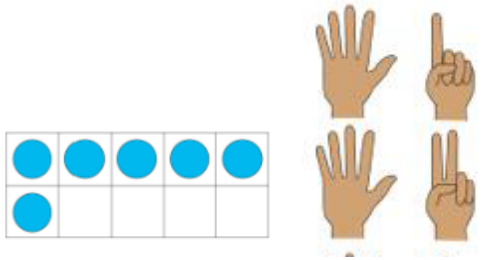
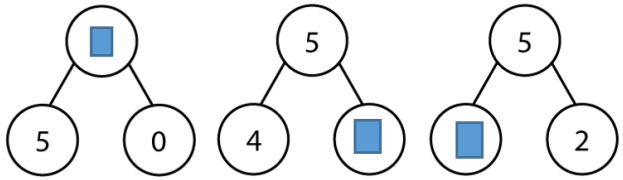
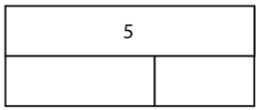
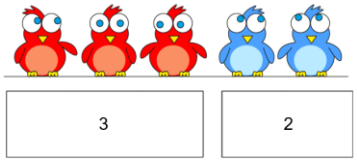
Year 1 10 sessions	Learning Journey: **Unit 1.4** **Number and Place Value** **Addition and Subtraction** Autumn 2		**Core Concepts understanding** The unit focuses on number bonds related to addition and subtraction through consideration of the idea of part-part-whole.	
Progression Learning Objective	**SEND** **Small steps** **- Adult during input time.**	**Scaffolding**	**Mastery** **(Fluency, Problem Solving and Reasoning)**	**Going Deeper** Solve problems of greater complexity and independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics.
Step 1 To revise portioning 6 & 7 into two parts using concrete objects and record using + =	Counting sets of objects into two circles numbers to 6. Which has more? Children spot when it is the same? Using a cherry model look at partitioning 3 objects. And record numerals on laminated boards. Reinforce	Small group and record on large part part whole with adult support. Then independent practice with their own cherry diagram. Careful counting and write numbers next to circles on laminated boards.	**Input** Mental oral starter – Count forward in 1s aloud from any given number to 30- 50 Learning Objective- I can partition 6 and record using + = Re-cap use of a cherry diagram and moving objects **Learning** Use objects to partition 6 into 2 parts. Children to use a cherry diagram. CT model how to record a number sentence with + = Children explore finding different ways and recording. They write the numbers underneath. Extend by children recording the number sentence i.e,4+2=6 **Input** Mental oral starter – Count backwards from 30. Learning Objective- I can partition 7 and record the ways that I find using + = **Learning** Following on from yesterday explore the number 7 using practical objects and cherry diagram. Record with number sentences	Can you record all the ways to partition 6? - Extend by recording in a systematic way. Introduce the missing number symbol ? + 2 =6 Pick a sentence show on cherry diagram. Continue with missing number problems. Move on to 5 + 3 = 7 Prove it

To understand the 'five and a bit' structure with tens frames and pictorial representation	language of part – part – whole Using a cherry model look at partitioning 4 objects. And record numerals on laminated boards. Reinforce language of part – part – whole		**Input** Mental oral starter – Count forward in 1s aloud from any given number to 30- 50 Learning Objective- I can partition 6, 7, 8, 9 into 5 and a bit Use tens frames in the horizontal 'five wise' layout and makes links with 'five and a bit' structure for 6, 7, 8 and 9. This can also be linked to hands and fingers.  Talk about parts and whole of numbers and represent using concrete resources. Write mathematical statements using + and = alongside diagrams as 5 + 1 = or 5 + 2 = **Input** Mental oral starter – Count in 2s Learning Objective- I can partition 6, 7, 8 and 9 using a bar model. Use hand/ finger patterns to reinforce '5 and a bit' for numbers 6,7,8 and 9. Use a range of representations to show the different parts and wholes / number bonds for each number. Introduce the children to a bar model. Show the children how we can use it like a cherry model. Practically choose a number 6 7 8 or 9 and use counters to put them in the top bar. Then practically move the counters down making sure all the counters are used. Some in one part and some in the other.	Missing number Cherry diagrams 5,6,& 7 

