

Year 1 Maths Medium Term Plan

National Curriculum

<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	<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 $7 = ? - 9$	<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	<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
<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	<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]	<u>Geometry – Position and Direction</u> Describe position, direction and movement, including whole, half, quarter and three-quarter turns	<u>Statistics</u>

Term	Counting in steps of...	Times table(s)	Essential Maths (36 steps)
1	10	-	1LS1 – Geometry: Positional language including ordinal numbers Step 1: Positional language Step 2: Turning Step 3: Position – ordinal numbers Step 4: Position – ordinal numbers from left and right Step 5 (optional): Position – ordinal numbers within buildings Step 6: Position within a grid 1LS2 – Number and place value: Finding patterns in numbers (including subitising) Step 1: Conservation of number Step 2: Conservation of number – rearranging Step 3: Subitising familiar patterns Step 4: Subitising numbers to ten 1LS3 - Number and place value: Numbers to 10 – counting and comparison (more, less, fewer) Step 1: Counting varied representations of number Step 2: Matching values to mathematical models and numerals Step 3: Finding more and fewer Step 4: Finding 1 more and 1 less Step 5 (optional): Representing one more and one less pictorially 1LS4 - Number and place value: Numbers to 10 – estimating and ordering Step 1: Ordering values Step 2: Ordering consecutive numbers Step 3: Linking counting and sequencing 1LS5 - Number and place value to 10, addition and subtraction: Numbers to 10 – regrouping the whole Step 1: Represent numbers up to 10 in many ways through regrouping Step 2: Matching values to mathematical models using increasingly complex regrouping 1LS6 - Number and place value to 10, addition and subtraction: Numbers to 10 – part-whole addition and subtraction Step 1: Regrouping within numbers to 10 Step 2: Exploring the language of addition Step 3 (optional): Exploring commutativity Step 4: Exploring counting on Step 5 (optional): Exploring ways to make 5 Step 6: Using regrouping to make 5 and some more (think 5) Step 7: Subtraction by taking away Step 8: Explore the language of subtraction Step 9 (optional): Subtraction is not commutative 1LS7 - Number and place value to 10, addition and subtraction: Numbers to 10 - solving problems using part or whole unknown Step 1: Revising identifying the whole and the parts (where all parts and wholes are shown) Step 2: Story problems with unknown whole (addition) Step 3: Story problems with one unknown part (subtraction – take away model) Step 4: Matching representations Step 5 (optional): Exploring statements focusing on language and proof Step 6 (optional): Finding all possibilities Step 7: Exploring number sentences

Term	Counting in steps of...	Times table(s)	Essential Maths (28 steps, 2 diagnostic papers)
2	10	-	1LS8 - Number and place value to 10, addition and subtraction: Numbers to 10 – comparison Step 1: Using 1:1 correspondence to find how many more / fewer Step 2: Introducing the language of difference Step 3: Understand difference as the distance between two numbers Step 4: Finding difference in context 1LS9 - Number and place value to 10, addition and subtraction: Numbers to 10 – equality and balance Step 1: Using language to express equivalent ways of making the same total Step 2: Using language to express equivalent ways of making the same total (using a tens frame) Step 3: Making equal values using symbols to record Step 4: Making equivalent values using addition and subtraction Step 5: Bonds to 10 Step 6: Finding equivalents 1LS10 - Number and place value to 20, addition and subtraction: Numbers to 20 – making '10 and some more' Step 1: Benchmarks of 0, 5 and 10 and their relationship to the numbers 1-10 Step 2: Making greater than 10 Step 3: Building numbers to 20 Step 4: Links between the language of eleven to twenty and ten and 10 more Step 5: Ten and some more using place value, base-10, equipment Step 6: Links between the language of eleven to twenty and the language of place value 1LS11 - Number and place value to 20, addition and subtraction: Numbers to 20 – estimating and ordering, 1 more and 1 less Step 1: Estimating and comparing smaller and larger quantities Step 2: Estimating and comparing sets of different objects Step 3: 1 more / 1 less (fewer) - numbers ten to twenty Step 4: 1 more / 1 less (fewer) on a number line Step 5 (optional): Comparing and ordering numbers on a blank number track Step 6: Placing numbers 0-20 on a blank number line (number magnitude) 1LS12 - Number and place value to 20, addition and subtraction: Numbers to 20 – doubling and halving Step 1: Building on part whole understanding where the parts are equal Step 2: Replace colours with numbers and quantities to explore equal parts of the whole Step 3 (optional): Making doubles and finding halves using tens frames 1LS13 - Number and place value to 20, addition and subtraction: Numbers to 20 – odd and even numbers Step 1: Explore odd and even numbers through the use of tens frames Step 2: Explore the alternating pattern of odd and even in consecutive numbers using number rods Step 3 (optional): Explore the odd and even number values on a number line Diagnostic assessment paper 1: arithmetic Diagnostic assessment paper 2: reasoning

