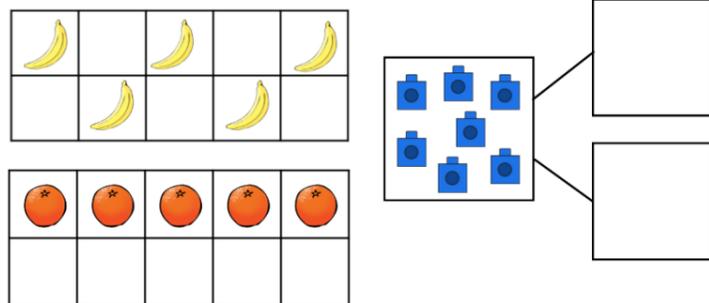


# Year 1 Unit 1: Numbers within 10 (2 weeks)

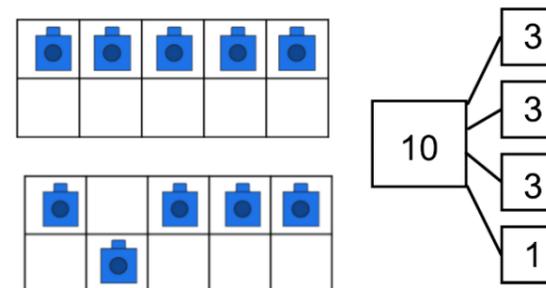
## Before starting...

- What have pupils experienced in EYFS that will support them in this unit?
- Do they have a secure understanding of counting principles such as one-to-one correspondence?
- If not, how can Maths Meetings before and during this unit build understanding and efficiency with these strategies?



When representing numbers using concrete resources, you may find pupils assuming a number is greater if the concrete representation is bigger.

Consider how modelling and questioning can solidify understanding.



## Developing Number Sense & Place Value

Use this [NRICH article](#) to find further activities to use in the classroom to deepen understanding around ordering, positioning and amount.

## Representing numbers

- L1: Count sets of objects within 10
- L2: Represent numbers within 10

The primary focus of these lessons is to expose pupils to a range of different representations of number. They should see that numbers can be represented (and counted) using the concrete, pictorial and abstract. Developing this further, opportunities for discussion are provided to start making connections between the similarities and differences in representations.

? How will pupils be given enough opportunities to explore language and talk?

## Investigating composition of numbers

- L3: Recognise number bonds to five and six
- L4: Recognise number bonds to seven and eight
- L5: Recognise number bonds to nine and ten

Pupils will now begin to explore the composition of numbers from five to ten, establishing that they can be partitioned in a range of different ways. Ensuring that a range of contexts are provided will allow for a richer depth of fluency that will allow pupils to apply partitioning in later units.

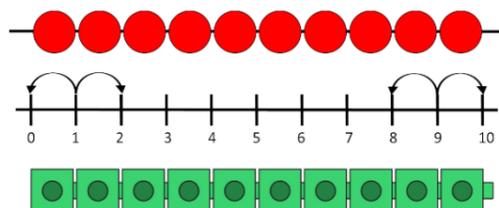
The language used within these lessons are key representations. Using the clear language structure alongside part-whole models helps to reinforce their understanding.

## Deep understanding of number

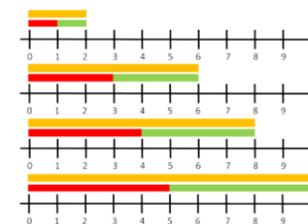
This [article](#) explores what we really mean by the 'buzz phrase' deep understanding of number.

Can pupils use concrete, pictorial and abstract representations confidently to represent number?

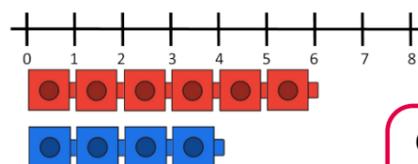
Are there further practice or opportunities for pupils to continue to consolidate their understanding of this?



There are several representations used within the unit. If adapting these, consider what each representation stresses and ignores, and how this will deepen pupils' understanding.



At this juncture, it may be worth considering pupils' growing understanding of number composition and representation. Ensuring this is secure prior to moving on could prevent possible future misconceptions occurring.

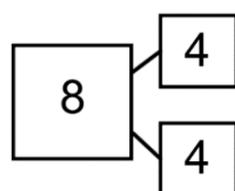
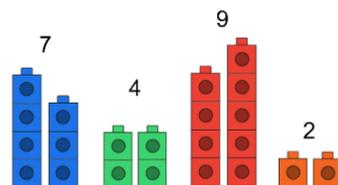


## Comparing and ordering numbers

- L8: Find one more and one less
- L9: Compare and order two or more numbers

When finding one more and one less, pupils should use their prior knowledge of concrete and pictorial representations that have been developed in the previous lessons in the unit.

? How will pupils develop a greater depth of understanding by comparing representations?

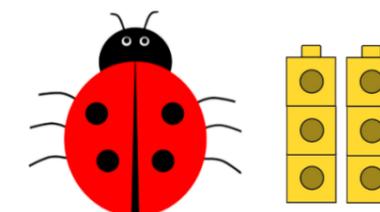


## Doubling and halving

- L6: Find double an amount up to five
- L7: Find half of an amount within ten

Connections should be made so that pupils can understand the concept of doubling and halving and their relationship together. Crucially, the relationship of seeing that both must have two equal parts should be continually reiterated, explored and challenged.

- ? How will the language pupils use be successfully modelled and promoted?
- ? How do the 'lady bird' representations link to the previous part-whole models? How can these connections be highlighted?



## More and Fewer or Greater and Less?

This [article](#) explores how and when to use the correct vocabulary and why it's so important.