Year 1 Medium Term Planning

Autumn Term 1

Number and Place Value

- Identify and represent numbers to 20 using concrete objects, pictorial representations and the number line.
- Begin to use the language of: equal to, more than, less than (fewer), most and least.
- Read and write numbers to 20 in numerals.
- Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number.
- Given a number, identify 1 more and 1 less with numbers up to 20.

Vocabulary

Number: numeral zero one, two, three … twenty teens numbers, eleven, twelve … twenty twenty-one, twenty-two … one hundred none how many …? count, count (up) to, count on (from, to), count back (from, to)
forwards backwards count in ones, twos, fives, tens equal to equivalent to is the same as more, less, most, least, many odd, even, multiple of, few , pattern, pair

Place value
ones tens digit the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more one less, ten less equal to one more, ten more one less, ten less compare order size first, second, third… twentieth last, last but one before, after next between half-way between above, below

CC Links

Have You Seen My Dragon? - Steve Light (history)
How Many Legs? - Kes Gray & Jim Field (science)
10 Little Princesses— Mike Brownlow, Simon Rickerty

Addition and Subtraction

- Represent and use number bonds and related subtraction facts to 10 (e.g. 5 + 5 = 10; 10 – 5 = 5, 4 + 6 = 10; 10 – 6 = 4).
- Add and subtract one-digit numbers to 10 (e.g. 5 + 4 = 9, 10 – 4 = 6), including zero, using concrete objects and pictorial representation.
- Read and write simple mathematical statements to 10, involving addition (+), subtraction (–) and equals (=) signs.
- Solve simple one-step problems that involve addition and subtraction with numbers to 10, using concrete objects and pictorial representations.

Vocabulary

addition add, more, and make, sum, total altogether double near double half, halve one more, two more … ten more how many more to make …? how many more is … than …? how much more is …? subtract take away how many are left/left over? how many have gone? one less, two less, ten less … how many fewer is … than …? how much less is …? difference between equals is the same as
number bonds/pairs missing number

CC Links

Cockatoos—Quentin Blake (science)

Children **revisit** skills from Reception
They will **recap** what they know
Children will **embed** the skills learnt this term across the curriculum

Autumn Term 2

Geometry—shape

Recognise and name common 2-D and 3-D shapes, including:

- 2-D shapes (e.g. rectangles (including squares), circles and triangles).
- 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).

Vocabulary

Properties of shape: shape, pattern flat curved, straight round hollow, solid sort make, build, draw size bigger, larger, smaller symmetry, symmetrical, symmetrical pattern pattern, repeating pattern match

2-D shape corner, side point, pointed rectangle (including square) circle triangle

3-D shape face, edge, vertex, vertices cube, cuboid pyramid sphere cone cylinder

CC Links

Making 2D & 3D shape rockets for Bonfire Night

Number and Place Value

- Identify and represent numbers to 20 using concrete objects, pictorial representations and the number line.
- Begin to use the language of: equal to, more than, less than (fewer), most and least.
- Given a number, identify 1 more and 1 less with numbers up to 20.
- Read and write numbers from 1 to 10 in words.
- Count to 20 in different multiples, including ones and twos.
- Use place value and number facts to solve simple concrete and pictorial problems, involving all of the above.

Vocabulary

See Autumn Term 1

CC Links— Ten Little Elves— Mike Brownlow & Simon Rickerty

Addition and Subtraction

- Represent and use number bonds and related subtraction facts to 10 (e.g. 5 + 5 = 10; 10 – 5 = 5, 4 + 6 = 10; 10 – 6 = 4).
- Add and subtract one-digit numbers to 10 (e.g. 5 + 4 = 9, 10 – 4 = 6), including zero, using concrete objects and pictorial representation.
- Read and write simple mathematical statements to 10, involving addition (+), subtraction (–) and equals (=) signs.
- Solve simple one-step problems that involve addition and subtraction with numbers to 10, using concrete objects and pictorial representations.

