

## Wk Weekly Summary

26 This week is all about counting, ensuring all children can count on and back to/from any number to 20. Children also rehearse counting to 100 and begin to cement in the patterns of numbers in the count and the special 'tens' numbers. They are introduced to counting in 10s to 100.

27 Children find one more and one less than numbers up to 20, linking this to adding and subtracting 1. They count on 2, 3 or 4 from a hidden quantity (e.g. cars in a car park, pennies in a tin, bears in a cave) so that they cannot recount the first quantity but must add by counting on. They count back where the remaining quantity is hidden in order to encourage counting back. They read and match number sentences to practical problems. A number track is used to support counting on to give totals up to 20 and counting back from numbers up to 20.

28 The first three days this week are about money. Children revise and learn all the coins from 1p to £2. They name, describe and begin to order the coins according to value. They move on to making small amounts and making the value of a coin using other coins. The final two sessions teach children to subtract by counting back. They subtract small amounts (1–3) by counting back on their

## Strands

**NPV** Number and place value

**MAS** Mental addition and subtraction; **PRA** Problem solving, reasoning and algebra

**MAS** Mental addition and subtraction; **MEA** Measurement

## Objectives

- **NPV.r23** Write numerals to 10
- **NPV.r55** Recite numbers to 100
- **NPV.r60** Count on from any given number up to 20
- **NPV.r61** Count back from any given number up to 20
- **NPV.r64** Count in 10s from 10 to 100
- **MAS.r20** Read simple number sentences that use + and = signs
- **MAS.r49** Read simple number sentences that use a – sign
- **MAS.r56** Say the number one more than any number up to 20
- **MAS.r57** Say the number one less than any number up to 20
- **MAS.r58** Add 2, 3 or 4 to a number up to 10 by counting on
- **MAS.r59** Subtract 2, 3 or 4 from a number up to 10 by counting back
- **MAS.r60** Begin to add to a number up to 20 by counting on
- **MAS.r61** Begin to subtract from a number up to 20 by counting back
- **PRA.r16** Solve practical problems involving addition
- **PRA.r45** Solve practical problems involving subtraction
- **MAS.r50** Subtract 1 or 2 from any 1-digit number by counting back
- **MEA.r35** Begin to understand the value of different coins



fingers. They begin to recognise and write subtraction sentences.

- 29 Children explore measures: lengths, weights and capacities, learning to compare each of these using direct comparison. In each case they then progress to using uniform non-standard units to measure a length, height, capacity or weight. They are encouraged to move on to compare more than two lengths using uniform non-standard units.

#### MEA Measurement

- **MEA.r37** Make small amounts of money up to 10p by adding coins (5p + 2p + 1p etc.)
- **MEA.r47** Recognise and name coins
- **MEA.r21** Use and understand the language of length: long, short, longer, taller etc.
- **MEA.r22** Use and understand the language of weight: heavy, light, heavier, lighter etc.
- **MEA.r23** Use and understand the language of capacity: full, empty, half-full, etc.
- **MEA.r51** Measure a length or height using uniform non-standard units (cubes, building bricks, crayons)
- **MEA.r54** Measure a weight using uniform non-standard units (large marbles, conkers)
- **MEA.r64** Measure a capacity using uniform, non-standard units (egg-cups, yoghurt pots)
- **MEA.r65** Compare and order the length of two or three items using non-standard units to measure them
- **MEA.r66** Compare and order the weight of two items using non-standard units to measure them
- **MEA.r67** Compare and order the capacity of two containers using non-standard units to measure them
- **MAS.r16** Partition a set of five objects into five and none, four and one, three and two in a practical context
- **MAS.r17** Partition a set of six objects into six and none, five and one, four and two, three and

- 30 Children partition five, six and ten objects into two groups in order to find all the pairs of numbers with totals of 5, 6 and 10. The matching additions are recorded and read. Children count on 1, 2, 3 or 4 from any number to give totals up to 20, and begin to count back 1, 2 or 3 from numbers up to 20.

#### MAS Mental addition and subtraction

three in a practical context

- **MAS.r20** Read simple number sentences that use + and = signs
- **MAS.r43** Partition a set of ten objects into two sets in a practical context
- **MAS.r56** Say the number one more than any number up to 20
- **MAS.r57** Say the number one less than any number up to 20
- **MAS.r62** Add to any number up to 20 by counting on
- **MAS.r63** Subtract from any number up to 20 by counting back