

# Maths on Target Year 1

## Photocopy Masters

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Elmwood Press

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First published 2009 by  
Elmwood Press  
80 Attimore Road  
Welwyn Garden City  
Herts. AL8 6LP  
Tel. 01707 333232

British Library Cataloguing in Publication Data

Pearce, Stephen

1. Mathematics – 1961 –  
1. Title  
ISBN 9781 906 622 107

Typeset and illustrated by Domex E-data

# Preface

Maths on Target has been written for pupils in Year 1 and their teachers.

The intention of these sheets is to provide teachers with material to teach *all* the NNS objectives, as set out in the yearly teaching programme, with *all* the children in their class able to work at their appropriate level of ability.

The structure of these sheets matches that of the renewed framework. They are arranged in five blocks, A–E, each of which consists of three units. To ensure progression throughout the year the units are best taught in the order in which they appear in both these sheets and the exemplar planning structure for Year 1 in the renewed framework.

	Block A	Block B	Block C	Block D	Block E
Term 1	Unit 1	Unit 1	Unit 1	Unit 1	Unit 1
Term 2	Unit 2	Unit 2	Unit 2	Unit 2	Unit 2
Term 3	Unit 3	Unit 3	Unit 3	Unit 3	Unit 3

One of the key principles for the approach to teaching recommended by the NNS is ‘controlled differentiation, with all pupils engaged in mathematics related to a common theme.’ **Maths on Target** is structured so that controlled differentiation is built into every lesson. How a teacher decides to use the material would depend upon the children’s familiarity with the topic and the amount of time that is available.

Each lesson in the book is divided into three sections.

- Section A: introductory activities which develop towards the Year 1 learning outcomes. This section can be used to remind children of work previously encountered in Reception, as well as providing material for the less confident child.
- Section B: activities based upon the NNS expected learning outcomes for Year 1 pupils. Most children should be able to work successfully at this level.
- Section C: activities based upon the NNS expected learning outcomes for Year 2 pupils. This section provides extension material for the faster workers and for those who need to be moved quickly onto more challenging tasks. Problems in Section C can also provide useful material for discussion in the plenary session.

The correspondence of the three sections to the NNS learning outcomes expected of different year groups provides a simple, manageable framework for both the formal and informal assessment of children’s progress. The expectations in the yearly teaching programmes correspond to these National Curriculum levels.

- Section A Start on Level 1
- Section B Level 1, and start on Level 2
- Section C Consolidation of Level 2, and start on Level 3

The author is indebted to many colleagues who have assisted him in this work. He is particularly grateful to David Rayner and Sharon Granville for their invaluable advice and support.