

Year 1 Maths Medium Term Plan

National Curriculum

<p><u>Number - Number and Place Value</u> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 20 in numerals and words</p>	<p><u>Number – Addition and Subtraction</u> Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p>	<p><u>Number – Multiplication and Division</u> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p>	<p><u>Number – Fractions</u> Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p>
<p><u>Measurement</u> Compare, describe and solve practical problems for: -lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] -mass/weight [for example, heavy/light, heavier than, lighter than] -capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] -time [for example, quicker, slower, earlier, later] Measure and begin to record the following: -lengths and heights -mass/weight -capacity and volume -time (hours, minutes, seconds) Recognise and know the value of different denominations of coins and notes 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, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p>	<p><u>Geometry – Properties of Shape</u> Recognise and name common 2-D and 3-D shapes, including: -2-D shapes [for example, rectangles (including squares), circles and triangles] -3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</p>	<p><u>Geometry – Position and Direction</u> Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p>	<p><u>Statistics</u></p>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
TERM 1							
Problem Solving: Reasoning Logically							
PA Maths	Number and place value To count reliably to 20 (not on PA) To identify one more and one less (to 20) To compare quantities (using equal to, more than, less than (fewer), most, least) (to 20) To compare numbers (to 20)	Number and place value To match numbers and quantities (to 20) Identify and represent numbers using objects and pictorial representations, including the number line (to 20) To locate numbers on a number line (to 20) To read & write numbers from 1-20 in numerals and words	Addition To know all number bonds to 10 To add with number bonds within 10	Addition To investigate all possible sets of two numbers to make a given number To partition numbers into part, part, whole	Subtraction To break numbers into parts To subtract with number bonds	Subtraction To subtract by taking away To subtract by counting on To subtract small numbers where sets are hidden (counting on)	Statistics <i>To interpret simple tables</i> <i>To count the number of objects in each category and sort the categories by quantity,</i> <i>To compare categorical data in a simple table</i> <i>To construct a simple table</i>
Fact of the Week		1+1=2	2+1=3 1+2=3	3+1=4 1+3=4	4+1=5 1+4=5		
TERM 2							
Problem Solving Focus: Working Systematically							
PA Maths	Number and place value To count, read and write numbers from 1-50 in numerals <i>To identify one more and one less (to 50)</i> <i>To compare quantities (using equal to, more than, less than (fewer), most, least) (to 50)</i> <i>To compare numbers (to 50)</i>	Number and place value To identify odd and even numbers To understand ordinal numbers To describe and extend number sequences	Measure – money Addition/subtraction (money) <i>Up to 50p only</i> To recognise and know the value of different coins (up to 50p) To exchange money To solve problems involving money (making amounts in different ways)	Measure – length Addition/subtraction (length) To compare and order length To measure using a starting line To measure in non standard units To solve simple length word problems	Geometry – properties of shapes 2D SHAPES Recognise and name common 2-D shapes (rectangles (including squares, circles and triangles) 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.	Statistics <i>To interpret simple pictograms</i> <i>To count the number of objects in each category and sort the categories by quantity,</i> <i>To compare categorical data in a pictograms</i> <i>To construct a simple pictogram</i>	Problem Solving
Fact of the Week	1+1=2	2+2=4	3+3=6	4+4=8	5+5=10	Recap all doubles	Recap all doubles
TERM 3							
Problem Solving: Visualising							
PA Maths	Measure –Time	Number and place value To make ten	Addition and subtraction To use a number line to count on	Addition and subtraction	Measure – mass	Measure – capacity	

	To sequence events in chronological order To tell the time to the hour	To regroup (carry out a fair swap) To make ten and count on (in concrete) To identify ten and count on (in pictorial)	To add by counting on on a number line To solve one step word problems using the part whole or adding on concept	To use a number line to count back To subtract by counting backwards on a number line To solve one step word problems using the part whole or subtracting on concept To use inverse (write corresponding subtraction facts to given addition facts – number families)	Addition and subtraction To compare and order mass To weigh mass in non standard units To add and subtract (mass)	Addition and subtraction To compare and order capacity and volume To measure capacity in non standard units To add and subtract (capacity)	
Fact of the Week	1+9=10 9+1=10	2+8=10 8+2=10	3+7=10 7+3=10	4+6=10 6+4=10	5+5=10	2+3=5 3+2=5	

