Medium Term Plans for Mathematics (aligned with the 2014 National Curriculum) - Year One (Spring Term)

Oral mental starters (ongoing, throughout the term):
- Count forwards and backward within 50 (and beyond) in ones, beginning with 0 or 1, or from any given number
- Count forwards and backwards in twos and tens to the 10th multiple; begin to count forwards (and backwards) in fives to the 10th multiple
- Given a number identify the number that is 1 more or less within 50 (and beyond) and say the number that comes between two numbers within 50
- Represent and use number bonds and related addition and subtraction facts to ten and within 10
- Extend to representing and using number bonds and related addition and subtraction facts to 20
- Double numbers and quantities to 6+6; find the corresponding halves
- Consolidate using ordinal numbers in different practical contexts (ordering first, second, third...)
- Recognise and use language relating to dates, including days of the week and months of the year (use daily routines)
- Tell the time to the hour (and half past the hour) using an analogue clock face; relate times to events during the day
- Recognise, name and describe common 2D and 3D shapes

Area of Study	No of days	Statutory Requirements and non-statutory guidance	Suggested Key Vocabulary
Number Number and place value	5	Count to 50, forwards and backwards, in ones, beginning with 0 or 1, or from any given number Read and write numbers to 50 (and beyond) **in numerals;** begin to write numbers to 20 **in words** and match to the numerals Given a number, say/ identify the number that is 1 more or less within 50 (and beyond) Use the language of fewer than, most, least and equal to Say the number that comes between two numbers within 50	First, second, third… Number, numeral Count Zero, one, two………fifty One more, one less More than, less than, fewer, fewer than, more, most, least, equal to Between, before, after
Number Addition	5	Read, write and interpret mathematical statements involving addition (+) and equals (=) sign and use the vocabulary related to addition Consolidate adding two one-digit numbers, including zero, crossing the tens boundary e.g. 8 + 4 = 12; extend to adding to and **within 20** e.g. counting on using a marked number track; record using number sentences **(See Calculation Policy)** Solve **simple** one-step word problems involving addition of numbers (and money) **within 20**, using concrete objects, number tracks and pictorial representations to support	Addition,+, add, plus, more, put together, Altogether, total One more, two more etc Count on =, equals, is the same as Problem, answer

1

Number Subtraction	5	Read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs Consolidate subtracting a one digit number, including zero, from a one-digit number or from a teens number; extend to subtracting **within 20**, e.g. counting back using a marked number track; record using number sentences **(see Calculation Policy)** Solve **simple** one-step word problems involving subtraction of numbers (and money) within 20, using concrete objects, number tracks and pictorial representations to support	Subtract, - , take away, minus, count back, difference, the One less, two less etc How many are left? =, equals, is the same as Problem, answer
Geometry Properties of shape (3D) Position and direction	5	Recognise and name **common 3-D shapes** and begin to describe their properties e.g. begin to use the term 'face' (Year 2 objective) Relate 3D shapes to everyday objects Recognise 3D shapes in different orientations and sizes Sort shapes according to their properties using sorting circles e.g. cuboids/ cylinders; shapes with square faces/ shapes without square faces Describe position, direction and movement of objects and people, including left and right (consider practical activities in P.E and/or computing)	3D shape, cuboid, cube, pyramid, sphere, cone, cylinder Bigger/larger, smaller Sort, same, different Face, flat, curved Left, right, forwards, backwards, top, middle, bottom, on top of, in front of, above, between
Number Number and place value	2	Given a number, say/ identify the number that is 1 more or less within 50 (and beyond) Say the number that comes between two numbers within 50 (and beyond) Compare numbers to 50 (and beyond) Recognise place value in teen numbers Identify and represent teen numbers (and extend with numbers beyond 20) using practical apparatus (e.g. straws, cubes, ten sticks and units, Dienes blocks, Unifix, Numicon) **Begin** to recognise place value in numbers beyond 20 Identify, read and write numbers **in numerals** up to 50 and beyond	One more, one less Between, before, after Biggest/ largest, smallest, bigger/larger, smaller Tens, ones /units Number, teen number, numeral, digit

Addition and subtraction	3	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign and use the related vocabulary Represent, memorise, use (and begin to reason with) number bonds and related subtraction facts **to 10 and within 10**; extend to number bonds and related subtraction facts **to 20 (use practical resources to support)** Solve **missing number problems** for addition and subtraction facts to ten, within ten and extend to 20	+, add, plus, more, put together, altogether, total, count on - , take away, subtract, minus, count back, how many are left? =, equals, is the same as Number sentence Number pairs that total… Missing numbers
Measurement Money	5	Recognise and know the value of different coins to £1 Solve **simple** problems in the context of money up to 20p e.g. Which coins could you use to pay for this apple that costs 7p? How much money is in my purse? If one toy costs 6p, what would two toys cost? How much change from 20p if I buy the apple? (link to addition, subtraction and doubling and to role play e.g. class shop)	Money, coins Penny, pence (p), pound Cost, change from, spend Altogether
Measurement Weight and capacity	5	Compare the **weight** of two, then three or more objects, using direct comparison and comparative language Estimate, measure and begin to record the weight of objects choosing and using suitable **uniform non-standard units** e.g. cubes Investigate problems involving measures e.g. Which parcel is the heaviest? How will you find out? Compare the **capacity** of two, then three or more containers, using direct comparison and comparative language Estimate capacity and begin to record the capacity of containers, choosing and using suitable **uniform non-standard units** e.g. cups Investigate problems involving measures e.g. How many cups can I fill using this teapot?	Weight/mass Compare, measure, estimate Heavy, light, heavier than, lighter than, heaviest, lightest, balances Capacity/volume Full/empty, half-full More than, less than Measuring jug

3

Number Multiplication Division	5	Count in twos, **fives** and tens forwards and backwards (to the 10th multiple) Begin to recognise number patterns using multiples of two, five and ten Recognise **odd and even numbers** and relate to counting in twos Begin to use **arrays** to support early multiplication and division **(See Calculation Policy)** Solve simple one-step problems involving multiplication and division **in practical contexts**, using the vocabulary related to multiplication and division	Groups of Altogether Odd, even Pairs Share equally Arrays Number patterns
Number Fractions (doubling and halving)	5	Double numbers/sets of objects to 6 + 6 (and beyond) **using practical resources** Find half of a number/sets of objects within 12 **using practical resources** Begin to relate doubling to halving Recognise, find and name a half as one of two equal parts of an object or shape Relate halves to equal sharing and find half of a number or quantity **using practical resources (See Calculation Policy)**	Double Half (**not** the notation 1/2 until Y2), half of… Equal parts Whole
Measurement Time	5	Sequence events in chronological order using the language of time, including days of the week, months of the year Know the names of the seasons of the year **(make link to Science curriculum)** Tell the time to the hour and **half past** the hour using an analogue clock face Relate times to events during the day e.g. create own time lines Begin to investigate practical problems involving time e.g. How many jumps can you do in a minute?	Day, month Monday, Tuesday etc January, February etc Seasons, Spring, Summer, Autumn, Winter Next, first, earlier, later, before, after, today, yesterday, tomorrow, morning, afternoon, evening Clock, watch, hands, hour, minute, o'clock half past, long hand, short hand

Additional weeks

To be used for:
- assessment, consolidation and responding to AfL
- additional using and applying activities