

# Purbrook Infant School

## Number and Place Value Medium Term Plan

<b>Year Group: 1</b> <b>Number and Place Value</b> <b>End of year expectations:</b>		
<b>Number and place value:</b> <ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>Given a number, identify one more and one less</li> <li>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</li> <li>Read and write numbers from 1 to 20 in numerals and words.</li> </ul>		
Autumn	Spring	Summer
<b>Number and place value:</b> <ul style="list-style-type: none"> <li>Continue and extend counting skills – counting in ones, forwards and backwards to at least 30, then 50.</li> <li>Count, read and write numbers to 20 in numerals, then extending to 30 / 50.</li> <li>Understand what each digit represents in numbers to 20, and represent these numbers with structured resources.</li> <li>Begin to recognize the significance of “ten” in the number system.</li> <li>Begin to recognize multiples of ten and count in tens.</li> <li>Represent and order numbers to 20, knowing “one more” and “one less” than any number to 20.</li> <li>Begin to write some numbers to 20 in words.</li> </ul>	<b>Number and place value:</b> <ul style="list-style-type: none"> <li>Continue and extend counting skills – counting in ones, forwards and backwards to at least 50, then 100.</li> <li>Count, read and write numbers to 50 in numerals, then extending to 100.</li> <li>Understand what each digit represents in two – digit numbers and represent these numbers with structured resources.</li> <li>Recognize the significance of “ten” in the number system.</li> <li>Recognize multiples of ten and count in tens, forwards and backwards.</li> <li>Count in multiples of 5.</li> <li>Count in multiples of 2. (odd and even numbers)</li> <li>Represent and order numbers to 50, knowing “one more” and “one less” than any number to 50. Begin to extend this to 100.</li> <li>Write some numbers to 20 in words.</li> <li>Know the number that is ten more / ten less than any two digit number and explain which digit changes and why.</li> </ul>	<b>Number and place value:</b> <ul style="list-style-type: none"> <li>Continue and extend counting skills – counting in ones, forwards and backwards to 100 and beyond (to or from any given number).</li> <li>Count, read and write numbers to 100 in numerals.</li> <li>Understand what each digit represents in two –digit numbers and represent these numbers with structured resources.</li> <li>Recognize the significance of “ten” in the number system.</li> <li>Recognize multiples of ten and count in tens, forwards and backwards.</li> <li>Count in multiples of 5.</li> <li>Count in multiples of 2.</li> <li>Represent and order numbers to 50, knowing “one more” and “one less” than any number to 50. Begin to extend this to 100</li> <li>Compare numbers and quantities, using the language of equal to, more than, less than (fewer), most, least</li> <li>Read and write some numbers to 20 in words.</li> <li>Know the number that is ten more / ten less than any two digit number and explain which digit changes and why.</li> </ul>