

Maths Medium Term Planning- Year 1

	Addition & Subtraction	Number and Place Value	Multiplication & Division
A u t u m n	<ul style="list-style-type: none"> Practical addition and subtraction problems within 20 – independent recording. Alongside independent recording, pupils begin to use “+”, “-“ and “=” symbols with understanding . Partitioning numbers to 10 in different ways. Begin to use a number line for addition and subtraction – counting all, then counting on for addition and counting back for subtraction. Use practical objects / pictures on a number line. Add and subtract one digit numbers 	<ul style="list-style-type: none"> Continue and extend counting skills – counting in ones, forwards and backwards to at least 30, then 50. Count, read and write numbers to 20 in numerals, then extending to 30 / 50. Understand what each digit represents in numbers to 20, and represent these numbers with structured resources. Begin to recognize the significance of “ten” in the number system. Begin to recognize multiples of ten and count in tens. Represent and order numbers to 20, knowing “one more” and “one less” than any number to 20. Begin to write some numbers to 20 in words. 	<ul style="list-style-type: none"> Children’s understanding of multiplication and division needs to build upon their security with addition and subtraction, which would therefore be the key calculation focus for the autumn term. Children would, however, discuss and solve problems relating to grouping and sharing in practical contexts. Looking at number patterns and sequences, and counting in different steps also supports this domain.
	<p style="text-align: center;">Fractions</p> <p>Some fractions work can be built in to provision across the Autumn and Spring term, with some mental and aural activities focused around the concept of fractions. Links can also be made with measures (half of a metre, half full etc), and geometry (half / quarter turns)</p> <p>Autumn Term checks:</p> <ul style="list-style-type: none"> Recognise and find halves shapes and objects Recognise and find halves of a quantity Connect halves equal sharing and grouping of sets through problem solving Combine different quantities of halves using practical resources. Know how to record “1/2” 	<p style="text-align: center;">Geometry</p> <p>Children will begin to talk about 2D and 3D shapes in mental, aural and topic-linked activities.</p>	<p style="text-align: center;">Measures</p> <ul style="list-style-type: none"> Compare lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) , Mass or weight (e.g. heavy/light, heavier than, lighter than), Capacity/volume (full/empty, more than, less than, quarter), Time (quicker, slower, earlier, later) Estimating lengths, heights, mass, weights, capacity and time Check estimates with non-standard measures Comparing non-standard measures (e.g. the difference between a teacher’s hand span and a doll’s hand span) Sequence events in chronological order using language such as: 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 Initial activities to begin to recognize different denominations of coins and notes . Begin to recognize “o’clock” times. <p>Where possible make links to understanding of number and calculation.</p>

Maths Medium Term Planning- Year 1

	Addition & Subtraction	Number and Place Value	Multiplication & Division
Spring	<ul style="list-style-type: none"> Contextual addition and subtraction problems within 30 - begin to use “+”, “-“ and “=” symbols with understanding . Explore number bonds to 20, applying knowledge of number bonds to 10. Use a number line to support addition and subtraction –counting on for addition and counting back for subtraction. Know and understand that addition can be done in any order (commutativity) but subtraction cannot. Use knowledge of number bonds to begin to add some numbers mentally Begin to add/subtract using jumps of ten and one using a structured number line for support. <p>Begin to understand the relationship between addition and subtraction, knowing that, for example, if $7 + 3 = 10$, then $3+7 =10$, $10-7=3$ and $10-3=7$</p>	<ul style="list-style-type: none"> Continue and extend counting skills – counting in ones, forwards and backwards to at least 50, then 100. Count, read and write numbers to 50 in numerals, then extending to 100. Understand what each digit represents in two –digit numbers and represent these numbers with structured resources. Recognize the significance of “ten” in the number system. Recognize multiples of ten and count in tens, forwards and backwards. Count in multiples of 5. Count in multiples of 2. (odd and even numbers) Represent and order numbers to 50, knowing “one more” and “one less” than any number to 50. Begin to extend this to 100. Write some numbers to 20 in words. Know the number that is ten more / ten less than any two digit number and explain which digit changes and why. 	<ul style="list-style-type: none"> count in multiples of twos, fives and tens (forwards and backwards) Explore, make, continue and describe patterns including number patterns Solve problems involving grouping and sharing small quantities Begin to record solutions using pictorial representations. Begin to double quantities of objects <p>Begin to make connections between number patterns and counting in two’s, five’s and ten’s</p>
	<p style="text-align: center;">Fractions</p> <p>Some fractions work can be built in to provision across the Autumn and Spring term, with some mental and aural activities focused around the concept of fractions. Links can also be made with measures (half of a metre, half full etc), and geometry (half / quarter turns)</p> <p>Autumn Term checks:</p> <ul style="list-style-type: none"> Recognise and find halves shapes and objects Recognise and find halves of a quantity Connect halves equal sharing and grouping of sets through problem solving Combine different quantities of halves using practical resources. Know how to record “1/2” 	<p style="text-align: center;">Geometry</p> <ul style="list-style-type: none"> Recognise 2D and 3D shapes Name 2D shapes e.g. rectangles (including squares), circles and triangles) Name 3D shapes (e.g . cuboids, (Including cubes, pyramids and spheres) Recognise these shapes in different orientations and sizes. Know that rectangles, triangles, cuboids and pyramids can be different shapes (i.e. irregular). <p>Use mathematical language to describe shapes and their properties e.g. vertices, sides, edges, faces.</p>	<p style="text-align: center;">Measures</p> <ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes (1p, 2p, 5p,10p, 20p, 50p, £1, £2, £5, £10, £20) <p>Where possible make links to understanding of number and calculation.</p>

