

**Oral mental starters (ongoing, throughout the term):**

- Count forwards and backwards in ones to 20 (and beyond) beginning from 0 or 1 or any given number
- Read and write numbers from 1-20 in numerals
- Given a number identify the number that is 1 more or less within 20 (and beyond)
- Say the number that comes between two numbers within 20
- Represent and use number bonds and related addition and subtraction facts within 10
- Double numbers and quantities/sets of objects to 5+5; find the corresponding halves
- Count in multiples of two from 0 to 20 forwards (and backwards)
- Count in multiples of ten from 0 to 100 forwards (and backwards)
- Recognise and use language relating to dates including days of the week and months of the year (use daily routines)

Area of Study	No of days	Statutory Requirements and non-statutory guidance	Suggested Key Vocabulary
<p><b>Number</b></p> <p>Number and place value</p>	<p>5</p>	<p>Count, read and write numbers <b>in numerals</b> to 20 (and beyond) ~ 1, 2, 3 etc</p> <p>Use ordinal numbers in different contexts (ordering first, second, third...)</p> <p>Given a number, say/ identify the number that is one more or less within 20 (and beyond)</p> <p>Say the number that comes between two numbers within 20 (and beyond)</p> <p>Identify and represent numbers using objects and pictorial representations including the number track, within 20</p> <p>Begin to write numbers <b>in words</b> and match them to corresponding numerals (numbers to ten) ~ one, two, three etc</p>	<p>First, second.... tenth</p> <p>Number, numeral</p> <p>Zero, one, two.....to twenty</p> <p>Count</p> <p>One more, one less</p> <p>Between</p> <p>Before</p> <p>After</p>
<p><b>Number</b></p> <p>Addition</p>	<p>5</p>	<p>Read, write and interpret mathematical statements involving addition (+) and equals (=) signs; use the vocabulary related to addition</p> <p>Add to 10 (and beyond), including zero, using practical methods and record using number sentences <b>(See Calculation Policy)</b></p> <p>Solve <b>simple</b> one step word problems, which involve addition, using concrete objects and pictorial representations to support</p>	<p>+, add, plus, more, put together, altogether, total</p> <p>One more, two more etc</p> <p>Count on</p> <p>=, equals, is the same as</p> <p>Number sentence</p> <p>Problem, answer</p>

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<p><b>Number</b></p> <p>Subtraction</p>	<p>5</p>	<p>Read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs; use the vocabulary related to subtraction</p> <p>Subtract numbers from 10 (and beyond) including zero using practical methods and record using number sentences <b>(See Calculation Policy)</b></p> <p>Solve <b>simple</b> one step problems, which involve subtraction, using concrete objects and pictorial representations to support</p>	<p>- , take away, subtract, minus One less, two less etc How many are left? Count back</p> <p>=, equals, is the same as Number sentence Problem, answer</p>
<p><b>Geometry</b></p> <p>Properties of shape (2D)</p>	<p>5</p>	<p>Recognise and name common 2-D shapes and describe their properties Recognise 2D shapes in different orientations and sizes</p> <p>Sort shapes according to their properties e.g. using sorting circles</p> <p>Use 2D shapes to create repeating patterns and pictures</p>	<p>Circle, triangle, square, rectangle Pattern, repeating pattern Shape, 2D shape, flat shape Side, corner, curved, straight Bigger/larger, smaller Biggest/largest, smallest Sort, same, different</p>
<p><b>Number</b></p> <p>Number and place value</p>	<p>5</p>	<p>Begin to identify, read and write numbers beyond 20 in numerals Given a number, say/ identify the number that is 1 more or less within 20 (and beyond) Say the number that comes between two numbers within 20 (and beyond) Compare numbers to 20 (and beyond)</p> <p><b>Begin</b> to recognise place value in teen numbers Identify and represent teen numbers using <b>practical apparatus</b> e.g. straws, cubes, ten sticks and units, Dienes blocks, Unifix, Numicon</p>	<p>Count, count on, count back Tens, ones /units Number, teen number One more, one less</p> <p>Between, before, after Biggest/largest, smallest, bigger/larger, smaller</p>
<p><b>Number</b></p> <p>Addition and subtraction</p>	<p>5</p>	<p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs and use the related vocabulary Begin to add by counting on e.g. using a marked number track (to 10 and beyond) Begin to subtract by counting back e.g. using a marked number track (from 10 and beyond) <b>(See Calculation Policy)</b></p> <p>Solve simple one step problems that involve addition and subtraction, using concrete objects, number tracks and pictorial representations</p> <p>Represent, use and memorise number bonds and related addition and subtraction facts to 10 e.g. <math>6+4 = 10</math>, <math>4 + 6 = 10</math>, <math>10 - 4 = 6</math>, <math>10 - 6 = 4</math></p>	<p>+, add, plus, more, put together, altogether, total, count on</p> <p>- , take away, subtract, minus, count back How many are left? =, equals, is the same as</p> <p>Number sentence, number bonds Number track Problem, answer</p>

