

Year 1 Maths Medium Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		
Term 1	<p>Number and place value COUNTING RELIABLY – not on PAM To identify one more and one less. To compare quantities (using equal to, more than, less than (fewer), most, least) To match numbers and quantities. CG - Given a number, identify one more and one less with numbers up to 20 Use the language of: equal to, more than, less than (fewer), most, least Use 1 to 1 correspondence to count sets of at least 20 reliably.</p>	<p>Number and place value To locate numbers on a number line. To read & write numbers from 1-20 in numerals and words. To identify odd and even numbers. CG – Identify and represent numbers to at least 20 using objects and pictorial representations including the number line Use number names in order to at least 20 Read and write numbers from 1 to 10 progressing to 20 in numerals Read and write numbers from 1 to 20 progressing to 20 in words (not necessarily spelt correctly) Recognise even numbers up to 10 Recognise odd and even numbers to 20</p>	<p>Addition To add with number bonds within 10 To know all number bonds to 10 CG - Recall and use addition and subtraction facts for all numbers up to 5 and some facts to 10 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Add and subtract numbers mentally including 2 single digit numbers, a number up to 20 and 1's Add and subtract one-digit and two-digit numbers to 20, including zero</p>	<p>Addition To investigate all possible sets of two numbers to make a given number. To partition numbers into part, part, whole CG – Recall and use addition and subtraction facts for all numbers up to 5 and some facts to 10 Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Add and subtract numbers mentally including 2 single digit numbers, a number up to 20 and 1's Add and subtract one-digit and two-digit numbers to 20, including zero</p>	<p>Subtraction To break numbers into parts To subtract with number bonds CG – Recall and use addition and subtraction facts for all numbers up to 5 and some facts to 10 Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Add and subtract numbers mentally including 2 single digit numbers, a number up to 20 and 1's Add and subtract one-digit and two-digit numbers to 20, including zero</p>	<p>Subtraction To subtract by taking away. To subtract by counting on To subtract small numbers where sets are hidden (counting on) CG – Recall and use addition and subtraction facts for all numbers up to 5 and some facts to 10 Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Add and subtract numbers mentally including 2 single digit numbers, a number up to 20 and 1's Add and subtract one-digit and two-digit numbers to 20, including zero</p>	<p>Review skills taught</p>		
Term 2	<p>Number and place value To understand ordinal numbers.</p>	<p>Measure – money To recognise and know the value of different coins and notes To exchange money</p>	<p>Addition/subtraction (money) Recapping skills using money</p>	<p>Measure – length To compare and order length To measure using a starting line</p>	<p>Addition/subtraction (length) Recapping skills using length</p>	<p>Geometry – properties of shapes Recognise and name common 2-D shapes</p>	<p>Statistics To replace accordingly with pictograms/tally charts/block</p>		

	<p>To compare numbers up to 20 (and beyond). To describe and extend number sequences. CG - Respond to and use terms such as first, second and third Begin to use place value to order numbers Order numbers 1 to 20 in ascending and descending order</p>	<p>To solve problems involving money (making amounts in different ways) CG - Recognise and know the value of different denominations of coins and notes 1p,2p,5p,10p,20p,£1 and £2 Combine amounts to make small values</p>		<p>To measure in non standard units CG – Solve simple measure problems in a practical context using direct comparison and non standard units Measure and begin to record – lengths and height</p>		<p>(rectangles (including squares, circles and triangles) Recognise and name 3-D shapes. To recognise shapes in different orientations and sizes. To make models, patterns and pictures using construction kits and everyday material. To identify shapes in the environment. To identify and make patterns. CG - Recognise and name common 2-D and 3-D shapes, including: ☐ 2-D shapes [for example, rectangles (including squares), circles, pentagons, hexagons and triangles] ☐ 3-D shapes [for example, cuboids (including cubes, pyramids, cones and spheres)] Sort shapes based on simple properties Solve simple problems involving shapes</p>	<p>diagrams/simple tables To interpret _____ To count the number of objects in each category and sort the categories by quantity, To compare categorical data To construct a _____ CG - Begin to group objects into sets according to simple properties Answer simple questions by counting the number of objects in a category Interpret and construct simple pictograms (where the picture is worth 1 unit)), tally charts and block diagrams</p>		
Term 3	<p>Measure –Time To sequence events in chronological order To tell the time to the hour</p>	<p>Number and place value To make ten. To regroup (carry out a fair swap).</p>	<p>Addition and subtraction To use a number line to count on. To use a number line to count back.</p>	<p>Addition and subtraction <i>To solve one step word problems using the part whole or</i></p>	<p>Measure – Capacity and mass To compare and order mass To weigh mass in non standard units</p>	<p>Addition and subtraction (capacity and mass)</p>			

