**Mathematics Medium Term Plan – Year 1**

| Unit | National Curriculum End of Year 1 Statutory Requirements | Learning Objectives | Small Steps |
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| **Autumn Term** | | | |
| Place Value (Within 10) | • To be able to count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number.<br>• To be able to count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.<br>• To be able to identify one more and 1 less than a given number.<br>• To be able to identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more, less than (fewer), most, least.<br>• To be able to read and write numbers from 1 to 20 in numerals and words. | 1. To be able to sort objects based on their attributes<br>2. To be able to fluently count objects to 10<br>3. To be able to count objects from a larger group<br>4. To be able to represent objects using manipulatives<br>5. To be able to recognise numerals as words<br>6. To be able to count on from any number to 10<br>7. To be able to find one more than a given number within 10<br>8. To be able to count backwards within 10<br>9. To be able to find one less than a given number within 10<br>10. To be able to compare groups by matching objects<br>11. To be able to compare numbers of objects<br>12. To be able to compare number of objects using > < =<br>13. To be able to compare numbers within 10<br>14. To be able to order objects and numbers<br>15. To be able to count and compare numbers using a number line | 1. Sort objects<br>2. Count objects<br>3. Count objects from a larger group<br>4. Representing objects<br>5. Recognise numbers as words<br>6. Count on from any number<br>7. One more<br>8. Count backwards within 10<br>9. One less<br>10. Compare groups by matching<br>11. Fewer, more, same<br>12. Greater than, less than, equal to<br>13. Compare numbers<br>14. Order objects and numbers<br>15. The number line |

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| Addition and Subtraction (Within 10) | • To be able to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.<br>• To be able to represent and use number bonds and related subtraction facts within 20.<br>• To be able to add and subtract one-digit and two-digit numbers to 20, including zero.<br>• To be able to solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = [ ] – 9 | 1. To be able to recognise parts and wholes<br>2. To be able to add using the part-whole model<br>3. To be able to represent addition using a number sentence<br>4. To be able to add numbers in any order using fact families<br>5. To be able to add using number bonds within 10<br>6. To be able to record addition facts systematically<br>7. To be able to add using number bonds to 10<br>8. To be able to add by combining two or more parts<br>9. To be able to add by increasing one quantity by a given amount<br>10. To be able to add when solving problems<br>11. To be able to subtract by finding a part<br>12. To be able to subtract by finding a part<br>13. To be able to add and subtract using fact families<br>14. To be able to subtract by taking away<br>15. To be able to subtract by taking away<br>16. To be able to subtract by counting back<br>17. To be able to add or subtract 1 or 2 | 1. Introduce parts and wholes<br>2. Part-whole model<br>3. Write number sentences<br>4. Fact families – addition facts<br>5. Number bonds within 10<br>6. Systematic number bonds within 10<br>7. Number bonds to 10<br>8. Addition – add together<br>9. Addition – add more<br>10. Addition problems<br>11. Find a part<br>12. Subtraction – find a part<br>13. Fact families – the eight facts<br>14. Subtraction – take away/cross out (How many left?)<br>15. Subtraction – take away (How many left?)<br>16. Subtraction on a number line<br>17. Add or subtract 1 or 2 |
| Shape | • To be able to recognise and name common 2-D and 3-D shapes, including:<br>  o 2-D shapes – rectangles (including squares), circles and triangles.<br>  o 3-D shapes – cuboids (including cubes), pyramids and spheres | 1. To be able to recognise and name 3D shapes<br>2. To be able to sort 3D shapes<br>3. To be able to Recognise and name 2D shapes<br>4. To be able to sort 2D shapes<br>5. To be able to create patterns with 2D and 3D shapes | 1. Recognise and name 3D shapes<br>2. Sort 3D shapes<br>3. Recognise and name 2D shapes<br>4. Sort 2D shapes<br>5. Patterns with 2D and 3D shapes |
| **Spring Term** | | | |
| Place Value (Within 20) | • To be able to count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number.<br>• To be able to count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.<br>• To be able to identify one more and 1 less than a given number. | 1. To be able to count within 20<br>2. To be able to represent and understand the number 10<br>3. To be able to represent and understand the numbers 11, 12 and 13<br>4. To be able to represent and understand the numbers 14, 15 and 16 | 1. Count within 20<br>2. Understand 10<br>3. Understand 11, 12 and 13<br>4. Understand 14, 15 and 16<br>5. Understand 17, 18 and 19<br>6. Understand 20<br>7. 1 more and 1 less<br>8. The number line to 20 |