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<p><b>Measurement</b></p> <p>Length and Height</p>	<p>5</p>	<p>Compare <b>length and height</b> of two, then three or more objects, using direct comparison and comparative language</p> <p>Estimate, measure and begin to record the length and height of objects, choosing and using suitable <b>uniform non-standard units</b> e.g. hand span, cubes and links etc</p> <p>Solve practical problems involving length and height e.g. Put the teddies in order of height. How tall are the teddies? Which teddy is the tallest/shortest? What will you use to measure teddies?</p>	<p>Compare, measure, estimate Long, short, tall, longest, shortest, tallest, longer, shorter, taller Length, height</p>
<p><b>Number</b></p> <p>Multiplication</p>	<p>5</p>	<p>Count forwards and backwards in tens from 0 to 100 (refer to the 100 square) Count forwards and backwards in twos from 0 to 20</p> <p>Count repeated groups of the same size in practical contexts and use the vocabulary associated with multiplication</p> <p>Solve <b>practical one-step problems</b> that involve combining groups of two or more, using concrete objects and pictorial representations (<b>See Calculation Policy</b>)</p> <p>Double numbers/sets of objects to <math>5 + 5</math> (and beyond) <b>using practical resources</b></p>	<p>Groups of Altogether Pairs, double Zero, ten, twenty etc</p>
<p><b>Measurement</b></p> <p>Time</p>	<p>5</p>	<p>Use vocabulary related to time; order days of the week and months of the year (<b>use daily routines to support this</b>)</p> <p>Tell the time <b>to the hour</b> using an analogue clock face; recognise numerals on a clock face; recognise the difference between the hour hand and the minute hand</p> <p>Relate times to events during the day e.g. We start school at 9 o'clock</p>	<p>Day, month Monday, Tuesday etc January, February etc Before, after, next, first, last</p> <p>Clock, watch, hands, hour, o'clock, long hand, short hand</p>

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<p><b>Number</b></p> <p>Addition and subtraction</p>	<p>3</p>	<p>Use the vocabulary related to addition Add one-digit numbers (crossing the tens boundary) e.g. <math>7 + 5 = 12</math>, by counting on <b>(See Calculation Policy)</b></p> <p>Use the vocabulary related to subtraction Subtract a one digit number from a one-digit number or a teens number by counting back <b>(See Calculation Policy)</b></p> <p>Solve <b>simple</b> one-step word problems that involve addition and subtraction using concrete objects, number tracks and pictorial representations to support</p>	<p>+, add, plus, more, altogether, total, count on</p> <p>- , take away, subtract, minus, count back How many are left? =, equals, is the same as</p> <p>Number sentence Problem, answer</p>
<p><b>Measurement</b></p> <p>Money</p>	<p>2</p>	<p>Recognise and know the value of different coins to 20p</p> <p>Solve <b>simple</b> problems in the context of money up to 10p (extend beyond 10p) e.g. Which coins could you use to pay for this apple that costs 5p? How much money is in my purse? If you buy ____ and ____, how much do you spend?</p>	<p>Money, coins Penny, pence (p) Cost</p>
<p><b>Number</b></p> <p>Division</p> <p>Fractions</p>	<p>5</p>	<p>Share quantities equally between two or more groups and use the vocabulary associated with division</p> <p>Solve <b>practical one-step problems</b> involving equal sharing, using objects and pictorial representations <b>(See Calculation Policy)</b></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity (within 10/12) <b>using practical resources</b></p> <p>Relate halves to equal sharing and find half of a number or quantity (within 10/12)</p>	<p>Share equally Groups of</p> <p>Half (<b>not</b> notation <math>1/2</math> until Y2), halves, half of</p> <p>Equal parts</p>

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<p><b>Geometry</b></p> <p>Properties of 2D shapes</p> <p>Properties of 3D shapes</p>	<p>5</p>	<p>Consolidate, recognise and name <b>common 2-D shapes</b> and describe their properties; recognise 2D shapes in different orientations and sizes; use 2D shapes to make repeating patterns and pictures (possible link to a Christmas theme)</p> <p>Recognise and name <b>common 3-D shapes</b></p> <p>Recognise 3D shapes in different orientations and sizes</p> <p>Relate 3D shapes to everyday objects</p> <p>Use 3D shapes to make models</p> <p>Sort shapes according to their properties e.g. shapes that roll/shapes that don't roll (possible link to a Christmas theme)</p>	<p>Shape, 2D shape, flat shape</p> <p>Circle, triangle, square, rectangle</p> <p>Side, corner</p> <p>Biggest/largest, smallest, bigger/larger, smaller</p> <p>Curved, straight</p> <p>Pattern</p> <p>3D shape, solid shape</p> <p>Cube, cuboid, cylinder, cone, sphere, pyramid</p>
<p><b>Additional weeks</b></p> <p>To be used for:</p> <ul style="list-style-type: none"> <li>• assessment, consolidation and responding to AfL</li> <li>• additional using and applying activities</li> <li>• Christmas maths activities</li> </ul>			