			Record parts and whole for each number using '+' and '=' alongside the representations. **Learning** Children to practically explore using bar models to partition 6 7 8 and 9. Children to record the number sentences they have made.  **Input** <u>Mental oral starter</u> – Count in 2s <u>Learning Objective-</u> I can Revisit work on bar models. Show the children a bar model and ask the children to tell you what it shows. **Learning** Have pictures linked to the topic out on the table that the children can colour. Children to choose a number 6 7 8 or 9 and count that many pictures. Place onto the bar model in the whole part. Then using 2 different colours the children can colour in some one colour and the rest the other colour. Children to write down the numbers in the part boxes. e.g.  Children to explain what they notice using the stem sentence 3 add 2 equals 5.	Children to have already filled in bar models for 6 7 8 and 9. Children choose one and create their own number story to go alongside it. They can draw pictures linked to a topic where possible. Children to write the associated number sentence. Extend this activity by asking the children if they can make a subtraction story using the same bar model?

When to move on…

Can the children use resources to find number bonds to 6, 7, 8 and 9?

Can the children begin to record their findings?

Can the children begin to recall number facts for 6, 7, 8 and 9 from memory?

Progression Learning Objective	**SEND** **Small steps**	**Scaffolding**	**Mastery** **(Fluency, Problem Solving and Reasoning)**	**Going deeper** Solve problems of greater complexity and independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics.
Step 2 To use a context to problem solve with umber bonds to 6 and 7.	Using beanbags and hoops. Give the children an amount of beanbags that they throw, Then after they have thrown an amount explain that they have 1 more beanbag if they get that in how many do they have now? Repeat saying now I want to take 1 away, how many are left?	Adult support in small groups.	**Input** Mental oral starter – Count in 10s Learning Objective- I can solve a problem using my knowledge of number facts for 6, 7, 8 and 9. Pose the children the following problem: If I started with 7 skittles and knocked down 2 skittles. How many are left standing? If I started with 7 skittles and have 3 skittles left standing. How many did I knock down? Use concrete resources, pictures and part whole diagrams to show solutions to the problems. Complete problem for 6 7 8 or 9	Santa had 7 gifts. He had 3 red and 4 green. Raki says he has the same amount. He has 2 green, 3 red and 2 yellow. Is he correct? What if Santa had 8 gifts? What if Santa had 9 gifts?
When to move on: - **Can the children recall number facts for 6, 7, 8 and 9 from memory?** - **Can they solve problems involving number facts for 6, 7, 8 and 9?**				

This unit is about revising counting in 1s and 2s and starting to unitise 10 as they count groups of objects larger than 10. The unit also focuses on number bonds related to addition and subtraction through consideration of the idea of part-part-whole.		**Notional Time:** **10 sessions**
Check and Refresh- *Pupils will need to know:*	**Verbal coding**- *Language and technical vocabulary to use and understand*	**Building fluency**- *Important elements to practise*
Count in 1s forward and backwards starting from different numbers. Number bonds to 5 and 6	'[6] is five and [1] more' [5] and [5] is 'double [5[' Parts/ whole 'a whole ten'	Partition numbers into two parts (3,4,5,6) Use the number bonds learnt to derive new facts e.g. 3 + 1 = 4 so 3 + 2 =5
Key Facts- *Important pieces of information learners should take away from the unit*	**Watch out for**	**DfE Ready -to- progress criteria**
The numbers 6 -9 are composed of 5 and some more Ten is composed of 5 and 5. Six, seven, eight, nine are between five and ten on a number line. Each of the numbers 6- 10 can be partitioned in different ways. Each of the numbers 6 -10 can be partitioned into two parts. If we know one part we can find the other part.	Pupils finding it difficult to count over boundaries e.g. 29 to 30 or backwards from 20 to 19. Pupils who can only count forwards that need to practise counting backwards more. Pupils not pronouncing 'ty' and 'teen' correctly and confusion between '-ty' and '-teen' numbers as a result.	**Not applicable**