



*Aston Tower Community
Primary School*

**Maths
Medium Term
Planning:
Year 1**

Year 1: Autumn 1

| Week | Retrieval | Main Maths Objectives |
|------|---|--|
| 1 | Count, read and write numbers from 1 to 20 in numerals and words. | Count, read and write numbers from 1 to 20 in numerals and words. Represent and use number bonds and related subtraction facts within 20 including 0. (Begin with number bonds up to ten) 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 and least. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. |
| 2 | Count, read and write numbers from 1 to 20 in numerals and words. | Represent and use number bonds and related subtraction facts within 20 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 and least. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. |
| 3 | 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 $7 = ? - 9$ 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 and least. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. |
| 4 | Count in 2s to 20. Represent and use number bonds and related subtraction facts within 20 | Solve one-step problems involving multiplication and division (within 20), by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. |
| 5 | Count in 2s to 20 and from 20 to 0. Count, read and write numbers to 20 in numerals and words. | Solve one-step problems involving multiplication and division (within 20), by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. |
| 6 | Count in 2s to 20, from 20 to 0 and any given point. Recognise, find and name a half as one of two equal parts of an object, shape or quantity | Recognise, find and name a half as one of two equal parts of an object, shape or quantity |
| 7 | Assess and review | |

Year 1: Autumn 2

| Week | Retrieval | Main Maths Objectives |
|------|--|--|
| 1 | Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Represent and use number bonds and related subtraction facts within 20 | Compare, describe and solve practical problems for: <ul style="list-style-type: none"> • lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] Measure and begin to record the following: <ul style="list-style-type: none"> • lengths and heights |
| 2 | Count, read and write numbers from 1 to 20 in numerals and words. Compare length and height. Represent and use number bonds and related subtraction facts within 20 | Compare, describe and solve practical problems for: <ul style="list-style-type: none"> • mass/weight [e.g. heavy/light, heavier than, lighter than] Measure and begin to record the following: <ul style="list-style-type: none"> • mass/weight |
| 3 | Count in multiples of twos. Compare mass/weight. | Compare, describe and solve practical problems for: <ul style="list-style-type: none"> • capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] Measure and begin to record the following: <ul style="list-style-type: none"> • capacity and volume |
| 4 | Compare capacity and volume. Recognise, find and name a half as one of two equal parts of an object, shape or quantity. | Compare, describe and solve practical problems for: <ul style="list-style-type: none"> • Recognise and use language relating to dates, including days of the week, weeks, months and years. • time [e.g. quicker, slower, earlier, later]. Sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. |
| 5 | Recognise and use language relating to dates, including days of the week, weeks, months and years. Represent and use number bonds and related subtraction facts within 20 | Recognise and know the value of different denominations of coins. |
| 6 | Count to and across 50, forward and backwards, beginning with 0 or 1, or from any given number. Recognise and know the value of different denominations of coins. | Recognise and name common 2-D shapes [e.g. rectangles (including squares), circles and triangles]. |
| 7 | Assess and review | |

Year 1: Spring 1

| Week | Retrieval | Main Maths Objectives |
|------|--|--|
| 1 | Recognise and name common 2-D shapes [e.g. rectangles (including squares), circles and triangles]. | Count, read and write numbers to 50 in numerals. Represent and use number bonds and related subtraction facts within 20 including 0. 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 and least. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. |
| 2 | Count, read and write numbers to 50 in numerals. | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. |
| 3 | Count to and across 50, forward and backwards, beginning with 0 or 1, or from any given number. Count in multiples of twos, fives and tens to 50. | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. |
| 4 | Count in multiples of twos, fives and tens to 50. | Count in multiples of twos, fives and tens to 50. 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. |
| 5 | Count to and across 50, forward and backwards, beginning with 0 or 1, or from any given number. | Recognise and know the value of different denominations of coins and notes. |
| 6 | Count to and across 50, forward and backwards, beginning with 0 or 1, or from any given number. | Recognise, find and name a half as one of two equal parts of an object, shape or quantity. (Recap) Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. |
| 7 | Assess and review | |

