

Suggested oral mental starters (ongoing, throughout the term):

- Count forwards and backwards in ones **to at least 20** 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 to at least 20
- Say the number that comes between two numbers to at least 20
- Derive number bonds to ten and related addition and subtraction facts
- Double numbers and quantities/sets of objects to at least 5 + 5; find the corresponding halves
- Count in multiples of two from 0 to 20 forwards and backwards
- Recognise and use language relating to dates including days of the week and months of the year (use daily routines to support this)

Area of Study	No of days	Statutory Requirements and non-statutory guidance	Suggested Key Vocabulary
<p>Number</p> <p>Number</p> <p>Week 1</p>	3- 5	<p>Count to at least 20, forwards and backwards from 0 or 1 or any given number</p> <p>Read and write numbers in numerals to 20 ~ 1, 2, 3</p> <p>Begin to write numbers in words and match them to corresponding numerals (numbers to ten) ~ one, two, three</p> <p>Identify and represent numbers using objects and pictorial representations including the number track, within 20</p> <p>Given a number, identify the number that is one more or less within 20</p> <p>Say the number that comes between two numbers within 20</p> <p>Begin to reason about numbers e.g. Teddy counts on in ones from eight- 8, 9, 10, 12 ,13, 14</p> <p>What mistake did Teddy make? How do you know?</p> <p>Use ordinal numbers in different practical contexts (first, second, third... 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>First, second.... tenth</p>
<p>Number</p> <p>Number and place value</p> <p>Week 2</p>	5	<p>Identify, read and write numbers beyond 20 in numerals</p> <p>Given a number, identify the number that is 1 more or less to at least 20; identify the number that comes between two numbers to at least 20</p> <p>Compare numbers to at least 20; order numbers to at least 20</p> <p>Begin to reason about numbers e.g. Sam counts back in ones from twenty- 20, 19, 17, 16, 15</p> <p>What mistake did Sam make? How do you know?</p> <p>Begin to recognise place value in teen numbers using practical resources</p> <p>Identify and represent teen numbers using practical apparatus e.g. straws, cubes, ten sticks and units, base ten materials, Unifix, Numicon</p> <p>Solve simple empty box questions using knowledge of place value e.g. $12 = 10 + \square$</p>	<p>One more, one less, before, after, between</p> <p>Biggest/largest, smallest, bigger/larger, smaller</p> <p>Ten, ones /units</p> <p>Number, teen number</p> <p>Empty box</p>

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<p>Number</p> <p>Addition</p> <p>Week 3</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 then beyond 10, crossing the tens boundary), including adding zero, by combining two groups of objects, using practical methods and record using number sentences (See Written Calculation Policy, 2017 and Mental Calculation Strategies, 2017)</p> <p>Solve simple word problems, which involve addition to at least ten, using concrete objects and pictorial representations to support; record using a number sentence</p> <p>Solve simple empty box problems involving addition e.g. $4 + 3 = \square$; $6 + \square = 10$, using practical resources, such as cubes or Numicon to support</p>	<p>+, add, plus, more, put together, altogether, total One more, two more ...</p> <p>=, equals, is the same as Number sentence</p> <p>Empty box Problem, answer</p>
<p>Number</p> <p>Subtraction</p> <p>Week 4</p>	5	<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 then from beyond 10, crossing the tens boundary) including subtracting zero, by taking objects away, using practical methods and record using number sentences (See Written Calculation Policy, 2017 and Mental Calculation Strategies, 2017)</p> <p>Solve simple word problems, which involve subtraction, using concrete objects and pictorial representations to support; record using a number sentence</p> <p>Solve simple empty box problems involving subtraction, using practical resources, such as cubes or Numicon to support e.g. $10 - 6 = \square$; $8 - \square = 7$</p>	<p>- , take away, subtract, minus One less, two less etc How many are left?</p> <p>=, equals, is the same as Number sentence</p> <p>Empty box Problem, answer</p>
<p>Geometry</p> <p>Properties of shape (2D)</p> <p>&</p> <p>Position and direction</p> <p>Week 5</p>	3 2	<p>Recognise and name common 2-D shapes and describe their properties (see vocabulary) Recognise 2D shapes in different orientations and sizes</p> <p>Sort shapes, practically, according to their properties e.g. using sorting circles</p> <p>Use known 2D shapes to create pictures; discuss the shapes used to make the picture Recognise simple repeating patterns with known 2-D shapes; use known 2D shapes to create simple repeating patterns Begin to reason about 2-D shapes e.g. what is different about these two shapes?</p> <p>Use the language of position such as top, bottom, on top, under, above, below, next to, between, in front of, behind in practical activities</p> <p>Use terms first, second, third... to describe position in practical activities</p>	<p>Circle, triangle, square, rectangle 2-D shape, flat shape Side, corner, curved, straight Pattern, repeating pattern Bigger/larger, smaller Biggest/largest, smallest Sort, same, different Top, bottom, on top, under, above, below, next to, between, in front of, behind First, second, third...</p>