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| | • To be able to identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more, less than (fewer), most, least.<br>• To be able to read and write numbers from 1 to 20 in numerals and words. | 5. To be able to represent and understand the numbers 17, 18 and 19<br>6. To be able to represent and understand the number 20<br>7. To be able to find 1 more and 1 less by counting<br>8. To be able to count within 20 using a number line<br>9. To be able to count within 20 using a number line<br>10. To be able to estimate using a number line<br>11. To be able to compare numbers to 20 using < > =<br>12. To be able to order numbers to 20 | 9. Use a number line to 20<br>10. Estimate on a number line to 20<br>11. Compare numbers to 20<br>12. Order numbers to 20 |
| Addition and Subtraction (Within 20) | • To be able to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.<br>• To be able to represent and use number bonds and related subtraction facts within 20.<br>• To be able to add and subtract one-digit and two-digit numbers to 20, including zero.<br>• To be able to solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = [ ] – 9 | 1. To be able to add by counting on within 20<br>2. To be able to add ones using number bonds<br>3. To be able to find and make number bonds to 20<br>4. To be able to add two equal quantities together to make double<br>5. To be able to use doubles to find near doubles<br>6. To be able to subtract ones using number bonds<br>7. To be able to subtract by counting back<br>8. To be able to subtract by finding the difference<br>9. To be able to solve addition and subtraction problems by drawing on related facts<br>10. To be able to solve addition and subtraction missing number problems | 1. Add by counting on within 20<br>2. Add ones using number bonds<br>3. Find and make number bonds to 20<br>4. Doubles<br>5. Near Doubles<br>6. Subtract ones using number bonds<br>7. Subtraction – counting back<br>8. Subtraction – finding the difference<br>9. Related facts<br>10. Missing number problems |
| Place Value (Within 50) | • To be able to count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number.<br>• To be able to count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.<br>• To be able to identify one more and 1 less than a given number.<br>• To be able to identify and represent numbers using objects and pictorial representations including the number line, | 1. To be able to count from 20 to 50<br>2. To be able to read and represent tens numbers up to 50<br>3. To be able to count by making groups of tens<br>4. To be able to describe a number using groups of tens and ones<br>5. To be able to partition numbers to 50 into tens and ones<br>6. To use a number line to count within 50<br>7. To be able to estimate using a number line to 50<br>8. To be able to find one more or one less than a number to 50 | 1. Count from 20 to 50<br>2. 20, 30, 40 and 50<br>3. Count by making groups of tens<br>4. Groups of tens and ones<br>5. Partition into tens and ones<br>6. The number line to 50<br>7. Estimate on a number line to 50<br>8. 1 more, 1 less |

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| | and use the language of: equal to, more, less than (fewer), most, least.<br>• To be able to read and write numbers from 1 to 20 in numerals and words. | | |
| Length and Height | • To be able to compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)<br>• To be able to measure and begin to record the following lengths and heights | 1. To be able to compare lengths and heights<br>2. To be able to measure lengths and heights<br>3. To be able to measure lengths in centimetres | 1. Compare lengths and heights<br>2. Measure lengths and heights<br>3. Measure lengths in centimetres |
| Mass and Volume | • To be able to compare, describe and solve practical problems for mass/weight (e.g. heavy/light, heavier than, lighter than)<br>• To be able to compare, describe and solve practical problems for capacity and volume (e.g. full/empty, more, than, less than, half, half full, quarter)<br>• To be able to measure and begin to record the following mass/weight<br>• To be able to measure and begin to record the following capacity and volume | 1. To be able to compare the mass of objects using heavier and lighter<br>2. To be able to measure mass using non-standard units<br>3. To be able to compare mass using non-standard units<br>4. To be able to describe the capacity and volume of containers<br>5. To be able to compare volumes<br>6. To be able to measure capacity using non-standard units<br>7. To be able to compare capacity using non-standard units | 1. Heavier and lighter<br>2. Measure mass<br>3. Compare mass<br>4. Full and empty<br>5. Compare volume<br>6. Measure capacity<br>7. Compare capacity |
| **Summer Term** | | | |
| Multiplication and Division | • To be able to 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 | 1. To be able to count forwards and backwards in 2s<br>2. To be able to count forwards and backwards in 10s<br>3. To be able to count on and back in 5s<br>4. To be able to recognise and describe equal groups<br>5. To be able to add equal groups together to find a total<br>6. To be able to make arrays to find a total<br>7. To be able to make doubles by adding two equal groups<br>8. To be able to make equal groups by grouping<br>9. To be able to make equal groups by sharing | 1. Count in 2s<br>2. Count in 10s<br>3. Count in 5s<br>4. Recognise equal groups<br>5. Add equal groups<br>6. Make arrays<br>7. Make doubles<br>8. Make equal groups – grouping<br>9. Make equal groups – sharing |

