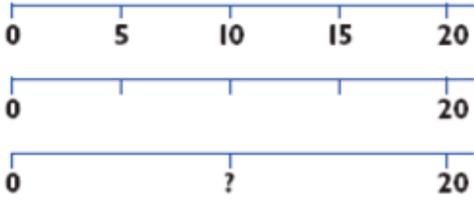
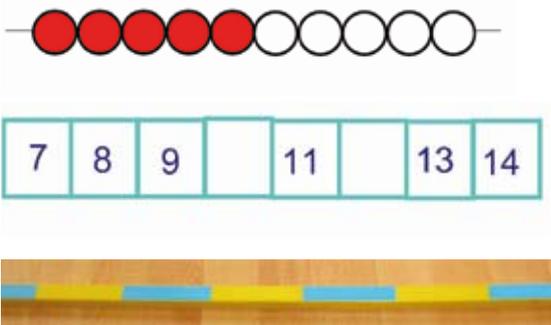
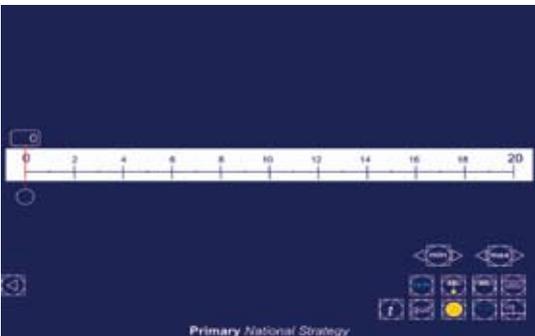
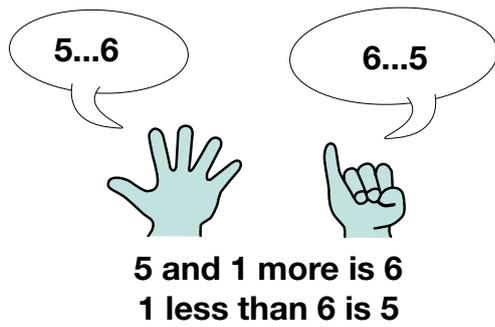


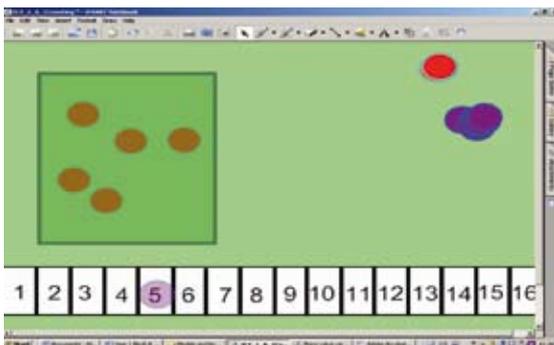
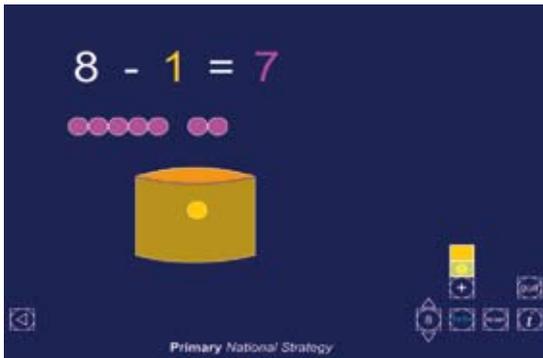
Year 1 – Block A

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.

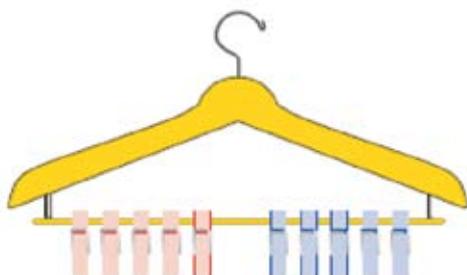
	<p><i>Children compare the numbers using their positions on a number track or number line.</i></p>
 <p>Number line interactive teaching program</p> 	<p><i>Children recite number names in order from 0 to 20 or more, forwards and backwards, using objects, number tracks and number lines.</i></p> <p><i>They find missing or covered numbers on a number track.</i></p> <p>Number tracks can be of any size. Start the count from different numbers. Different numbers can be masked.</p> <p>Number line interactive teaching program – find in the library section of the Primary Framework.</p>



Number facts interactive teaching program



Counting interactive teaching program



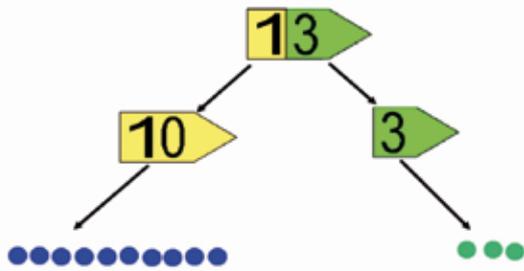
Children relate addition to counting on and use the vocabulary of addition in practical activities.

Number facts interactive teaching program – find in the library section of the Primary Framework.

Use counters and number tracks to model counting on or back. This can be done using an interactive whiteboard file as well as practically.

Counting interactive teaching program – find in the library section of the Framework.

Use coat hangers and pegs to model addition and subtraction to 10.



Individual place value-cards can be used with Place value interactive teaching program – find in the library section of the Framework.

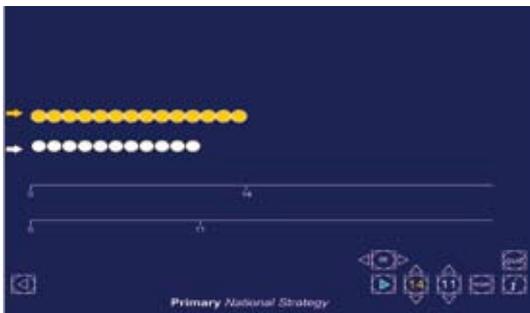
1	2	3	4	5
6	7	8	9	

Children use their knowledge of the counting sequence and number tracks to predict what number is **one more** or **one less** than a given number before checking using practical equipment.

Grids of numbers can be of any size. Miss out different numbers or start the count from different numbers.

Use the increasing and decreasing number grids Excel spreadsheets found in the library section of the Framework to create grids of numbers.

Difference interactive teaching program



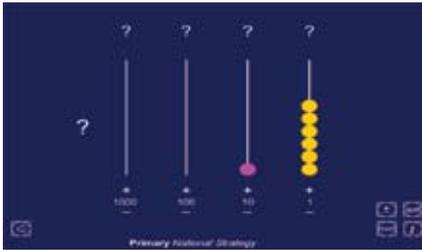
Through a range of practical activities, children gain experience of **'difference'**. For example, they find out how many more beads are on a longer string than a shorter one, recognising that one way to answer such a question is to count the extra beads.

Difference interactive teaching program – find in the library section of the Framework.



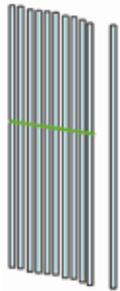
Children find the number that is one more or one less than a given number practically by adding another object or removing one object from a set then counting the new number.

Drop counters into a container. Add on or take away counters.



This is the bead sticks interactive teaching program

Bead sticks interactive teaching program supports the adding and subtracting of 1/10/100 – find in the library section of the Framework.



As children's experience grows of using numbers to 20 and beyond, they begin to understand **place value in two-digit numbers**. For example, they count 17 art straws, use an elastic band to group together a bundle of ten and identify that they have one bundle of ten and seven single straws.

Use straws in bundles of tens and units or base ten to model place value.