	<p>To tell the time to the half an hour CG – Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, months and years Know there are 7 days in the week Know the name of the day before measure and begin to record time Tell the time to the hour and half past the hour and draw the hands on a clock face to show o'clock and half past</p>	<p>To make ten and count on (in concrete) To identify ten and count on (in pictorial). CG - Recall and use addition and subtraction facts for all numbers up to 5 and some facts to 10</p>	<p>To subtract by counting backwards To use inverse(write corresponding subtraction facts to given addition facts – number families) CG - Solve missing addition and subtraction problems involving single digit numbers</p>	<p><i>adding/subtracting on concept</i> CG - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations</p>	<p>To compare and order capacity and volume CG – Measure and begin to record volume/capacity Solve simple measure problems in a practical context using direct comparison and non standard units</p>				
Term 4	<p>Geometry – position and direction To describe position, direction and movement including back forward. To identify left and right. To use prepositional language. To give directions To make turns in both directions.</p>	<p>Addition To add with number bonds to 20 To add two 1 digit numbers using the make 10 strategy To add 1 digit and a 2 digit number using the regrouping into tens and ones strategy CG - Represent and use number bonds and related subtraction facts within 20</p>	<p>Multiplication To place into equal groups To double numbers To double two digit numbers CG- Recall and use doubling and halving facts for numbers up to double 5 Recognise even numbers up to 10 Recognise odd and even numbers to 20</p>	<p>Division To solve division problems by sharing equally (up to 20 then beyond) To solve division problems by finding the number of groups of (up to 20 then beyond)</p>	<p>Fractions To recognise half an object (as one of two equal parts) To recognise a quarter of an object (as one of two equal parts) To recognise half a shape (as one of two equal parts) To recognise a quarter of a shape (as one of two equal parts) To identify half a quantity (to share equally between 2)</p>	Review skills taught			

	<p>To link turns with the hands on a clock</p> <p>CG - Respond to and use terms such as first, second and third</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p> <p>Solve simple problems involving position and direction</p>				<p>To identify a quarter of a quantity (to share equally between 4).</p> <p>To know that a quarter is the same as half and half again.</p> <p>To place fractions on a number line. To identify halves (use Cuisenaire rods)</p> <p>CG – Recognise, find and name a half as one of two equal parts of an object or shape</p> <p>Recognise and find half of a moveable small set of objects or a quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>Begin to solve simple problems involving fractions</p>				
Term 5	Measure – Time	Geometry – properties of shapes	<p>Number and place value</p> <p>To count out a 2 digit number to 20 and regroup in the 1s.</p> <p>To partition and recombine numbers to 20 into 10s and 1s (teen numbers).</p> <p>To partition and recombine any 2 digit number into 10s and 1s.</p>	<p>Measure – Money</p> <p>CG: Recognise and know the value of different denominations of coins and notes 1p,2p,5p,10p,20p,£1 and £2</p>	<p>Addition and subtraction</p> <p>To subtract within 20 by grouping into tens and ones</p> <p>To make a family of number sentences</p> <p>To use inverse (write corresponding subtraction facts to given addition facts – number families)</p>	<p>Addition and subtraction</p> <p>To solve missing number problems</p> <p>To solve one step word problems using part whole method</p> <p>CG - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations</p>			
Term 6	Addition and subtraction	Addition and subtraction	<p>Multiplication</p> <p>To place objects into arrays</p> <p>Can describe an array in two ways</p> <p>To pictorially represent multiplication sentences</p>	<p>Multiplication</p> <p>To understand repeated addition</p> <p>To make multiplication stories</p> <p>To move towards the bar model to solve word problems</p>	<p>Division</p> <p>To relate grouping to repeated subtraction</p> <p>Use arrays to help solve division problems</p> <p>To know the link between multiplication and division</p>	<p>Fractions</p> <p>CG - Begin to solve simple problems involving fractions</p>	<p>Statistics</p> <p>To make pictograms and graphs where one symbol represents more than one unit.</p>		

