

Maths - Year 1

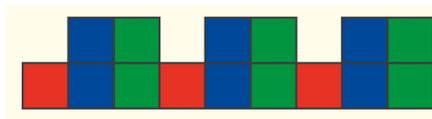
Securing Foundations 5: Describing relationships, more adding and patterns in movement

| Key Vocabulary | | Mathematical Skills |
|---------------------|--|---------------------|
| Positional language | E.g. next, before, after, in, last, in between, forwards, backwards. | |
| Ordinal numbers | E.g. First, second, third, fourth etc. | |
| Comparative words | Smaller, larger, next bigger, next smaller etc. | |
| Repeating pattern | A set of numbers, shapes or objects that are copied in the same order each time. | |
| Combine | To join together. | |
| Add | Combine two or more amounts or numbers to make a total. | |
| Altogether/ total | The whole amount of numbers or objects combined. | |
| Equals/makes | The same in number or amount. | |

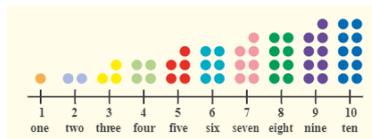
- Notice patterns in the ordered sequence of Numicon shapes and use these to predict what the next shape in the sequence might look like.
- Refer to Numicon shapes and number rods using number names.
- Devise repeating patterns.
- Predict what will come next when putting objects in order.
- Read some number words from one to ten.
- Understand that adding things together or gaining more means you have a larger amount or an increase.
- Say a number sentence or number story clearly while showing what it means with objects or structured apparatus.

Mathematical Methods

- Building more complex repeating patterns.



- Making a 1-10 number line.



- Adding more and telling adding stories e.g. There were two birds in the nest. Five more birds hatched. How many birds are in the nest now?

Can you..?

- Can you spot the missing shape? Explain how you know.



- There are seven horses in a field and 2 more come along. How many horses are there altogether? Draw the Numicon shapes you need to prove how you know.

- What is the total of the shapes?

