

Maths Medium-Term Plan 2024-2025: Year 1

| Autumn Term - 14 weeks | | | | |
|------------------------|---|--|--|---|
| | Place Value to 10 3 weeks | Addition and subtraction 4 weeks | Place Value to 20 4 weeks | Shape 1 week |
| Small Steps | Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words Assessment 1a Count on from any number 1 more Count backwards within 10 1 less Assessment 7a Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line | Introduce parts and wholes Part whole model Write number sentences Fact families addition facts Number bonds within 10 Add using concrete resources and record as number sentences Add using pictorial representations and record as a number sentence Find a part - (Week 6) Subtract for a part Fact families Subtract using concrete resources and record as number sentences Subtract using pictorial representations and record as number sentences Assessment 5a & 9 | count to 20 by making 10s numbers to 20 forward/backwards within 20 tens and ones represent numbers to 20 one more/one less Assessment 7b compare objects within 20 compare numbers within 20 order numbers within 20 count in 2s count in 5s | Recognise and name 3D shapes Sort 3D shapes Recognise and name 2D shapes Sort 2D shapes Assessment 21 Patterns with 2D and 3D shapes Assessment 24 |
| National Curriculum | 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 Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number 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 Compare numbers using and = signs Read and write numbers from 1 to 20 in numerals and words | 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) 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 1-digit and 2-digit numbers to 20, including zero | Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number 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 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 Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Read & write numbers from 1 to 20 in numerals & words Given a number, identify 1 more and 1 less | 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] |

Spring Term- 12 weeks

| | Addition and subtraction to 20 4 weeks | Place Value to 50 3 weeks | Multiplication and Division 3 weeks | Length and Height 1 week |
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| Small Steps | add by counting on including ten frames add ones using number bonds ten frames and part-whole find and make number bonds add by making 10 (ten frames) Assessment 3 subtraction – not crossing 10 (ten frame) subtraction by counting back not crossing 10 (number line) subtraction by counting back crossing 10 related facts comparing number facts Assessment 5b | count to 50 numbers to 50 count within 50 forwards and backwards tens and ones represent numbers to 50 one more one less Assessment 1c and 7c compare objects within 50 compare numbers within 50 order numbers within 50 count in 2s count in 5s | count in 2s, 5s, 10s make equal groups add equal groups make arrays make doubles equal groups – grouping equal groups - sharing Assessment 4 & 11 | compare lengths compare heights measure length (non-standard units) measure height Assessment 15a |
| National Curriculum | Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Add and subtract 1-digit and 2-digit numbers to 20, including zero Represent and use number bonds and related subtraction facts within 20 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ | Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number 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 Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Given a number, identify 1 more and 1 less | Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s 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 | Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time Measure and begin to record the following: lengths and heights; mass/weights; capacity and volume; time |

Summer Term - 10 weeks

| | Fractions 2 weeks | Position and Direction 1 week | Place Value to 100 2 weeks | Mass and Capacity | Money 1 week | Time 1 week |
|----------------------------|--|--|---|--|--|---|
| Small Steps | making a half making a whole find half of a shape half of a quantity find quarter find quarter of a shape quarter of an amount Assessment 8 | describe turns describe position ordinal numbers Assessment 23 | counting to 100 counting forwards and backwards 100 squares partitioning compare numbers order numbers 1 more 1 less Assessment 7d | Heavier and lighter measure mass compare mass full and empty measure capacity compare capacity Assessment 14 | recognise coins recognise notes counting in coins Assessment 20 | before and after Days of the week Months of the year Hours, minutes and seconds Tell the time to o'clock Tell the time to half past Assessment 19 |
| National Curriculum | 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 | Describe position, direction and movement, including whole, half, quarter and three- quarter turns 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 Practise counting (1, 2, 3...), ordering (for example, 1st, 2nd, 3rd ...) | Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s 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 | 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 Compare, describe and solve practical problems for time Measure and begin to record time (hours, minutes, seconds) Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times | Recognise and know the value of different denominations of coins and notes Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s | 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 Compare, describe and solve practical problems for time Measure and begin to record time (hours, minutes, seconds) Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times |