			CG - Count in 10's from zero to answer questions involving multiplication facts for the 10x table	CG - Solve one-step problems involving multiplication and division, (grouping and sharing)by calculating the answer using concrete objects, pictorial representations and arrays	To solve one step word problems To use reasoning to explain CG - Solve one-step problems involving multiplication and division, (grouping and sharing)by calculating the answer using concrete objects, pictorial representations and arrays		To read and interpret a simple key To ask and answer questions about categorical data. To read the scale on a graph. To sort objects using more than one criteria (Carroll diagrams) To sort objects using more than one criteria (Venn diagrams)		
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Mental Maths

Number and Place Value To count to and across 100 To count larger collections by grouping into tens, then fives or twos. To count backwards in ones from any two digit number To count on any given single digit number from any two digit number (count on seven from 22) To count in multiples of 2, 5 and 10 To count on in tens from a tens number stopping at a given number. (count from 20 to 60) To count back in tens from a tens number	Addition To add multiples of ten To add ten to any two digit number by counting in 10s Bridge through ten (and 20 etc) when adding a single digit number. (Making ten). i.e. $8 + 6 = 8 + 2 + 4 = 14$ Count on from the largest number Rapid recall of number bonds Use of near doubles to add ($6 + 7 = 6 + 6 + 1 = 13$) Add 9 to a single digit number by adding 10 and subtracting 1 (adjust)	Subtraction Counting stick: counting forwards and backwards in steps (not only of ones) from any given number Find a small difference by counting up. (When two numbers are close together i.e. $15 - 12 = 3$ counting up from 12 to 15 gives 3.) Subtract ten from any two digit number, without crossing 100: $49 - 10 = \square$; $49 - \square = 10$; $\square - 10 = 39$ Subtract a pair of multiples of ten without crossing 100: $50 - 20 = \square$; $50 - \square = 30$; $\square - 20 = 30$	Multiplication To count in twos, fives and tens Count forwards and backwards in 2s from any given number. Count forwards and backwards in 5s from any given number. Count forwards and backwards in 10s from any given number. Recognition of all odd and even numbers Rapid recall of doubles to 10 (and corresponding halves) Rapid recall of doubles to 20	Division To count forwards and backwards in 2s To count forwards and backwards in 5s To count forwards and backwards in 10s To count forwards and backwards in 2s, 5s and 10s from any given number To have rapid recall of numbers up to 20 divided by 2. To have rapid recall of numbers up to 100 divided by 10. To derive the corresponding division facts when given multiplication fact (number families) To quickly derive: doubles of numbers 1-15 doubles of 5, 10, 15 to 50 halves of even numbers to 20 halves of even multiples of 10 (20, 40, 60, 80, 100) halves of multiples of 10 up to 100 To divide a two digit multiple of ten by 1 or	Fractions To find half of any even number up to 20 To find a quarter of any even number up to 20 by halving and halving again. To say what fraction of a shape is shaded (half, quarter). To count in twos forwards and backwards from any even number to 20. To count in halves. (Zero, half, one, one and a half, two, two and a half...)	Statistics To count 'up' a counting stick in intervals of 1, 2, 5, 10 To organise lists: Make a list of all the multiples of 10 between 10 and 100. Make a list of five different numbers that are more than 70. Make a list of if all the odd numbers from 15 to 35. To quickly count up scores when voting takes place. Respond to questions: How can we find out? What information shall we collect and how? How shall we organise it? To quickly read key information from a graph and respond to	Measurement Recognise and use language relating to dates including: days of the week, weeks, months and years, in context and by recall. To justify statements: I can pay for anything from 1p to 5p if I have two 2p and one 1p coins. ($3p = 1p + 2p$ etc) In context of classroom shop use mental strategies to: Find totals and give change: How much altogether is $5p + 2p + 1p$? Chews cost 5p each. How much do 3 chews cost? Rosie spent 5p and 