TERM 4

Problem Solving: Working Backwards

PA Maths	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. To link turns with the hands on a clock	Addition To add with number bonds to 20 To add two 1 digit numbers using the make 10 strategy (tens frames and then base 10)	Multiplication To double numbers To double two digit numbers (up to 15)	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)	Fractions Halves To recognise half an object (as one of two equal parts) To recognise half a shape (as one of two equal parts) To identify half a quantity (to share equally between 2) To place fractions on a number line. To identify halves	Measure – Time To tell the time to the hour (and draw hands on clock faces) To tell the time to the half an hour (and draw hands on clock faces)	
Fact of the Week	0+1=1 1+0=1	0+2=2 2+0=2	0+3=3 3+0=3	0+4=4 4+0=4	0+5=5 5+0=5	0+6=6 6+0=6	

TERM 5

Problem Solving: Trial and Improvement

PA Maths	Number and place value To count, read and write numbers to 100 in numerals (National Curriculum) <i>To identify one more and one less (to 100)</i> <i>To compare quantities (using equal to, more than, less than (fewer), most, least) (to 100)</i> <i>To compare numbers (to 100)</i>	Number and place value To count out a 2 digit number to 20 and regroup in the 1s To partition and recombine numbers to 20 into 10s and 1s (teen numbers) To partition and recombine any 2 digit number into 10s and 1s	Geometry – properties of shapes 3D SHAPES Recognise and name 3-D shapes To identify shapes in the environment To recognise shapes in different orientations and sizes To make models, patterns and pictures using construction kits and everyday material	Measure – Money To recognise and know the value of different coins and notes To exchange money To solve problems involving money (adding small amounts)	Addition and subtraction To subtract within 20 by grouping into tens and ones To make a family of number sentences To use inverse (write corresponding subtraction facts to given addition facts – number families)	Addition and subtraction To solve missing number problems To solve one step word problems	
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Fact of the Week	0+7=7 7+0=7	0+8=8 8+0=8	0+9=9 9+0=9	0+10=10 10+0=10	5+1=6 1+5=6	6+1=6 1+6=6	
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TERM 6

Problem Solving: Looking for Patterns and Conjecturing

PA Maths	Multiplication To place objects into equal groups To place objects into arrays To pictorially represent multiplication sentences To understand repeated addition	Multiplication Can describe an array in two ways To make multiplication stories To move towards the bar model to solve word problems	Division To relate grouping to repeated subtraction To solve one step word problems (grouping) To use reasoning to explain	Fractions Quarters To recognise a quarter of an object (as one of four equal parts) To recognise a quarter of a shape (as one of four equal parts) To identify a quarter of a quantity (to share equally between 4). To know that a quarter is the same as half and half again. To place fractions on a number line.	Statistics To sort objects using one criteria (Carroll diagrams) To sort objects using more than one criteria (Carroll diagrams) To sort objects using one criteria (Venn diagrams) To sort objects using more than one criteria (Venn diagrams)	Addition and Subtraction Recap of skills taught and address gaps	Transition
Fact of the Week	7+1=8 1+7=8	8+1=9 1+8=9	9+1=10 1+9=10	2+4=6 4+2=6	2+5=7 5+2=7	2+6=8 6+2=8	2+7=9 7+2=9

