

# Federation of Golden Flatts and Lynnfield Primary Schools

## Maths Medium-Term Plan: Year 1

Autumn Term



	Place Value (10)	Addition & Subtraction (10)	Properties of Shape	Place Value (20)	Assessment
	5 weeks	6 weeks	3 weeks	1 week	1 week
National Curriculum	<ul style="list-style-type: none"> <li>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</li> <li>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</li> <li>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</li> <li>Compare numbers using and = signs</li> <li>Read and write numbers from 1 to 20 in numerals and words</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Add and subtract 1-digit and 2-digit numbers to 20, including zero</li> </ul>	<ul style="list-style-type: none"> <li>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]</li> </ul>	<ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</li> <li>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</li> <li>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</li> <li>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> <li>Read &amp; write numbers from 1 to 20 in numerals &amp; words</li> <li>Given a number, identify 1 more and 1 less</li> </ul>	<ul style="list-style-type: none"> <li>Test to be made by Maths lead to match what has been taught – do <b>not</b> just use WR End of Term Tests</li> <li>Day 1 do arithmetic test</li> <li>Day 2 go over and unpick the arithmetic test with loads of discussion – this <b>must</b> be given proper time</li> <li>Days 3 do reasoning test</li> <li>Day 4 go over and unpick the reasoning test with loads of discussion – this <b>must</b> be given proper time</li> </ul>
Small Steps	<ul style="list-style-type: none"> <li>Sort objects</li> <li>Count objects</li> <li>Count objects from a larger group</li> <li>Represent objects</li> <li>Recognize numbers as words</li> <li>Count on from any number</li> <li>One more</li> <li>Count backwards within 10</li> <li>One less</li> <li>Compare groups by matching</li> <li>Fewer, more, same</li> <li>Less than, greater than, equal to</li> <li>Compare numbers</li> <li>Order objects and numbers</li> <li>The numberline</li> </ul>	<ul style="list-style-type: none"> <li>Addends, Sums &amp; Equations</li> <li>Manipulative Introduction Lesson: tens frames</li> <li>Addition facts to 10 including commutativity</li> <li>Subtraction facts to 10 (including not commutative)</li> <li>Adding 1</li> <li>Subtracting 1</li> <li>Adding 2 to odd and even</li> <li>Subtracting 2 from odd and even</li> <li>Adding 0 and adding to 0</li> <li>Subtracting zero</li> <li>Doubles to 10</li> <li>Doubles to 10</li> <li>Near doubles to 10</li> <li>Near doubles to 10</li> <li>Halves to 10</li> <li>Halves to 10</li> <li>7 Tree</li> <li>9 Square</li> <li>5, 3 and 8</li> <li>Practice Lesson: addition facts within 10</li> <li>Practice Lesson: subtraction facts within 10</li> <li>Practice Lesson: mixed facts within 10</li> <li>Explore inverse relationships</li> <li>Explore inverse relationships</li> <li>Fact families within 10 (all 8 for each)</li> <li>Fact families within 10 (all 8 for each)</li> <li>Missing number equations within 10</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and name 2d</li> <li>Sort 2d</li> <li>Recognize and name 3d</li> <li>Sort 3d</li> </ul> <p>Patterns with 2d and 3d shapes – teacher assess 24</p>	<ul style="list-style-type: none"> <li>Understand 11, 12, 13, 14</li> <li>Understand 15, 16, 17, 18, 19</li> <li>Understand 20</li> <li>R/PS lesson numbers to 20</li> <li>One more within 20</li> <li>One less within 20</li> <li>R/PS lesson one more / one less within 20</li> <li>Number lines to 20</li> <li>Number lines to 20 – estimating</li> <li>Compare and order numbers to 20</li> </ul>	