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<p>Number</p> <p>Addition and Subtraction</p> <p>Week 6</p>	<p>5</p>	<p>Count to at least 20, forwards and backwards, starting at one, or from any number</p> <p>Using apparatus, such as Unifix or Numicon to support, represent and use number bonds and related addition and subtraction facts to 10, e.g. $6 + 4 = 10$, $4 + 6 = 10$, $10 - 4 = 6$, $10 - 6 = 4$</p> <p>Solve simple empty box problems using knowledge of number bonds e.g. $7 + \square = 10$; $10 - \square = 7$</p> <p>Begin to add by counting on e.g. using a marked number track (initially to 10 and then beyond 10, crossing the tens boundary)</p> <p>Begin to subtract by counting back e.g. using a marked number track (initially from 10 and then beyond 10, crossing the tens boundary)</p> <p>(See Written Calculation Policy, 2017 and Mental Calculation Strategies, 2017)</p> <p>Solve simple one step word problems that involve addition and subtraction, using concrete objects, number tracks and pictorial representations; record using a number sentence</p> <p>Solve problems related to addition e.g. 'Four-pin bowling'</p> <p>(See Mathematical Challenges for all pupils booklet, 2016)</p>	<p>+, add, plus, more, put together, altogether, total, count on</p> <p>- , take away, subtract, minus, count back</p> <p>How many are left?</p> <p>=, equals, is the same as</p> <p>Number sentence, number bonds</p> <p>Number track</p> <p>Problem, answer</p>
<p>Measurement</p> <p>Length and Height</p> <p>Week 7</p>	<p>5</p>	<p>Compare length and height of two, then three or more objects, using direct comparison and comparative language (see vocabulary)</p> <p>Estimate, measure and begin to record the length and height of objects, choosing and using suitable uniform non-standard units e.g. hand spans, cubes, links</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?</p> <p>What could you use to measure the teddies?</p>	<p>Compare, measure, estimate</p> <p>Long, short, tall, longest, shortest, tallest, longer, shorter, taller</p> <p>Length, height</p>
<p>Number</p> <p>Multiplication</p> <p>Week 8</p>	<p>5</p>	<p>Count forwards in twos from 0 to 20; use a range of real life objects to support</p> <p>Count repeated groups of two in practical contexts and use the vocabulary associated with multiplication (but not the multiplication sign) e.g. pairs of socks, hands, cubes</p> <p>Solve practical problems that involve combining groups of two or more, using concrete objects and pictorial representations</p> <p>Double numbers/sets of objects to $6 + 6$ using practical resources such as counters, dice, double dominoes</p> <p>(See Written Calculation Policy, 2017, Mental Calculation Strategies, 2017, Multiplication Tables Guidance 2020)</p>	<p>Groups of Altogether</p> <p>Pair, double</p>

