

Y1 Maths

Summer Term Place Value

Maths	Working Towards	Secure Understanding	Greater Depth
Count from 50 to 100	Children show knowledge of counting forwards and backwards from 50 to 100. Children are given starting numbers to support. Number tracks are related to each other, and they have a 50-100 grid to help.	Children show knowledge of counting forwards and backwards from 50 to 100. They complete number tracks and sequences.	Children show knowledge of counting forwards and backwards from 50 to 100. They complete number tracks and sequences. They identify mistakes and work out what a number is from a description of its tens and ones.
Tens to 100	Children show understanding of counting in tens beyond 50 and adding ones on after. They are supported by pre-grouped tens (into ten frames), matching exercises and stem sentences. Children also have a support mat.	Children show understanding of counting in tens beyond 50 and adding ones on after. They show awareness of the efficiency and accuracy of grouping numbers into 10s.	Children show understanding of counting in tens beyond 50 and adding ones on after. They show awareness of the efficiency and accuracy of grouping numbers into 10s.
Partition into 10s and 1s	Children identify the number of tens and ones are needed to make a number. They use resources grouped into 10s and 1s. Multiple choice questions, and further images are used to support children.	Children identify the number of tens and ones are needed to make a number. They use resources grouped into 10s and 1s to support.	Children identify the number of tens and ones are needed to make a number. Images of tens and ones are muddled up to add challenge. Children also must identify and explain mistakes.
The Number Line to 100	Children complete number lines between 50 and 100. They are given stem sentences where useful and number tracks to see the link with number lines. When estimating positions of numbers, children have the divisions drawn to show it is going up in 1s.	Children complete number lines between 50 and 100. They must also estimate the position of numbers on a partially-completed number line.	Children complete number lines between 50 and 100. They have missing start and end points on some number lines. They must draw their own and solve problems.
1 more and 1 less	Children show understanding of one more and one less than numbers between 50 and 100. They have base ten for visual support and identify numbers on a number grid. Children have more numbers in the table to support them.	Children show understanding of one more and one less than numbers between 50 and 100. They have base ten for visual support and identify numbers on a number grid.	Children show understanding of one more and one less than numbers between 50 and 100. They must draw their own base ten. For the remaining questions, they spot mistakes and show reasoning skills.
Compare Numbers with the Same Number of 10s	Children use greater than and less than to compare numbers with the same number of tens. They use images throughout and are reminded of the inequality symbols. Stem sentences help support comparison of numbers.	Children use greater than and less than to compare numbers with the same number of tens. They use images to help and use the inequality symbols.	Children use greater than and less than to compare numbers with the same number of tens. Questions are more open-ended; images are also jumbled (rather than in tens and ones).
Compare Any Two Numbers	Children use greater than and less than to compare any numbers. They use images to help and use the inequality symbols. Tens and ones digits are coloured to correspond with their place values. Children are encouraged to make numbers with base 10 before comparing.	Children use greater than and less than to compare any numbers. They use images to help and use the inequality symbols.	Children use greater than and less than to compare any numbers. They use images to help and use the inequality symbols. Numbers are structured in jumbled ways; children need to identify and explain mistakes.