Vocabulary

See Autumn Term 1

CC links

Father Christmas needs a wee—Nicolas Allen

Reasoning Skills **STAGE 1 DESCRIBE** **STAGE 2 EXPLAIN**

Year 1 Medium Term Planning

Spring Term 1			Spring Term 2		
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement –money	Measurement—length and height
• Identify and represent numbers to 50 using concrete objects, pictorial representations and the number line. • Use the language of: equal to, more than, less than (fewer), most and least in context. • Read and write numbers to 50 in numerals. • Read and write numbers from 1 to 15 in words. • Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number. • Given a number, identify 1 more and 1 less with numbers up to 50. • Count to 50 in different multiples, including ones, twos and tens. • Use place value and number facts to solve simple concrete and pictorial problems, involving all of the above. **Vocabulary** **See Autumn Term 1** CC Links—How many feet in the bed—Dianne Johnson Hamme	• Represent and use number bonds and related subtraction facts to 20 (e.g. 14 + 6 = 20; 20 – 6 = 14, 3 + 17 = 20; 20 – 17 = 3). • Add and subtract one-digit and two-digit numbers to 20 (e.g. 9 + 9 = 18, 20 – 9 = 11), including zero, using concrete objects and pictorial representation. • Read and write simple mathematical statements to 20, involving addition (+), subtraction (–) and equals (=) signs. • Solve simple one-step problems that involve addition and subtraction with numbers to 20, using concrete objects and pictorial representations. **Vocabulary** **See Autumn Term 1**	• Use written and mental strategies to double and halve one and two-digit numbers. • Double and halve one and two-digit numbers using concrete objects and pictorial representation. • Solve simple one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. **Vocabulary** Odd, even Count in twos, threes, fives Count in tens (forwards from/backwards from) How many times? Lots of, groups of Once, twice, three times, five times Multiple of, times, multiply, multiply by Repeated addition Array, row, column Double, halve Share, share equally Group in pairs, threes, etc. Equal groups of Divide, divided by, left, left over **CC Links** DT—making vegetable soup—link to Victorian Kitchen	• Recognise and name a half as one of two equal parts of an object or shape, making the connection to equal sharing. • Recognise and name a quarter as one of four equal parts of an object or shape, making the connection to equal sharing. **Vocabulary** Whole Equal parts, four equal parts One half, two halves A quarter, two quarters **CC Links** TWINDERELLA - Corey Rosen Schwartz All the Little Ones and a half—Mary Murphy	• Recognise and know the value of different denominations of coins and notes (including counting coins). • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. **Vocabulary** Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as How much?, how many? Total CC links —The Shopping Basket—John Burnhingham	• Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half). • Measure and begin to record: lengths and heights. **Vocabulary** Length, width, height, depth Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest Low, wide, narrow, deep, shallow, thick, thin Far, near, close Metre, ruler, metre stick

Children **revisit** skills from Autumn Term
They will **recap** what they know
Children will **embed** the skills learnt this term across the curriculum

Reasoning Skills **STAGE 1 DESCRIBE** **STAGE 2 EXPLAIN**

Year 1 Medium Term Planning

Summer Term 1

Number and Place Value
3 weeks

- Identify and represent numbers beyond 50 using concrete objects, pictorial representations and the number line.
- Confidently use the language of: equal to, more than, less than (fewer), most and least in other mathematical concepts with examples.
- Begin to recognise the place value of two-digit numbers (tens and ones to 20) with concrete and pictorial representation.
- Read and write numbers to 100 in numerals.
- Read and write numbers from 1 to 20 in words (not necessarily spelt correctly).
- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Given a number, identify 1 more and 1 less with numbers up to 100.
- Count in different multiples, including ones, twos, fives and tens.
- Use place value and number facts to solve simple concrete and pictorial problems, involving all of the above.

Vocabulary

Fractions
2 weeks

- 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.

