Year 1 – Block B

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.

6 + ? = 10
10 – 6 = ?

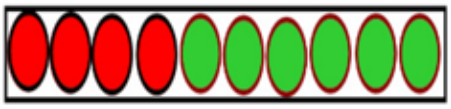
? + 6 = 10
10 – 4 = 6

8 + ? = 10

7 + ? = 10

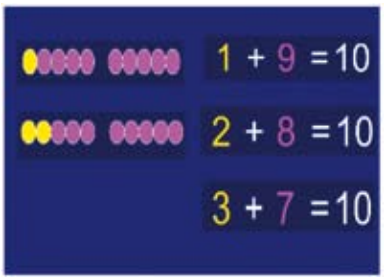
7 + 3 = 10

*Children explore calculation patterns in **pairs of numbers with a total of 10**, using their fingers in support. They continue their counting strategies, which underpin much of their work.*

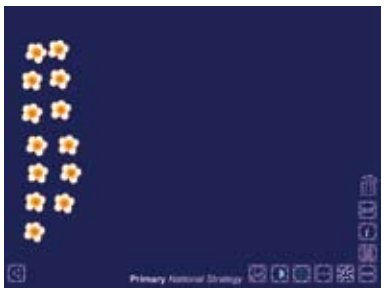


Number facts interactive teaching program

Number facts interactive teaching program – find in the library section of the Framework – can be used to create patterns of calculation.

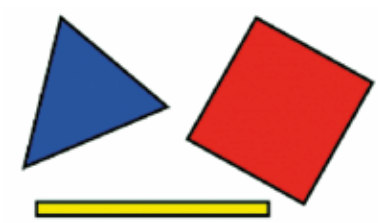


Counting interactive teaching program



*Children **count** in as many different contexts as possible. They count aloud in ones as whole class, and continue the count after being given a sequence such as four, five, six, ...*

They use a variety of practical equipment, things to count in a context, for example, straws for milk bottles and Counting interactive teaching program.

	*They* ***locate numbers on a number track*** *and begin to* ***identify that the number before is one less and the next number is one more.***
 	*They count on and back in steps of 5 to 30, and steps of 10 to 50.* One of the grids is taken from the Decreasing number grids Excel spread sheet found in the library of the framework. Any type of grid, including paper grids, are suitable for counting. The number grid interactive teaching program can be found in the library section of the Primary Framework. Alternatively, 100-squares can be used.
 	*Children* ***use 2-D shapes and 3-D solids to build models, pictures and patterns****. They learn to* ***name shapes and describe their features****.*

00617-2007DWO-EN