose a suitable piece of equipment to measure how tall your friend is. Which is longer – your maths book or a lunch box? The is longer than the . Choose a unit to measure the objects to check you are correct.</p>
<p>Week 9 07.03.2022 Measurement: Length & Height</p>	<ul style="list-style-type: none"> • Introducing the ruler • Measure length (2) • Adding length problems 	<p>Children build on prior knowledge of measuring length and height using non-standard units and apply this to measuring using a ruler. They should be able to understand that objects can vary in length and size, so a standard unit of measurement is required. It is important that children know to measure from 0 cm. What do the numbers on the ruler mean? (1 cm etc.) Where should we place the object to start measuring it? Does the ruler look like anything else we have used? (number line) Can you count how many cm the _____ measures? How does using a ruler help us to compare objects? Measure Length (2) 51 Year 1 Spring Term Week 8 to 9 – Measurement: Length & Height How long is the building block? The building block is cm. What is the length of the chocolate bar? The chocolate bar is cm. Which straw is the tallest? The blue straw is cm tall. The red straw is cm tall. The straw is the tallest. The straw is the shortest.</p>



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	<ul style="list-style-type: none"> Subtracting length problems 	
<p>Week 10 14.03.2022 Measurement: Weight & Volume</p>	<ul style="list-style-type: none"> Introduce weight & mass Measure mass Compare mass Weight and mass problems 	<p>Children are introduced to weight and mass for the first time. They may already have some understanding of heavy and light from their own experience of carrying objects. Children should begin by holding objects and describing them using vocabulary such as heavy, light, heavier than, lighter than before using the scales to check. The children may believe that larger objects are always heavier and this misconception should be explored. Hold two objects, which is heavier/lighter? How do you know? How can we prove this? Are larger objects always heavier than smaller objects? If the balance scale is down, what does that tell us? If the balance scale is up, what does that tell us? If the balance is level, what does that tell us? Which of these objects is heavier? How do you know? How will this be shown on the weighing scale? Introduce Weight & Mass 55 Year 1 Spring Term Week 10 to 11 – Measurement: Weight & Volume Choose two objects. Which is heavier? Which is lighter? Can you be a human weighing scale? Now use the weighing scale to check. Which object is heavier? Which object is lighter? The _____ is heavier/lighter than the _____. Fill in the missing gaps to make the sentences correct. The _____ is heavier than the _____. The _____ is lighter than the _____. The _____ is equal to the _____. Collect different objects from around your classroom. Use a balance scale to find the heaviest object. Can you find 2 objects that are equal in mass? Children begin by using a variety of non-standard units (e.g. cubes, bricks) to measure the mass of an object. They see that when the scale is balanced, the number of nonstandard units can be used to determine the mass. E.g. One apple weighs ____ bricks. Children may find that it is difficult to balance objects exactly using non-standard units. For example an object may be heavier than 3 bricks, but lighter than 4 bricks. When the scales are balanced, what does this mean? How many _____ weigh the same as one _____? If I add one more cube to this side, what will happen? How do you know? What if I take a cube away? Which classroom objects are the best units to measure with? Why? Measure Mass 57 Year 1 Spring Term Week 10 to 11 – Measurement: Weight & Volume Use the non-standard units to measure each item on your table. The _____ weighs the same as _____ cubes. Weigh an object using cubes and then weigh the same object using different non-standard units. Record your findings. What do you notice? Which non-standard unit was the best to use? Why? Which non-standard unit was not good to use? Why? Which non-standard units would be the best to measure the mass of a heavy book? Counters Wooden blocks Pencils Why? Children continue to use non-standard units to weigh objects and now focus on comparing the mass of two objects. They use balance scales to compare two objects and use the language of ‘heavier’, ‘lighter’ and ‘equal to’. Once children are confident using this</p>



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		<p>language they can use and = to compare mass. How many cubes weigh the same as _____? Which object is heavier? Which object is lighter? Can we order the objects from heaviest to largest? Explain why it is important to use the same non-standard unit if we want to compare the mass of two objects. Compare Mass 59 Year 1 Spring Term Week 10 to 11 – Measurement: Weight & Volume Complete the sentences below. The cupcake weighs _____ cubes. The grapes weigh _____ cubes. The cupcake is _____ than the grapes. (heavier/lighter) Can you order the objects from heaviest to lightest? = 3 pencils = 8 pencils = 4 pencils Ball Teddy Bear Sock Using cubes, find the mass of 4 objects. Order them from lightest to heaviest.</p>
<p>Week 11 21.03.2022 •Measurement: Weight & Volume</p>	<ul style="list-style-type: none"> • Introduce capacity and volume • Measure capacity • Compare capacity 	<p>Children are introduced to volume and capacity for the first time. They explore the concept in a practical way, using a variety of containers. They compare the volume in a container by describing whether it is full, nearly full, empty or nearly empty. Look at my bottle, is it full? Is it empty? Compare my two bottles, which has more liquid in? Which has less? How can we show the container is nearly full or nearly empty? How can we measure the capacity of this container? Introduce Capacity and Volume 61 Year 1 Spring Term Week 10 to 11 – Measurement: Weight & Volume Provide a range of different containers for children to explore practically using water or sand. Show me full containers. Show me empty containers. Show me almost full. Show me almost empty. Use the words 'more' or 'less' to compare the containers. A has _____ than B. A B A has _____ than B. A B Put these in order from empty to full. A B C D empty full. Children measure the capacity of different containers using non-standard units of measure. They understand that the unit of measure must stay the same, for example the same cup, the same spoon etc. They understand to measure accurately, they must make each container or non-standard measure full. How can we measure how much liquid will fill my container? What could I use? How many bowls of liquid fill the bottle? How many cups of liquid fill the bottle? How is this different? How is this the same? Work practically using a variety of containers. Investigate how many small containers it takes to fill the larger containers. The capacity of the _____ is _____ pots. It takes 5 to fill 1 How many will it take to fill 2 buckets? What about three buckets? Four buckets? What do you notice? Can you continue the pattern? Children compare the capacity of different containers using non-standard units of measure. They use 'more', 'less' and 'equal to' to compare as well as the symbols and =. Which container has the largest/smallest capacity? Can we order them from largest to smallest? Which container do you think will hold more? How can we check? What can we use to measure the capacity of these containers? Can we show A has more than B but less than C? Compare Capacity 65 Year 1 Spring Term Week 10 to 11 – Measurement: Weight & Volume Take three different containers. Fill each container with liquid or rice using the same unit of measure e.g. A small cup. Order the containers from largest to smallest capacity. Complete the b</p>
<p>Week 12</p>		



Slytherin Year One Maths Medium Term Planning Spring Term 2022 Ms Davis

28.03.21 Consolidation		
Week 13 04.04.2022 Consolidation		