# Federation of Golden Flatts and Lynnfield Primary Schools

## Maths Medium-Term Plan: Year 1

Spring Term



	Addition & Subtraction (20)	Place Value (50)	Measurement	Assessment
	4 weeks	2 weeks	4 weeks	1 week
National Curriculum	<ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>Add and subtract 1-digit and 2-digit numbers to 20, including zero</li> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul>	<ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</li> <li>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</li> <li>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> <li>Given a number, identify 1 more and 1 less</li> </ul>	<ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time</li> <li>Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time</li> <li>Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time</li> <li>Measure and begin to record the following: lengths and heights; mass/weights; capacity and volume; time</li> </ul>	<ul style="list-style-type: none"> <li>Test to be made by Maths lead to match what has been taught – do <b>not</b> just use WR End of Term Tests</li> <li>Day 1 do arithmetic test</li> <li>Day 2 go over and unpick the arithmetic test with loads of discussion – this <b>must</b> be given proper time</li> <li>Days 3 do reasoning test</li> <li>Day 4 go over and unpick the reasoning test with loads of discussion – this <b>must</b> be given proper time</li> </ul>
Small Steps	<ul style="list-style-type: none"> <li>Ten and a bit addition</li> <li>A bit and ten addition</li> <li>Practice Lesson: ten and a bit / a bit and ten mixed addition</li> <li>Ten and a bit subtraction (the bit)</li> <li>Ten and a bit subtraction (the ten)</li> <li>Practice Lesson: ten and a bit (bit/10) mixed subtraction</li> <li>Using addition facts within 10 facts within 20</li> <li>Using addition facts within 10 facts within 20</li> <li>Using subtraction facts within 10 facts within 20</li> <li>Using subtraction facts within 10 facts within 20</li> <li>Practice Lesson: using facts within 10 to 20 mixed</li> <li>Using addition facts to 10 for facts to 20</li> <li>Using addition facts to 10 for facts to 20</li> <li>Using subtraction facts to 10 facts to 20</li> <li>Using subtraction facts to 10 facts to 20</li> <li>Explore inverses</li> <li>Missing number equations</li> <li>Missing number problems</li> </ul>	<ul style="list-style-type: none"> <li>Count from 20 to 50</li> <li>20, 30, 40 and 50</li> <li>Count by making groups of 10</li> <li>Groups of tens and ones</li> <li>Partition into tens and ones</li> <li>The number line to 50</li> <li>Estimate on a number line to 50</li> <li>1 more, 1 less</li> </ul>	<ul style="list-style-type: none"> <li>Compare lengths &amp; heights</li> <li>measure length using objects</li> <li>Measure length in cm</li> <li>Heavier &amp; lighter</li> <li>Measure mass</li> <li>Compare mass</li> <li>Full and empty</li> <li>Compare capacity</li> <li>Measure capacity</li> </ul>	



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## Maths Medium-Term Plan: Year 1

### Summer Term



	Multiplication & Division	Fractions	Position & Direction	Place Value (100)	Money	Time	Assessment
	3 weeks	2 weeks	1 week	2 weeks	1 week	2 weeks	1 week
National Curriculum	<ul style="list-style-type: none"> <li>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul>	<ul style="list-style-type: none"> <li>Describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> <li>Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside (non-statutory guidance)</li> <li>Practise counting (1, 2, 3...), ordering (for example, 1st, 2nd, 3rd ...) (non-statutory guidance)</li> </ul>	<ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</li> <li>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes</li> <li>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)</li> <li>Recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>Compare, describe and solve practical problems for time</li> <li>Measure and begin to record time (hours, minutes, seconds)</li> <li>Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times</li> </ul>	<ul style="list-style-type: none"> <li>Test to be made by Maths lead to match what has been taught – do <b>not</b> just use WR End of Term Tests</li> <li>Day 1 do arithmetic test</li> <li>Day 2 go over and unpick the arithmetic test with loads of discussion – this <b>must</b> be given proper time</li> <li>Days 3 do reasoning test</li> <li>Day 4 go over and unpick the reasoning test with loads of discussion – this <b>must</b> be given proper time</li> </ul>
Small Steps	<ul style="list-style-type: none"> <li>Count in 2s</li> <li>Make arrays of 2s and link to doubles – record as repeated addition and x</li> <li>Count in 10s</li> <li>Make arrays of 10s – record as repeated addition and multiplication</li> <li>Count in 5s</li> <li>Make arrays of 5 – record as repeated addition and multiplication</li> <li>Division by sharing concrete</li> <li>Division by sharing pictorial and record as division number sentence</li> <li>Division by grouping concrete</li> <li>Division by grouping pictorial and record as division number sentence</li> </ul>	<ul style="list-style-type: none"> <li>Recognize half of a shape/object</li> <li>Find half of a shape/object</li> <li>Find half of a quantity by linking to shapes above</li> <li>Recognize quarter of a shape/object</li> <li>Find quarter of a shape/object</li> <li>Find quarter of a quantity by linking to shapes above</li> </ul>	<ul style="list-style-type: none"> <li>Turns – left and right</li> <li>Forwards and backwards</li> <li>Above and below</li> <li>Ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>Count from 50 to 100</li> <li>Partition into tens and ones to 100</li> <li>Number line to 100</li> <li>One more, one less to 100</li> <li>Compare any number to 100</li> </ul>	<ul style="list-style-type: none"> <li>Recognize coins</li> <li>Recognize notes</li> <li>Count in coins</li> </ul>	<ul style="list-style-type: none"> <li>Before and after</li> <li>Days of the week</li> <li>Months of the year</li> <li>Hours, minutes and seconds</li> <li>Tell the time to o'clock</li> <li>Tell the time to half past</li> </ul>	