Maths Medium Term Planning- Year 1

	Addition & Subtraction	Number and Place Value	Multiplication & Division
S u m m e r	<ul style="list-style-type: none"> Contextual addition and subtraction problems within 30, using “+”, “-“ and “=” symbols . Apply knowledge of number bonds to 10 to number pairs to 20. Use a number line to support addition and subtraction –counting on for addition and counting back for subtraction. Know and understand that addition can be done in any order (commutativity) but subtraction cannot. Use knowledge of number bonds to begin to add some numbers mentally Begin to add/subtract using jumps of ten and one using a structured number for support. Understand the relationship between addition and subtraction, knowing that, for example, if $7 + 3 = 10$, then $3+7 =10$, $10-7=3$ and $10-3=7$. Represent and use number bonds and related subtraction facts within 20 <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.</p>	<ul style="list-style-type: none"> Continue and extend counting skills – counting in ones, forwards and backwards to 100 and beyond (to or from any given number). Count, read and write numbers to 100 in numerals.. Understand what each digit represents in two –digit numbers and represent these numbers with structured resources. Recognize the significance of “ten” in the number system. Recognize multiples of ten and count in tens, forwards and backwards. Count in multiples of 5. Count in multiples of 2. Represent, compare and order numbers to 100, knowing “one more” and “one less” than any number to 100. Compare numbers and quantities, using the language of equal to, more than, less than (fewer), most, least Read and write some numbers to 20 in words Know the number that is ten more/ten less than any two digit number and explain which digit changes and why. 	<ul style="list-style-type: none"> count in multiples of twos, fives and tens (forwards and backwards) Explore, make, continue and describe patterns including number patterns Solve problems involving grouping and sharing small quantities Use doubling as a strategy to solve problems. Make connections between arrays, number patterns and counting in two’s, five’s and ten’s Solve one step problems involving multiplication and division by calculating the answer using concrete object and pictorial representations Begin to understand multiplication as repeated addition, using resources and visual images to support (including arrays)
	<p style="text-align: center;">Fractions</p> <ul style="list-style-type: none"> Recognise and find halves and quarters of shapes and objects Recognise and find halves and quarters of a quantity Connect halves and quarters to the equal sharing and grouping of sets through problem solving Through practical work, begin to use “half” e.g. in measures – “half full” “half empty”, “half a metre”, “half as big” etc. Combine different quantities of halves and quarters to make a whole (e.g. $1/2$, $1/4$ and $1/4$ is a whole etc) – using practical resources. Record halves and quarters as $1/2$ and $1/4$ Begin to see the connection between fractions and division – e.g. dividing/sharing by 2 means half each 	<p style="text-align: center;">Geometry</p> <ul style="list-style-type: none"> Describe position, directions and movements. Use 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, far, up and down, forwards and backwards, inside and outside. <p>Make half, quarter and three quarter turns in a clockwise direction.</p>	<p style="text-align: center;">Measures</p> <ul style="list-style-type: none"> Time (hours, minutes, seconds) <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> Lengths and heights Mass/weight Capacity and volume <p>Where possible make links to understanding of number and calculation.</p>