

Year 1 – Block D

The models, images and practical resources detailed below will support the teaching of this Block. The text in italics relates directly to the learning overview of each Unit in the Block – this is accessed using the planning tab in the Framework. Select Planning–Year group–Block then click on the Unit tabs.



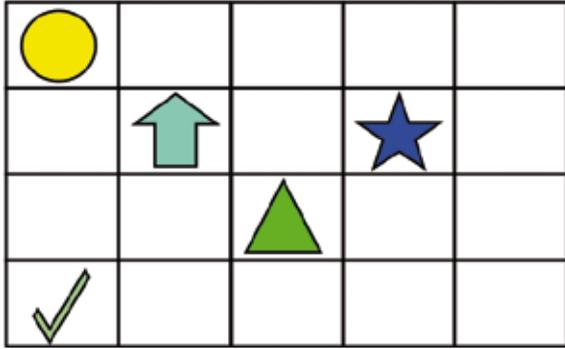
When they are working with money, children initially use only 1p coins or only £1 coins to 'pay' in the classroom shop, counting out coins for an object that they want to buy. They buy a number of 2p stamps using 2p coins. Slowly, they understand that a 2p coin has the same value as two 1p coins, and that a £2 coin has the same value as two £1 coins.



Children select an eggcup to measure the capacity of a small jug, and a larger jug to measure the capacity of a bucket, recognising that it would not be appropriate to measure the capacity of the bucket using the eggcup.



*Children continue to make **direct comparison of the length, weight or capacity of two objects without any counting**. They begin to use **uniform non-standard units** to estimate and then measure length, using objects such as cubes or art straws that are all the same size.*



Children use **everyday language to describe position, direction or movement**. For example, they place objects above, below, to the right of and to the left of other objects on a magnetic board or interactive whiteboard or in a practical situation.

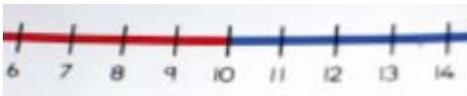
Tell time interactive teaching program



Children read and record the **time to the hour** on a clock with hands and use the clock hands to respond to questions such as:

- It's 5 o'clock. What time will it be in two hours' time? What time was it three hours ago?
- Mum cooked a cake. She put it in the oven at 8 o'clock. She took it out at 10 o'clock. How long was the cake in the oven?

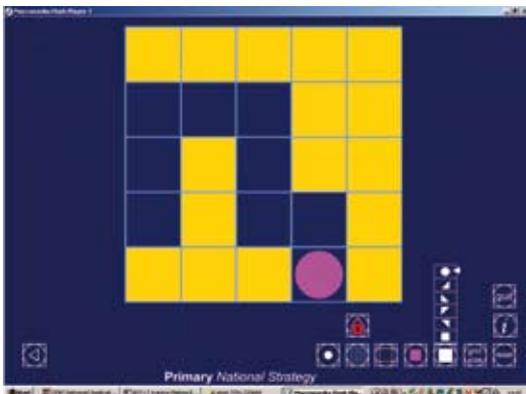
The program illustrated is Tell time interactive teaching program. It can be found in the library section of the Primary Framework.



They use their calculation skills to respond to questions such as:

- The telegraph pole is 7 metres tall. The tree is 11 metres tall. How much taller is the tree?
- Tom bought 18 litres of lemonade for a party. Children at the party drank 15 litres of lemonade. How many litres were left?

Area interactive teaching program



Children continue to use everyday language to describe **position, direction and movement**. For example, they follow and give instructions to make whole, half and quarter turns to the left or right. They describe the route through a simple maze. They program a simple floor robot to follow a route that is marked on the floor, using previous moves and 'trial and improvement' to estimate how many 'robot steps' are needed.

The program illustrated is Area interactive teaching program – set as a 5 x 5 grid. It can be found in the library section of the Primary Framework. A variety of practical equipment can be used to make mazes.