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| Fractions | • To be able to recognise, find and name a half as one of two equal parts of an object, shape or quantity.<br>• To be able to recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. | 1. To be able to recognise a half of an object or a shape<br>2. To be able to find a half of an object or a shape<br>3. To be able to recognise a half of a quantity<br>4. To be able to find half of a quantity<br>5. To be able to recognise a quarter of an object or a shape<br>6. To be able to find a quarter of an object or a shape<br>7. To be able to recognise a quarter of a quantity<br>8. To be able to find a quarter of a quantity | 1. Recognise a half of an object or a shape<br>2. Find a half of an object or a shape<br>3. Recognise a half of a quantity<br>4. Find half of a quantity<br>5. Recognise a quarter of an object or a shape<br>6. Find a quarter of an object or a shape<br>7. Recognise a quarter of a quantity<br>8. Find a quarter of a quantity |
| Geometry (Position and Direction) | • To be able to describe position, direction and movement, including whole, half, quarter and three-quarter turns. | 1. To be able to describe turns using the terms full, half, quarter and three quarter<br>2. To be able to use left and right to describe position<br>3. To be able to use forwards and backwards to describe position<br>4. To be able to use above and below to describe position<br>5. To be able to describe position using ordinal numbers | 1. Describe turns<br>2. Describe position – left and right<br>3. Describe position – forwards and backwards<br>4. Describe position – above and below<br>5. Ordinal numbers |
| Place Value (within 100) | • To be able to count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number.<br>• To be able to count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.<br>• To be able to identify one more and 1 less than a given number.<br>• To be able to identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more, less than (fewer), most, least.<br>• To be able to read and write numbers from 1 to 20 in numerals and words. | 1. To be able to count from 50 to 100<br>2. To be able to count in tens to 100<br>3. To be able to partition numbers within 100 into tens and ones<br>4. To be able to count within 100 using a number line<br>5. To be able to find one more or one less than any number within 100<br>6. To be able to compare numbers within 100 with the same number of tens<br>7. To be able to compare any two numbers within 100 | 1. Count from 50 to 100<br>2. Tens to 100<br>3. Partition into tens and ones<br>4. The number line to 100<br>5. 1 more, 1 less<br>6. Compare numbers with the same number of tens<br>7. Compare any two numbers |

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| Money | • To be able to recognise and know the value of different denominations of coins and notes. | 1. To be able to unitise<br>2. To be able to recognise the value of coins<br>3. To be able to recognise the value of notes<br>4. To be able to count and compare amounts in coins | 1. Unitising<br>2. Recognise coins<br>3. Recognise notes<br>4. Count in coins |
| Time | • To be able to compare, describe and solve practical problems for:<br>   o Time (e.g. quicker, slower, earlier, later)<br>• To be able to sequence events in chronological order using language (e.g. before and after, next, first, today, yesterday, tomorrow, morning afternoon and evening)<br>• To be able to use language relating to dates including days of the week, weeks, months and years.<br>• To be able to tell the time to the hour and half past the hour and draw the hands on a cock face to show these times. | 1. To be able to put events in time order<br>2. To be able to sequence and describe the order of the days of the week<br>3. To be able to name and sequence the months of the year<br>4. To be able to describe and compare hours, minutes and seconds<br>5. To be able to tell the time to the hour<br>6. To be able to tell the time to half an hour | 1. Before and after<br>2. Days of the week<br>3. Months of the year<br>4. Hours, minutes and seconds<br>5. Tell the time to the hour<br>6. Tell the time to the half hour |