Hampshire Services
HIAS SCHOOL IMPROVEMENT

HIAS Maths Team

Year 1 Summer to Autumn 2020 Transition Catch Up Plans

An outline plan designed to take account of the national school closures between March 2020 and June 2020.

May 2020
Final version

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Introduction

This learning schedule is based on the Hampshire Mathematics Scheme of Learning and is designed to take account of the national school closures between March 2020 and June 2020. Learners will complete one academic year and be.g.in the next in need of catch-up and consolidation, together with some new learning from the previous months that has been missed. This document focusses on the core skills, knowledge and understanding that an 'on-track' learner would be expected to bring to the next stage of their learning and acknowledges that, for many, the habits of learning and the facility to recall previously embedded knowledge will need attention. For this reason, the latter part of the Summer Term focusses on units of work that have not yet been addressed from the Scheme of Learning due to school closures. To facilitate smooth transition and continuity and to provide an opportunity for consolidation, the first elements of this Autumn Term plan address the end of year objectives from the previous year. As the term progresses, the plan seeks to integrate expected prior learning, previously assumed and now no longer can be, into the standard units from the original scheme. In this way, the aim is to build on what is known and recalled in a moderately accelerated way to help learners get back on track for the end of the 20/21 academic year.

Teachers will need to adapt this schedule to the needs of their learners.

National curriculum statements are in bold type and Hampshire Maths team guidance is in standard type.

The links to the Hampshire Assessment Model starting from the Autumn term so that teacher assessment in each domain can be made at Milestone 1.

The Hampshire Mathematics team full scheme of learning for KS1, 2 and 3 (Y1-Y9) offers long and medium-term maps plus linked units of work with key tasks and teaching points. This is available to schools subscribing to Moodle Plus (for further information, please click here).

Year 1

These plans will need to be adapted to meet the needs of pupils. Number of lessons provides a suggested structure, based on hourly lessons. It is expected that domains within units will be connected and integrated. The structure enables pupils to make links and connections across domains. Pupils should develop reasoning through solving problems in each unit of work.

Date	Unit Focus Lessons	Year 1 Objectives	Key Teaching points and prior learning
		HALF TERM	
Mon 1-06-20 **Fri 19-06-20**	**Unit 1.7** **15 lessons** • **NPV** • **Addition and subtraction**	• **Count to at least 100 forwards, beginning with 0 or 1, or from any given number** • **Count in 2s** to 20, • **Count in 10s** to 100, • Read numbers from 0 to 100. Write numbers from 1 to 20 • Order numbers up to 100 starting from any number crossing the tens boundaries. • **Count back from any given number** up to 50. • **Given a number, identify one more and one less** • Add 10 to a number using concrete resources and a number-line • Revise and use partitions of all numbers up to 10, recalling and deriving associated subtraction facts to solve problems. • Use partitioning and part-whole diagrams to **read, write and interpret mathematical statements** to 10 when solving problems. • **Solve one-step problems that involve addition and subtraction to 20,** using **concrete objects and pictorial representations.**	• Use number lines to support counting – pupils pointing to numbers as they count • Use a range of concrete manipulatives to represent numbers to 20 • Check accurate vocabulary for ‘teens’ numbers • Use two part ‘cherry’ models, tens arrays and bar models with concrete resources to show and record number bonds and related subtraction facts • Develop children’s fluency with using known or derived number facts, moving on from counting in ones (on fingers). • Deepen understanding of the relationship between the concrete and ordinal aspect for numbers up to 20. E.g. ’11 is ten and one’ (using concrete objects) and also ’11 is one more than 10’ (position on a number-line).