3p. How much change from 10p does	Geometry – Properties of shape Identify solid shapes in the classroom. Explain how to sort shapes according to property– It has straight edges. To be able to name a shape by feeling it. To identify shape based on properties described. To talk about shapes and patterns in curtains, clothes, objects, displays. To visualise 2-D shapes: imagine a big triangle painted on the floor. How many sides does it have? How many corners? Visualise 3-D shapes: imagine	Geometry – Position and Direction To use everyday language to describe positions: - In PE stand in front of, behind, opposite a partner, or between two others. - Describe how the furniture is arranged in a dolls house: Put a chair in front of the TV In the classroom name an object that is above the door, beside the sink - describe where a smaller object is in a large area– near the edge/corner/middle etc -describe the position of an object in relation to another. The cat is next to the tree. Use everyday language to describe directions:
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<p>stopping at a given number (count from 80 back to 30) To describe and extend number sequences: counting on or back in steps of ones or tens from any given number. Count in 2s from 0-20, count in 2s from any given number To identify one more and one less than any given number Can say whether any number from 1-100 is odd or even and why. Count in tens from zero... from 40... from 8 Count in 2s from zero, count from 1,3,5 To say what number comes next in a given pattern. (16,14,12, □,□) To recall number bonds (see addition strand for exemplification) To know number bonds of all numbers within 10 (6 = 1+5, 5+1, 4+2, 2+4 etc) To know number bonds to 10, To know number bonds within 20</p>				<p>10 ($20 \div 1 = 20$ and $50 \div 10 = 5$)</p>		<p>questions such as 'do most children walk to school?'. Test a hypothesis such as: Children in our class are in bed by half past seven.</p>	<p>she get. (count on from 8...) To solve problems around what to buy and how to pay: Apples are 6p each. What do two apples cost? Which two coins could pay exactly? Describe different ways of paying 7p exactly. 13p? To use mental strategies to solve measurement problems in classroom contexts: The classroom is 15m long. The library is 12m long. How much longer is the classroom? On the scales 8 bricks balance an apple. 4 bricks balance a pear. How many bricks balance both the apple and the pear? A full jug holds 6 cups of water. How many cups of water do two jugs hold? How long is it from 2 o'clock to 6 o'clock? It is seven o'clock. What was it 2 hours ago? To suggest a unit you would use measure: the height of a table, the weight of a parcel, across the classroom.</p>	<p>you have a tin of beans in your hands. Turn it round and round in your hands. How many circles can you see?</p>	<p>- In PE follow and give instructions to move in particular directions: climb upwards, downwards, across... - Talk about a journey– how to get from the school to the shop. - To suggest instructions for how to programme robot. To understand and use: slide, roll, turn, whole, half To recognise and talk about movements. - roll across the mat, slide across the floor - Identify things that turn about a point– taps, wheels, clocks ,scissors. - Identify things that turn about a line– book, door, lid - Make things turn– count around a clock face - Discuss what comes next in a repeating pattern</p>
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<p>To make a reasonable estimate (then count to check) To state the value of the digits in a two digit number (14 is one ten and four ones)</p>							<p>To know that: 1 week= 7 days 1 day = 24 hours To know in order the days of the week. (To identify what day it is today, yesterday, tomorrow, two days ago). To know what time it will be in one hour. (i.e. it is 3 O'clock now. What time will it be in one hour?)</p>		
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MOS – compass grids

- Count to at least 20 forwards and backwards
- Count to 100, beginning with 0 or 1, or from any given number
- Count to and across 100 forwards and backwards
- Count in steps of 10
- Begin to count in 10s from any number
- Count in multiples of twos, fives and tens
- Begin to use place value to order numbers
- Use the number facts they know to solve problems