Term	Counting in steps of...	Times table(s)	Essential Maths (28 steps)
3	²	-	1LS14 – Geometry and measurement: Geometry – names and properties of 2D and 3D shapes Step 1: Understand what a mathematical shape is Step 2: Identifying 2-D shapes through their properties in an unfamiliar context Step 3: Classifying 3-D shapes Step 4 (optional): Exploring the shape of the faces on 3-D shapes 1LS15 – Geometry and measurement: Measures – the language of comparing length, height, mass and speed Step 1: Using comparative language in the context of length and height Step 2: Using comparative language in the context of mass Step 3: Compare the mass of items using pan balances Step 4: Using comparative language in the context of time Step 5 (optional): Ordinal numbers used to order timed events 1LS16 – Geometry and measurement: Sequencing events – days of the week and months of the year Step 1: Days of the week Step 2 (optional): Events during the week Step 3: Months and seasons of the year 1LS17 – Addition and subtraction: Numbers to 20 – adding using ‘Think 10’ Step 1: Make 10 and using think 5 recap Step 2: Think 10 by regrouping the second addend Step 3: Think 10 by regrouping the first addend Step 4: Think 10 when regrouping a two-digit number to aid addition Step 5 (optional): Using think 15 1LS18 – Addition and subtraction: Numbers to 20 – subtraction using ‘Think 10’ Step 1: Counting back from twenty Step 2: Subtracting 1-digit numbers from 2-digit numbers, below twenty, without crossing 10 Step 3: Subtracting 1-digit numbers from numbers between 10 - 20 crossing the benchmark 10 Step 4: Subtracting 1-digit numbers from numbers between 10 - 20 by regrouping and taking from the 10 1LS19 – Addition and subtraction: Numbers to 20 – equality and balance Step 1: Explore different ways to total the same value (numbers 11 to 20) Step 2: Exploring different ways to make the same total, including + and - (numbers 11 to 20) Step 3: Bonds to 20 1LS20 – Addition and subtraction: Numbers to 20 – part or whole unknown Step 1: Identifying the part and whole Step 2: Identify if a part or the whole is missing Step 3: Part whole relationships using +, - and = symbols Step 4: Numbers to twenty - part or whole unknown

Term	Counting in steps of...	Times table(s)	Essential Maths (25 steps, 2 diagnostic papers)
4	2	-	1LS21 – Addition and subtraction: Numbers to 20 – language and problem solving (part or whole unknown) Step 1: The language of problem solving (the whole as the result) Step 2: The language of problem solving (a part as the result) Step 3: Using the language of problem solving to solve problems with the whole unknown Step 4: Using the language of problem solving to solve problems with a part unknown Step 5 (optional): Developing the skills of problem solving Step 6 (optional): Finding all possibilities 1LS22 – Addition and subtraction: Numbers to 20 – comparison (difference, more, less, fewer) including statistics Step 1: Comparing values using 1:1 and familiar structures Step 2: Finding the difference between values Step 3: Finding the difference in the context of statistics Step 4: Solving problems involving comparison and difference 1LS23 – Number, place value and measurement: Measures – coins and combinations to 20p, ordering and comparing Step 1: Recognising the value of coins using a proportional representation Step 2: Comparing the value of coins using a proportional model Step 3: Calculating coin combinations for values that do not have a designated coin below 10p Step 4: Calculating coin combinations for values that do not have a designated coin between 11p and 20p Step 5: Compare and order different combinations of coins 1LS24 – Number, place value and measurement: Counting in 2s, 5s and 10s Step 1: Counting in 2s and spotting patterns Step 2: Counting in 5s and spotting patterns Step 3: Counting in 10s and spotting patterns Step 4 (optional): Counting with coins – 2p, 5p and 10p 1LS25 – Measures: Non-standard measures and introducing simple standard measures Step 1: Comparing volumes in containers of the same size Step 2: Comparing what the same volume looks like in different shaped containers Step 3: Measuring lengths using Cuisenaire rods Step 4: Measuring lengths using centimetres Step 5: Weighing mass with non-standard units Step 6: Weighing mass with standard units Diagnostic assessment paper 1: arithmetic Diagnostic assessment paper 2: reasoning

