Year 1 Maths Medium Term Planning

Autumn 1		Autumn 2	
Number and Place Value within 10 (4 weeks)	**Addition and Subtraction within 10 (4 weeks)**	**Geometry: Positions and direction (1 week)**	**Number and Place Value within 20 (3 weeks)**
Identify and represent numbers to 10 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 10 in numerals. Count to and across 10, 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 10. Represent and use number bonds and related subtraction facts within 10.	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.	Describe position, direction and movement, including whole, half, quarter and three quarter turns.	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.

Year 1 Maths Medium Term Planning

Vocabulary:	Vocabulary:	Vocabulary:	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	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 | position over, under, underneath above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge centre corner direction journey left, right up, down forwards, backwards, sideways across. next to, close, near, far along through to, from, towards, away from movement slide roll turn stretch, bend whole turn, half turn, quarter turn, three-quarter turn | 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 |

Year 1 Maths Medium Term Planning

Spring 1			Spring 2	
Addition and subtraction within 20 (4 weeks)	Geometry: Shape (1 week)	Length and height (2 weeks)	Number and place value within 40 (3 weeks)	Multiplication and division (2 weeks)
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 | 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). | 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 | Identify and represent numbers to 40 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 40 in numerals.

Read and write numbers from 1 to 15 in words.

Count to and across 40, forwards and backwards, beginning with 0 or 1, or from any given number. | 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.

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. |

			Given a number, identify 1 more and 1 less with numbers up to 40. Count to 0 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.	
with numbers to 20, 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?	Vocabulary: Properties of shape: pattern flat curved, straight round hollow, solid sort make, build, draw size bigger, larger, smaller symmetry, symmetrical,	Vocabulary: measure measurement size compare guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as roughly just over, just under Length centimetre, metre length, height, width, depth long, short, tall high, low	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	Vocabulary: multiplication multiply multiplied by multiple division dividing grouping sharing doubling halving array number patterns

Year 1 Maths Medium Term Planning

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	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	wide, narrow thick, thin longer, shorter, taller, higher … and so on longest, shortest, tallest, highest … and so on far, near, close ruler metre stick	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	

Year 1 Maths Medium Term Planning

Summer 1				Summer 2	
Number and place value within 100 (2 weeks)	**Fractions (1 week)**	**Time (2 weeks)**	**Money (2 Weeks)**	**Volume and Capacity and Mass (3 weeks)**	**Addition and subtraction within 100 (2 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 | 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.

Recognise, find and name a half as one of two | 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 | 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. | 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. | Add and subtract one-digit and two-digit numbers within 100 (e.g. 90 + 9, 89 – 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 |

(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.	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.	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).			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.

Year 1 Maths Medium Term Planning

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: 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)	**Vocabulary:** fraction equal part equal grouping equal sharing parts of a whole half one of two equal parts quarter one of four equal parts	**Vocabulary:** time days of the week, Monday, Tuesday … months of the year (January, February …) seasons: spring, summer, autumn, winter day, week, weekend,	**Vocabulary:** money coin penny, pence, pound price, cost buy, sell spend, spent pay change dear, costs more cheap, costs less, cheaper costs the same as how much …? how many …? total	**Vocabulary:** litre, half litre capacity volume full empty more than less than half full quarter full holds container. kilogram, half kilogram weigh, weighs, balances heavy, light heavier than, lighter than heaviest, lightest scales	**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

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		month, year birthday, holiday morning, afternoon, evening, night bedtime, dinner time, playtime today, yesterday, tomorrow before, after earlier, later next, first, last midnight date now, soon, early, late quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time how long ago? how			between equals is the same as number bonds/pairs missing number

		long will it be to …? how long will it take to …? how often? always, never, often, sometimes. usually once, twice hour, o'clock, half past, quarter past, quarter to clock, clock face, watch, hands hour hand, minute hand hours, minutes			

Year 1 Maths Medium Term Planning