Date	Unit Focus Lessons	Year 1 Objectives	Key Teaching points and prior learning
Mon 22-06-20 **Fri 26-6-20**	**Unit 1.10** **5 lessons** • **Multiplication and Division**	• **Count reliably in 2s and 10s**. • **Introduce counting in 5s.** • **Solve one-step problems involving multiplication**, focussing on groups of 5, **using concrete objects, pictorial representations and arrays with the support of the teacher.** • **Solve one-step problems involving multiplication and division**, focussing on groups of 2 and 10, **using concrete objects, pictorial representations and arrays with the support of the teacher.** • **Recognise that 5 is half of 10** and show using concrete resources and diagrams. • **Recognise, find and name a half as one of two equal parts of a quantity** (division by 2)	• Build on and make links with Unit 1.7 • Link counting in 5s to grouping objects and to the pattern of numbers on a number-line. • Solve problems involving groups of 5 objects using pictorial recording. • Rehearse together the language of 'How many groups of 5 are there?' ~ 'There are 3 groups of 5'

Date	Unit Focus Lessons	Year 1 Objectives	Key Teaching points and prior learning
Mon 29-06-20 **Fri 10-07-20**	**Unit 1.8** **10 lessons** • **Addition and subtraction** • **Measurement (money)**	• **Recognise and know the value of different denominations of coins and notes.** • **Count to at least 100 forwards, beginning with 0 or 1, or from any given number.** Make links with counting in pennies • **Count in 2ps** to 20p, modelling on a number-line • **Count in 10ps** to 100p, modelling on a number-line. • Read numbers from 0 to 100. Write numbers from 1 to 20 • Order amounts of any money up to 100p using 1p and 10p coins. Link to a number-line marked with pence. • **Count back** in pennies from any amount up to 50p • **Given a total, identify one penny more and one penny less**. Use coins to model the amount and record on a number-line to explore patterns • Add and subtract 10p to and from an amount of money using 10p and 1p coins and a number-line.	• Build on and make links with Unit 1.7 and Unit 1.10 • Model counting in 2ps, 10ps and 5ps on number lines using coins making links with counting in 2s, 10s and 5s • Develop understanding that 100p = £1 • Make links with representations and concrete resources used to model PV with 2- digit numbers

Date	Unit Focus Lessons	Year 1 Objectives	Key Teaching points and prior learning
Mon 13-07-20 **Fri 17-07- 20**	**Unit 1.15** **5 lesson** • **Geometry**	• **Recognise and name common 2-D shapes, including squares, circles, rectangles and triangles** • **Recognise and name 3-D shapes, including cuboids, pyramids and spheres.** • **Describe position, directions and movements including half, quarter and three-quarter turns.**	• Use packaging and mathematical resources to name 3D shapes • Use cut out shapes to support work on 2D shapes

These plans will need to be adapted to meet the needs of pupils. Number of lessons provides a suggested structure, based on hourly lessons. It is expected that domains within units will be connected and integrated. The structure enables pupils to make links and connections across domains. Pupils should develop reasoning through solving problems in each unit of work.

M1	M2	M3	ARE

Measurement: **Find everyday opportunities to develop children's understanding of telling the time (quarter past and to the hour) and language (days of the week and months of the year).**

Calculation: **Find everyday opportunities to develop children's fluency with counting and addition and subtraction facts to 20 in context e.g. lunch/sandwiches.**

Date	**Unit Focus** **Lessons**	**Year 2 Objectives**	**Key teaching points and prior learning**
Thur 3-09-20	START OF NEW ACADEMIC YEAR		
Mon 7-09-20 Fri 2-10-20	Unit 2.1 20 Lessons • NPV • Addition and Subtraction	• **Identify, represent and estimate numbers using different representations including the number line** • **Read and write numbers to at least 100 in numerals and in words.** • **Compare and order numbers from 0 up to 100, use < , > and = signs** • **Given a number, identify one/ten more and one/ ten less** (include writing as a number sentence) • **Use place value and number facts to solve problems**	• **Y1**: **Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number** • **Y1: 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.** • Use the number-line with structured resources to develop understanding of how numbers relate to one another and to support ordering. e.g. Explore place value patterns such as 7,17,27…. and 57,47,37….. On a number-line marked in multiples of 10, explore 'nearly numbers' such as those ending in '8' or '9'. E.g. '18 is close to (or nearly) 20'. • Revise representations for NPV and recording calculation e.g. number sentences (expressions and equations) two part 'cherry' and bar models and number lines • Solve problems involving add/ sub of tens • Revise and develop fluency in **solving problems that involve addition and subtraction to 20,** including revision of all number bonds of numbers to 10 using **concrete objects and pictorial representations.**