Term	Counting in steps of...	Times table(s)	Essential Maths (24 steps)
5	5	-	1LS26 – Multiplication and division: Multiplication and division – equal or unequal groups and remainders Step 1: Sharing into equal groups Step 2: Sharing into unequal groups Step 3: Equal or unequal groups? 1LS27 – Multiplication and division: Multiplication – repeated addition and arrays (numbers of groups and size of group) Step 1: Counting and repeated addition Step 2: The language of multiplication Step 3: Repeated addition and arrays (2s) Step 4: Repeated addition and arrays (5s and 10s) 1LS28 – Multiplication and division: Multiplication – problem solving (identifying the number of groups and size of the group) Step 1: Finding the maths in a picture Step 2: Multiplying the maths in a picture Step 3 (optional): Multiplication and measure 1LS29 – Multiplication and division: Multiplication – scaling and counting in 2s to 24 Step 1: Exploring scaling Step 2: Twice as long Step 3 (optional): Twice as many – patterns Step 4 (optional): Twice as many – recipe 1LS30 – Multiplication and division: Division – sharing and grouping problems Step 1: Sharing into equal groups Step 2: Solving sharing problems Step 3: Division by grouping Step 4: Solving grouping problems Step 5: Linking multiplication and division 1LS31 – Measurement: Time – telling the time, o'clock and half past Step 1: Clockwise and anti-clockwise turns Step 2: The hands on a clock Step 3: Telling the time – o'clock Step 4: Telling the time – half past Step 5: Intervals of time

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6	5	-	1LS32 – Fractions: Fractions – sharing into equal groups Step 1: Finding equal parts of a whole (halves) Step 2: Finding equal parts of a whole (quarters) Step 3: Finding half of an amount Step 4: Finding a quarter of an amount Step 5 (optional): Finding halves and quarters of amounts in context 1LS33 – Fractions: Fractions – equal or unequal parts of shapes Step 1: Identifying whether a shapes has been halved or not Step 2: Identifying whether a shape has been quartered or not Step 3: Identifying and finding halves of an amount in the context of shapes Step 4: Identifying and finding quarters of an amount in the context of shapes 1LS34 – Fractions: Fractions of continuous quantities including capacity Step 1: Fractions in the context of capacity Step 2: Measuring capacity Step 3: Fractions in the context of length Step 4: Fraction of a turn using the context of a clock face 1LS35 – Number and place value: Numbers to 20 - review Step 1: Magnitude and key benchmark numbers Step 2: Equality Step 3: Inequality Step 4: Using known addition facts to choose efficient calculation strategies Step 5: Strategies for calculating subtraction Step 6: Worded problems for + and - 1LS36 – Number and place value: Numbers to 100 – place value and digits, making tens and some more Step 1: Counting in 10s to 100 Step 2: Counting in 1s to and across 100 Step 3 (optional): Counting in 5s to 100 Step 4 (optional): Counting in 2s to 100 Step 5: 'Tens and some more' – part whole Step 6: Making 'tens and some more' with money Step 7 (optional): Representing 2-digit numbers 1LS37 – Number and place value: Place value – estimation, ordering and comparison Step 1: Ordering and comparing lengths to 100 Step 2: Ordering and comparing values to 100 Step 3: Ordering and comparing values in different representations to 100 Step 4: Estimation and number magnitude Step 5 (optional): Using place value to estimate and order Diagnostic assessment paper 1: arithmetic Diagnostic assessment paper 2: reasoning