



## TSS Primary Maths MTP 2023-2024 Year 1 Block 3

Week	Key Targets and Learning Objectives	Key Activities	Success Criteria	Key Vocabulary
1	<b>1Gg.07</b> Use familiar language to describe position and direction.	<ul style="list-style-type: none"><li>• Pg 13-14 and 46-49 Activity book (Position and Direction- left, right, between)</li><li>• Pg 42-45 Activity book (Position and Direction Rotation)</li><li>• Rotating using Bots</li><li>• Blindfolding children and one child will direct the other- left, right, forwards, backwards, turn clockwise, anticlockwise.</li></ul> <p>Explain the position of an item- it is inside the box, on the table, next to the chair, between the pencil and sharpener.</p>	<ul style="list-style-type: none"><li>• I know my left and right.</li><li>• I can turn something clockwise/ anti clockwise.</li><li>• I can move forwards and backwards.</li><li>• I can give someone instructions to go somewhere.</li></ul>	<ul style="list-style-type: none"><li>• Full turn</li><li>• Half turn</li><li>• Rotate</li><li>• Clockwise</li><li>• Anti-clockwise</li><li>• Above</li><li>• Below</li><li>• Behind</li><li>• Above</li><li>• On</li><li>• Inside</li><li>• Outside</li><li>• Between</li><li>• Beside</li></ul>
2	<b>1Ni.04</b> Recognise complements of 10.	<p>Pg 51 – 53 – Making 10 – Activity Book</p> <ul style="list-style-type: none"><li>• Number bonds fingers activity – Draw around hands and fold down fingers.</li><li>• Ladybird spots – Both wings to total 10.</li><li>• Bonds to 10 on a 10 frame. Colour and write the number sentence below.</li><li>• Number Bonds song to 10.</li></ul> <p>Note - Complements to 10 is the same as number bonds, or number pairs that total 10. It is important to include 0 and 10. <math>10 + 0 = 10,</math> <math>0 + 10 = 10,</math> <math>9 + 1 = 10,</math> <math>1 + 9 = 10</math> etc.</p>	<ul style="list-style-type: none"><li>• I know my number bonds.</li><li>• I can recognise compliments of 10.</li><li>• I can write number sentences.</li></ul>	<ul style="list-style-type: none"><li>• Number bonds</li><li>• Complements</li><li>• Equals</li><li>• Add</li><li>• Makes</li><li>• The same as</li></ul>



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<b>3</b>	<p><b>1Ni.06</b> Know doubles up to double 10.</p>	<p>Pg 54 – 56 – Activity Book - Making doubles up to double 10</p> <ul style="list-style-type: none"> <li>• Use fingers and hands for up to double 5.</li> <li>• Numicon doubles</li> <li>• Blocks and number cards</li> <li>• Ladybirds with sides</li> <li>• Butterflies doubles on wings</li> <li>• Dice Doubles</li> <li>• Double Number Song</li> </ul>	<ul style="list-style-type: none"> <li>• I know my doubles to 5.</li> <li>• I know my doubles to 10.</li> <li>• I can show doubles using apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>• Double</li> <li>• Makes</li> <li>• Equals</li> <li>• Adding</li> <li>• The same as</li> <li>• Makes</li> </ul>
<b>4</b>	<p><b>1Ni.02</b> Understand addition as:</p> <ul style="list-style-type: none"> <li>- counting on</li> <li>- combining two sets.</li> </ul>	<p>Pg 58 – 60 Activity Book - Add by counting on Pg 61 – 63 Activity Book Add by combining sets</p> <ul style="list-style-type: none"> <li>• Objects and sorting hoops</li> <li>• Numicon</li> <li>• Counters</li> <li>• Number cards game</li> <li>• Dice to roll and add two numbers together – game</li> <li>• Real life scenarios and practical games</li> <li>• Picture cards with addition sentences.</li> </ul> <p>Note - Introduce these concepts of addition using concrete apparatus, then pictorial representations before using the abstract notation of the + symbol.</p> <p>Start with numbers to 10, ensuring that examples do not use numbers greater than 20.</p>	<ul style="list-style-type: none"> <li>• I can add by combining numbers.</li> <li>• I can add by counting on.</li> <li>• I can use objects to add.</li> <li>• I can add numbers to 20.</li> </ul>	<ul style="list-style-type: none"> <li>• Number</li> <li>• Adding</li> <li>• Addition</li> <li>• Count on</li> <li>• Count back</li> <li>• Together</li> <li>• Equals</li> <li>• Makes</li> <li>• Plus</li> <li>• Sum</li> <li>• Symbol</li> <li>• Number line</li> </ul>
<b>5</b>	<p><b>1Ni.03</b> Understand subtraction as:</p> <ul style="list-style-type: none"> <li>- counting back</li> <li>- take away</li> <li>- difference.</li> </ul>	<ul style="list-style-type: none"> <li>• Pg 68 – 70 Subtract by counting back</li> <li>• Pg 71 – 73 – Subtract by taking away</li> <li>• Pg 74 – 76 - Subtract by finding a difference</li> </ul> <ul style="list-style-type: none"> <li>• Baskets with objects and number cards – game</li> <li>• Whiteboards to record sentences</li> <li>• Symbols cards</li> </ul>	<ul style="list-style-type: none"> <li>• I can subtract by counting back.</li> <li>• I can subtract by taking away.</li> <li>• I can subtract by find the difference.</li> <li>• I can subtract using objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Number</li> <li>• Adding</li> <li>• Addition</li> <li>• Count on</li> <li>• Count back</li> <li>• Together</li> <li>• Equals</li> </ul>



