



Orton Wistow Primary School – Curriculum Plan



Subject : Maths

Year :1

Unit :Addition and Subtraction



Vocabulary

Knowledge

Understanding

Skills

What children will know

What children will understand

What children will be able to do

Define the word and include etymology if useful.

Learning **Teaching** **Assessment**

Learning **Teaching** **Assessment**

Learning **Teaching** **Assessment**

Remembering

Telling

Testing

Practising

Coaching

Observing

Reflecting

Facilitating

Evaluating

Addition

Add, more, and, make, sum, total, altogether
Double
Near double
Half, halve
One more, two more... ten more

Subtraction

Take away, fewer, less, difference between
One less, two less... ten less

Equals

Is equal to, is the same as

Number bonds
Number pair
Part, part, whole
Partition
Recombine

Missing number

- Pupils will know number bonds to 20
- Pupils will know subtraction facts within 20
- Pupils will know how to use a number line to count on or count back
- Pupils will know that when nothing is added or taken away, the whole remains the same
- Pupils will know how to make 10 and then add on the remainder
- Pupils will understand the relationship between addition and subtraction
- Pupils will know whether addition or subtraction is the most appropriate operation to use to solve word problems
- Pupils know the = symbol can go at the beginning or the end of the number sentence





Stem Sentences

If we change the order of the addends, the sum remains the same.

One more than ____ is ____

- Pupils will understand that a whole number is made up of other numbers
- Pupils will understand part, whole model in different orientations
- Pupils understand that the order of an addition sentence can be varied, e.g. $3+2=5$, $2+3=5$, $5=3+2$, $5=2+3$
- Pupils will understand the inverse operations
- Pupils will understand that subtraction can be done by taking away or crossing out
- Pupils understand how to subtract by counting back from the largest number
- Pupils understand finding the difference as a form of subtracting
- Pupils can use the = symbol to show that two calculations are equal.

- Identify one more and one less than a given number
- Represent and use number bonds to 20
- To add two different numbers within 10
- To add by counting on
- To use 10 frames to support addition and subtraction
- Can use concrete objects and pictorial representations to add and subtract
- Solve missing number problems such as $7=?-9$
- Solve one-step problems that involve addition and subtraction

									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
	<p>One less than _____ is _____</p> <p>Adding one gives one more.</p> <p>Subtracting one gives one less.</p> <p>When zero is added to a number, the number remains unchanged.</p> <p>When zero is subtracted from a number, the number remains unchanged.</p> <p>Subtracting a number from itself gives a difference of zero.</p> <p>_____ is the whole; _____ is a part; ___ is a part.</p> <p>_____ is equal to _____ plus _____.</p> <p>_____ plus _____ is equal to _____.</p> <p>_____ and _____ are the addends.</p> <p>_____ is the sum.</p>								





Orton Wistow Primary School – Curriculum Plan



Subject : Maths

Year : 1

Unit : Number and Place Value



Vocabulary

Define the word and include etymology if useful.

Knowledge

What children will know

Understanding

What children will understand

Skills

What children will be able to do

Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating

Number
Zero, one, two, three to twenty, and beyond
None
Count (on/up/to/from/ down/ forward / backwards)
Before, after
More, less, many, few, fewer, least, fewest, smallest, greater, lesser
Equal to, the same as
Odd, even
ones, tens
Ten more/less
Digit – the numerals 0 -9 which then make up a number
Numeral - the way we write number
Figure(s)
Compare
(In) order/a different order
Size – How big is the number?
Value – what is the number worth?
Between, halfway between
Estimate – a good guess

- Pupils will know the notation of numbers to 100
- Pupils will associate the number name with the visual numeral
- Pupils will use the terms greater than, less than as many as to compare numbers
- Pupils will know which numbers are greatest and smallest in a series
- Pupils will know that 10 ones are equal to 1 ten

Stem Sentences

One, two... There are ____ objects

There is one ten and ____ ones

The 1 means one ten and the ____ means ____ one(s)





____ is equal to ten plus ____

There are more ____ than ____

- Understand one-to-one correspondence
- Represent numbers with objects and pictures.
- Understand the correspondence between using both numerals and words.
- Pupils understand the concept of 0 by counting backwards.
- Understand the terms greater than, less than as many as to compare numbers

- Use concrete materials pictures to show a number/value
- Count to and from 100 forward and backwards
- Count numbers to 100
- Read numbers to 100
- Write numbers to 100
- Count in multiples of 2, 5 and 10
- Compare numbers
- Order numbers
- Pupils will use concrete materials to show 1 more and 1 less
- Pupils will identify missing numbers in any part of a sequence.
- Pupils will recognise the number of objects in a group without counting them up to 5



																					
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	<p>There are fewer _____ than _____</p> <p>1 more than _____ is _____</p> <p>1 less than _____ is _____</p>																				