Date	Unit Focus Lessons	Year 2 Objectives	Key teaching points and prior learning
Mon 5-10-20 Fri 23-10-20	Unit 2.2 15 Lessons • Measurement (money / length) • Addition and Subtraction Find everyday opportunities to read the time to the hour and half past the hour- draw hands on a clock to show these times (Y1)	• **Find different combinations of coins that equal the same amounts of money.** • **Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.** • **Solve problems in a practical context involving addition and subtraction of money of the same unit** • **Compare and order lengths** using appropriate standard units (cms)**. Record the results using > , < and =**	• Build on and make links with NPV and calculation from Unit 2.1 • Use 10p and 1p to represent place value and make links with representations as above • **Y1: Recognise and know the value of different denominations of coins and notes** • **Y1: Revise the language for lengths and height (long/ short; longer/ shorter; tall/short)** • Link the number line model with the use of rulers and tape measures
Half Term			

Date	Unit Focus Lessons	Year 2 Objectives	Key teaching points and prior learning
Mon 2-11-20 Fri 21 -11.20	Unit 2.3 15 lessons • Multiplication and Division • Fractions/ Geometry	• **Count reliably in 2s**, **5s and 10s from zero**. Introduce counting in 3s from zero. (multiples) • **Construct arrays with concrete objects**. Notice that 2 x 5 = 5 x 2 etc. (Commutativity). Record pictorially. • Develop the concept of sharing and grouping into different sized groups (not just 2s) • **Recognise, name and write a half as one of two equal parts of a quantity** • Write a half as a word and as a number. • **Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line** • **Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.** • **Recognise, find, name and write fractions as equal parts of a shape** (link to symmetry and folding). Focus on ½, ¼ , 2/4 = ½ • **Measurement: tell and write the time to five minutes, including quarter past/ to the hour and draw the hands on the clock face to show these times**	• **Y1: Count in multiples of 2s, 5s and 10s.** • **Y1: Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.** • Link counting in 2s, 5s ,10s to grouping objects and to the pattern of numbers on a number-line. • Solve problems involving groups of 2, 5 and 10 objects using pictorial recording. • Rehearse together the language of 'How many groups of 2 (5, 10) are there?' ~ 'There are 3 groups of 2 (5,10)' • **Y1: Recognise find and name a half as one of two equal parts of an object, shape or quantity.** • **Y1: Recognise find and name a quarter as one of four equal parts of an object, shape or quantity**

Date	Unit Focus Lessons	Year 2 Objectives	Key teaching points and prior learning
Mon 23-11-20 Fri 18-12-20	Unit 2.4 20 lessons • NPV • Addition and Subtraction • Statistics	• **Count in steps of 10 from any number forward or backwards**, modelling on a number-line • **Read and write numbers to at least 100 in numerals and in words** • **Compare and order numbers from zero up to 100 using <, > and =**. • **Count back from any given number** • **Given a number, identify one (ten) more and one (ten) less** within 100. • **Solve one-step problems that involve addition and subtractions,** using **concrete objects and pictorial representations** including on the number-line, bridging through 10 using number bonds of all numbers, where appropriate • **Construct simple pictograms and tally charts.** • **Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity**	• **Y1: Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.** • **Y1: Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations, and missing number problems such as 7 = ∆ - 9** Use structured number-lines to record addition and subtraction number sentences **revising calculation within 20 using number bonds (not counting in ones on fingers etc). Then…** • Adding 2 single digit numbers (bridging through ten) e.g. 8 + 7 • A 2-digit number and ones (no bridging +/-) e.g. 24 + 5, 38 – 6 • A 2-digit number and ten (+ / -) e.g. 34 + 10, 68 - 10

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