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		<ul style="list-style-type: none"><li>• Choose a number card (to 20), roll dice and take that many away.</li><li>• Subtraction sentences laminated sheets.</li><li>• Number lines to jump back</li><li>• Discuss larger numbers and smaller numbers and their places within addition/subtraction sentences.</li></ul> <p>Note - Introduce these concepts of subtraction using concrete apparatus, then pictorial representations before using abstract notation of the - symbol. Ensure learners know “difference” in the form of ‘How many more or how many less?’</p>	<ul style="list-style-type: none"><li>• I can write number sentences.</li><li>• I can compare numbers.</li></ul>	<ul style="list-style-type: none"><li>• Makes</li><li>• Take away</li><li>• Minus</li><li>• Sum</li><li>• Symbol</li><li>• difference</li></ul>
6	<p><b>1Ni.05</b> Estimate, add and subtract whole numbers (where the answer is from 0 to 20). <b>Addition</b></p> <p><b>1Ni.05</b> Estimate, add and subtract whole numbers (where the answer is from 0 to 20). <b>Subtraction.</b></p>	<p>Pg 64 - 66 Activity Book - Estimate and add numbers within 20.</p> <ul style="list-style-type: none"><li>• Differentiate between addition and subtraction.</li><li>• Baskets of objects to estimate.</li><li>• Problems put into practical/real life situations.</li><li>• Estimate the sum of 2 numbers before adding or subtracting practically.</li></ul> <p>Pg 77 – 79 Estimate and subtract numbers to 20.</p> <ul style="list-style-type: none"><li>• Discuss larger numbers and smaller numbers and their places within addition/subtraction sentences.</li><li>• Baskets with objects and number cards – game</li><li>• Whiteboards to record sentences</li><li>• Symbols cards</li><li>• Choose a number card (to 20), roll dice and take that many away.</li><li>• Subtraction sentences laminated sheets.</li><li>• Number lines to jump back</li></ul>	<ul style="list-style-type: none"><li>• I can estimate and add whole numbers from 0-20.</li><li>• I can estimate and subtract whole numbers from 0-20.</li><li>• I can apply my knowledge of addition and subtraction to the real world.</li></ul>	<ul style="list-style-type: none"><li>• Estimate</li><li>• Guess</li><li>• Sensible Guess</li><li>• Estimate</li><li>• Guess</li><li>• Sensible Guess</li></ul>



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7	<p><b>1Nm.01</b> Recognise money used in local currency.</p> <p>Know that coins from around the world may look different.</p>	<ul style="list-style-type: none"><li>• Playing with fake money (without focusing on value and notation)</li><li>• Differentiating the size and colour of notes and coins.</li><li>• Buying things in a pretend shop using Omani rials.</li><li>• Role Play corner with shop</li><li>• Compare Rials/Baizas to Pounds/Pence.</li></ul>	<ul style="list-style-type: none"><li>• I can recognise money.</li><li>• I know what riyals are.</li><li>• I know what baizas are.</li><li>• I know that money looks different around the world.</li></ul>	<ul style="list-style-type: none"><li>• Rials</li><li>• Baizas</li><li>• Money</li><li>• Change</li><li>• Left over</li><li>• How much</li><li>• Charge</li><li>• Cost</li></ul>
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