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<p>Number</p> <p>Division & Fractions</p> <p>Week 9</p>	<p>5</p>	<p>Count forwards and backwards in twos from 0- 20; use a counting stick to support</p> <p>Share quantities equally between two groups and use the vocabulary associated with division (but not the division sign)</p> <p>Solve practical problems involving equal sharing, using objects and pictorial representations</p> <p>Recognise, find and name a half as one of two equal parts of an object or shape</p> <p>Find half of a number/set of objects (within 12) using practical resources; relate halves to equal sharing e.g. half of 6 = 3, half of 10 = 5</p> <p>(See Written Calculation Policy, 2017 and Mental Calculation Strategies, 2017, Multiplication Tables Guidance 2020)</p>	<p>Share equally</p> <p>Two groups of</p> <p>Half (not notation $\frac{1}{2}$ until Y2), halves, half of...</p> <p>Equal parts</p>
<p>Measurement</p> <p>Time</p> <p>Week 10</p>	<p>5</p>	<p>Use vocabulary related to time; know the days of the week and months of the year; order days of the week and months of the year (also use daily routines to support this)</p> <p>Consider making a class birthday chart/pictogram</p> <p>Order a simple sequence of events using language such as before, after, next, first, last</p> <p>Tell the time to the hour using an analogue clock face; recognise numerals 1-12 on a clock face; recognise the difference between the hour hand and the minute hand; consider making clocks with children</p> <p>Relate times to events during the day e.g. We start school at 9 o'clock; we have lunch at 12 o'clock</p> <p>NB. Use daily routines to support telling the time throughout the day and throughout the school year</p>	<p>Day, month</p> <p>Monday, Tuesday ...</p> <p>January, February ...</p> <p>Before, after, next, first, last</p> <p>Clock, watch, hour, o'clock, long hand, short hand</p>

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<p>Number</p> <p>Addition and subtraction</p> <p>&</p> <p>Measurement</p> <p>Money</p> <p>Week 11</p>	<p>3</p> <p>2</p>	<p>Use the vocabulary related to addition Add one-digit numbers, crossing the tens boundary, by counting on using a marked number track e.g. $7 + 5 = 12$</p> <p>Use the vocabulary related to subtraction Subtract a one digit number from a teens number by counting back using a marked number track e.g. $13 - 5 = 8$</p> <p>(See Written Calculation Policy, 2017 and Mental Calculation Strategies, 2017)</p> <p>Solve simple word problems that involve addition/ subtraction using number tracks and pictorial representations to support ; record using a number sentence</p> <p>Recognise and know the value of all coins to 20p (1p, 2p, 5p, 10p, 20p) Solve simple word problems in the context of money to 10p (extend to beyond 10p), including in practical contexts e.g. If you buy ____ and ____, how much do you spend? Which coins could you use to pay for this apple that costs 5p? How much money is in my purse?</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>Money, coins Penny, pence (p) Cost</p>
<p>Geometry</p> <p>Properties of 2D shapes</p> <p>&</p> <p>Properties of 3D shapes</p> <p>Week 12</p>	<p>2</p> <p>3</p>	<p>Consolidate recognising and naming common 2-D shapes and describe their properties; recognise 2D shapes in different orientations and sizes</p> <p>Use 2D shapes to make repeating patterns; use 2-D shapes to make pictures Begin to reason about 2-D shapes e.g. what is different about these two shapes? What is the same about these two shapes</p> <p>Recognise and name common 3-D shapes Recognise 3D shapes of different sizes; relate 3D shapes to everyday objects Sort 3-D shapes according to their properties e.g. shapes that roll/shapes that don't roll Use 3D shapes to make models (Possible link to a Christmas theme)</p>	<p>Shape, 2D shape, flat shape Circle, triangle, square, rectangle Side, corner</p> <p>Biggest/largest, smallest, bigger/larger, smaller</p> <p>Curved, straight Pattern</p> <p>3D shape, solid shape Cube, cuboid, cylinder, cone, sphere</p>

Additional weeks

To be used for:

- assessment, consolidation and responding to AfL
- additional problem solving and reasoning activities
- Christmas maths activities