Year 1 - Mental Maths

Number and Place Value To count to and across 100, beginning with 0 or 1, or from any given number backwards and forwards To count in 10s from any number To count in multiples of 2, 5 and 10	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 larger collections by grouping into tens, then fives or twos 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 To make a reasonable estimate (then count to check) Count in 2s from 0-20, count in 2s from any given number Count in 2s from zero, count from 1,3,5 Count in tens from zero... from 40... 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 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 To say what number comes next in a given pattern. (16,14,12, □,□) To state the value of the digits in a two digit number (14 is one ten and four ones)
Addition	To know number bonds to 10 To know number bonds of all numbers within 10 (6 = 1+5, 5+1, 4+2, 2+4 etc) To know number bonds within 20 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
Subtraction	Counting stick: counting backwards in steps (not only of ones) from any given number To use 'count back from' strategies To use 'count back to' strategies 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)

	<p>Subtract ten from a teens number</p> <p>Subtract ten from any two digit number, without crossing 100: $49-10=\square$; $49-\square=10$; $\square-10=39$</p> <p>Subtract a pair of multiples of ten without crossing 100: $50-20=\square$; $50-\square=30$; $\square-20=30$</p>
<p>Multiplication</p> <p>To count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples</p>	<p>To count forwards and backwards in 2s, 5s and 10s from any given number</p> <p>Recognition of all odd and even numbers</p> <p>Rapid recall of doubles to 10</p> <p>Rapid recall of doubles to 20</p>
<p>Division</p> <p>To count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples</p>	<p>To count forwards and backwards in 2s, 5s and 10s from any given number</p> <p>To have rapid recall of numbers up to 20 divided by 2</p> <p>To have rapid recall of numbers up to 100 divided by 10</p> <p>Rapid recall of halves to 20</p> <p>To derive the corresponding division facts when given multiplication fact (number families)</p> <p>To quickly derive: -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</p>
<p>Fractions</p>	<p>To find half of any even number up to 20</p> <p>To find a quarter of any even number up to 20 by halving and halving again</p> <p>To say what fraction of a shape is shaded (half, quarter)</p>
<p>Statistics</p>	<p>To count 'up' a counting stick in intervals of 1, 2, 5, 10</p> <p>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 all the odd numbers from 15 to 35</p> <p>To quickly count up scores when voting takes place</p> <p>Respond to questions: -How can we find out? -What information shall we collect and how? -How shall we organise it?</p> <p>To quickly read key information from a graph and respond to questions such as 'do most children walk to school?'</p> <p>Test a hypothesis such as: Children in our class are in bed by half past seven.</p>
<p>Measurement</p>	<p>Recognise and use language relating to dates including : days of the week, weeks, months and years, in context and by recall</p> <p>To know that: 1 week= 7 days 1 day = 24 hours</p> <p>To know in order the days of the week (to identify what day it is today, yesterday, tomorrow, two days ago)</p> <p>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> <p>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)</p> <p>In context of a shop, mentally: -find totals and give change -how much is $5p+2p+1p$? -chews cost 5p each. How much do 3 chews cost? -Rosie spent 5p&3p. How much change from 10p does she get?</p> <p>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?</p> <p>To suggest a unit you would use measure: the height of a table, the weight of a parcel, across the classroom</p> <p>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?</p>
<p>Geometry – Properties of shape</p>	<p>To talk about shapes and patterns in curtains, clothes, objects, displays</p> <p>To visualise 2-D shapes: imagine a big triangle painted on the floor. How many sides does it have? How many corners?</p> <p>Identify solid shapes in the classroom</p> <p>Visualise 3-D shapes: imagine 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>Explain how to sort shapes according to property (e.g. it has straight edges) (2D and 3D)</p> <p>To be able to name a shape by feeling it (2D and 3D)</p> <p>To identify shape based on properties described (2D and 3D)</p>
<p>Geometry – Position and Direction</p>	<p>To use everyday language to describe positions: -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</p> <p>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</p> <p>Describe the position of an object in relation to another (e.g. the cat is next to the tree)</p> <p>Use everyday language to describe directions: - 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</p> <p>To understand and use: slide, roll, turn, whole, half</p> <p>To recognise and talk about movements - roll across the mat, slide across the floor - Identify things that turn about a point– taps/clocks/scissors - Identify things that turn about a line– book/door</p> <p>Make things turn– count around a clock face</p> <p>Discuss what comes next in a repeating pattern</p>