Vocabulary

See Spring Term 2

Measurement - Time
2 weeks

- Sequence events in chronological order using language (e.g. 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 (e.g. quicker, slower, earlier, later).
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Measure and begin to record the following: time (e.g. hours, minutes, seconds).

Vocabulary

Time Days of the week: Monday, Tuesday, etc. Seasons: spring, summer, autumn, winter Day, week, month, year, weekend Birthday, holiday Morning, afternoon, evening, Bedtime, dinnertime, playtime Today, yesterday, tomorrow Before, after Next, last Now, soon, early, late Quick, quicker, quickest, quickly , fast, faster, fastest, slow, slower, slowest, slowly Old, older, oldest, new, newer, newest Takes longer, takes less time Hour, o'clock, half past Clock, watch, hands How long ago?, how long will it

Summer Term 2

Geometry:
Position and direction
1 week

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Vocabulary

Position Over, under, underneath, above, below, top, bottom, side on, in, outside, inside around, in front, behind Front, back Before, after Beside, next to, Opposite Apart Between, middle, edge, centre Corner Direction Journey Left, right, up, down, forwards, backwards, sideways Across Close, far, near Along, through To, from, towards, away from Movement Slide, roll, turn, whole turn, half turn Stretch, bend

Number:
The four operations and arithmetic
3 weeks

- Add and subtract one-digit and two-digit numbers to 20 (e.g. 9 + 9, 18 – 9), including zero, using abstract representation.
- Represent and use number bonds and related subtraction facts within 20.
- Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.
- Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems (e.g. 4 + ? = 9, 7 = ? – 9).
- Use written and mental strategies to double and halve one and two-digit numbers.
- Solve simple one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Vocabulary

See Autumn Term and Spring Term

Measurement: Weight, mass, capacity and volume
1 week

Compare, describe and solve practical problems for:
mass or weight (e.g. heavy/light, heavier than, lighter than).

Measure and begin to record:
mass/weight.

Compare, describe and solve practical problems for:
capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter).

Measure and begin to record:
capacity and volume.

Vocabulary

Full, half full, empty Holds Container Weigh, weighs, balances Heavy, heavier, heaviest, light, lighter, lightest Scales

Children **revisit** skills from Summer Term
They will **recap** what they know
Children will **embed** the skills learnt this term across the curriculum

Year 1 Medium Term Planning

Problem Solving Skills
Make links and move between different representations (concrete, pictorial, abstract) of a problem, with clear links made to the wider curriculum and real-life and those based in mathematics ***Abstract**: Verbal description of a problem* ***Concrete**: real objects and mathematical equipment to represent the context* ***Pictorial**: pictures of real objects and mathematical equipment to represent the context* ***Abstract**: mathematical notation (numerals and symbols)*
With support choose to scaffold thinking using concrete and pictorial representations if appropriate
With support choose to represent thinking using concrete, pictorial or abstract representations as appropriate
With support (classroom discussion, paired work, guided group) find a starting point to break into a problem
Use trial and improvement strategy *Use ideas gained from a trial to decide what to do next*
Independently find some possibilities
With support check their work *Continue looking for other possibilities* *Check for repeats* *Check for missing answers*
Independently pattern spot and copy and continue a pattern with objects, predicting what will come next
Independently pattern spot and copy and continue a pattern with shapes, predicting what will come next
Independently pattern spot and copy and continue a sequence with numbers, predicting what will come next
Independently pattern spot and copy and continue a spatial pattern, predicting what will come next
Reasoning Skills STAGE 1 DESCRIBE STAGE 2 EXPLAIN
With support describe and explain with reasons their work, verbally, using appropriate mathematical language *Strategies and methods used* *Patterns spotted* *Respond to questions and ideas from peers and adults*
Describe how a pattern/sequence (shapes, objects, numbers, spatial) will continue and explain their reasons using appropriate language
Listen to others' explanations and try to make sense of them

Reasoning Skills STAGE 1 DESCRIBE STAGE 2 EXPLAIN