Year 1: Spring 2

| Week | Retrieval | Main Maths Objectives |
|------|--|--|
| 1 | Count to and across 50, forward and backwards, beginning with 0 or 1, or from any given number. | Compare, describe and solve practical problems for: <ul style="list-style-type: none"> • lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] Measure and begin to record the following: <ul style="list-style-type: none"> • lengths and heights |
| 2 | Begin to record length and height. Count in multiples of twos, fives and tens to 50. | Compare, describe and solve practical problems for: <ul style="list-style-type: none"> • mass/weight [e.g. heavy/light, heavier than, lighter than] Measure and begin to record the following: <ul style="list-style-type: none"> • mass/weight |
| 3 | Begin to record mass/weight. Count in multiples of twos, fives and tens to 50. | Compare, describe and solve practical problems for: <ul style="list-style-type: none"> • capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] Measure and begin to record the following: <ul style="list-style-type: none"> • capacity and volume |
| 4 | Begin to record capacity/volume. Count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number. | Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. |
| 5 | Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number. | Recognise and know the value of different denominations of coins and notes. (Recap on coins – main focus is notes). |
| 6 | Recognise and name common 2-D shapes [e.g. rectangles (including squares), circles and triangles]. Count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number. | Recognise and name common 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]. |
| 7 | Assess and review | |

Year 1: Summer 1

| Week | Retrieval | Main Maths Objectives |
|----------|---|--|
| 1 | <p>Recognise and name common 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].</p> <p>Count in multiples of twos, fives and tens to 100.</p> | <p>Count, read and write numbers to 100 in numerals.</p> <p>Represent and use number bonds and related subtraction facts within 100</p> <p>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 and least.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.</p> |
| 2 | <p>Count, read and write numbers to 100 in numerals.</p> <p>Represent and use number bonds and related subtraction facts within 100</p> <p>Count in multiples of twos, fives and tens to 100.</p> | <p>Represent and use number bonds and related subtraction facts within 100</p> <p>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 and least.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.</p> |
| 3 | <p>Count, read and write numbers to 100 in numerals.</p> <p>Represent and use number bonds and related subtraction facts within 100</p> <p>Count in multiples of twos, fives and tens to 100.</p> | <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.</p> |
| 4 | <p>Count, read and write numbers to 100 in numerals.</p> <p>Represent and use number bonds and related subtraction facts within 100</p> <p>Count in multiples of twos, fives and tens to 100.</p> | <p>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.</p> |
| 5 | <p>Solve one-step problems involving multiplication and division</p> | <p>Recognise and know the value of different denominations of coins and notes.</p> |
| 6 | <p>Recognise and know the value of different denominations of coins and notes.</p> | <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> |
| 7 | <p>Assess and review</p> | |

Year 1: Summer 2

| Week | Retrieval | Main Maths Objectives |
|------|--|--|
| 1 | <p>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.</p> | <p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> • lengths and heights |
| 2 | <p>Count, read and write numbers to 100 in numerals.</p> <p>Represent and use number bonds and related subtraction facts within 100</p> <p>Count in multiples of twos, fives and tens to 100.</p> | <p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • mass/weight [e.g. heavy/light, heavier than, lighter than] <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> • mass/weight |
| 3 | <p>Count, read and write numbers to 100 in numerals.</p> <p>Represent and use number bonds and related subtraction facts within 100</p> <p>Count in multiples of twos, fives and tens to 100.</p> | <p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> • capacity and volume |
| 4 | <p>Begin to record measure: length, mass and capacity.</p> | <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> |
| 5 | <p>Measure and begin to record the following: time (hours, minutes, seconds).</p> | <p>Recognise and know the value of different denominations of coins and notes. (Add and subtract small amounts of money)</p> |
| 6 | <p>Recognise and name common 2-D shapes [e.g. rectangles (including squares), circles and triangles].</p> | <p>Recognise and name common 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].</p> |
| 7 | <p>Assess and review</p> | |