



Spring Vale Primary School – Mathematics Medium Term Plan

Year 1 – Autumn Term

Unit:	National Curriculum:	Small Steps:
Number: Place Value (within 10)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number• count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens• given a number, identify one more and one less• 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, least• read and write numbers from 1 to 20 in numerals and words.	<ul style="list-style-type: none">• Sort objects• Count objects• Count objects from a larger group• Represent objects• Recognise numbers as words• Count on from any number• 1 more• Count backwards within 10• 1 less• Compare groups by matching• Fewer, more, same• Less than, greater than, equal to• Compare numbers• Order objects and numbers• The number line
Number: Addition and Subtraction (within 10)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs• represent and use number bonds and related subtraction facts within 20• add and subtract one-digit and two-digit numbers to 20, including zero	<ul style="list-style-type: none">• Introduce parts and wholes• Part-whole model• Write number sentences• Fact families – addition facts• Number bonds within 10• Systematic number bonds within 10• Number bonds to 10

	<ul style="list-style-type: none"> • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. 	<ul style="list-style-type: none"> • Addition – add together • Addition – add more • Addition problems • Find a part • Subtraction – find a part • Fact families – the eight facts • Subtraction – take away/cross out (How many left?) • Subtraction – take away (How many left) • Subtraction on a number line • Add or subtract 1 or 2
<p>Geometry: Shape</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> ○ 2-D shapes (e.g. rectangles (including squares), circles and triangles) ○ 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). 	<ul style="list-style-type: none"> • Recognise and name 3-D shapes • Sort 3-D shapes • Recognise and name 2-D shapes • Sort 2-D shapes • Patterns with 2-D and 3-D shapes
<p>Number: Place Value (within 20)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and one less • 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, least • read and write numbers from 1 to 20 in numerals and words. 	<ul style="list-style-type: none"> • Count within 20 • Understand 10 • Understand 11, 12 and 13 • Understand 14, 15 and 16 • Understand 17, 18 and 19 • Understand 20 • 1 more and 1 less • The number line to 20 • Use a number line to 20 • Estimate on a number line to 20 • Compare numbers to 20 • Order numbers to 20



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Year 1 – Spring Term

Unit:	National Curriculum:	Small Steps:
Number: Addition and Subtraction (within 20)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs• represent and use number bonds and related subtraction facts within 20• add and subtract one-digit and two-digit numbers to 20, including zero• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.	<ul style="list-style-type: none">• Add by counting on within 20• Add ones using number bonds• Find and make number bonds to 20• Doubles• Near doubles• Subtract ones using number bonds• Subtraction – counting back• Subtraction – finding the difference• Related facts• Missing number problems
Number: Place Value (within 50)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number• count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens• given a number, identify one more and one less• 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, least• read and write numbers from 1 to 20 in numerals and words.	<ul style="list-style-type: none">• Count from 20 to 50• 20, 30, 40 and 50• Count by making groups of tens• Groups of tens and ones• Partition into tens and ones• The number line to 50• Estimate on a number line to 50• 1 more, 1 less

Number: Addition and Subtraction (within 50)

Pupils should be taught to:

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.

- Add by counting on within 50
- Find and make number bonds to 50
- Subtraction – counting back (within 50)
- Subtraction – finding the difference (within 50)
- Missing number problems

Measurement: Length and height

Pupils should be taught to:

- compare, describe and solve practical problems for:
 - lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
 - mass or weight (e.g. heavy/light, heavier than, lighter than)
 - capacity/volume (full/empty, more than, less than, quarter)
- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume

- Compare lengths and heights
- Measure length using objects
- Measure length in centimetres

Measurement: Mass and volume

- Heavier and lighter
- Measure mass
- Compare mass
- Full and empty
- Compare volume
- Measure capacity
- Compare capacity

Geometry: Position and direction

Pupils should be taught to:

- describe position, directions and movements, including half, quarter and three-quarter turns.

- Describe turns
- Describe position – left and right
- Describe position – forwards and backwards
- Describe position – above and below
- Ordinal numbers



Spring Vale Primary School – Mathematics Medium Term Plan

Year 1 – Summer Term

Unit:	National Curriculum:	Small Steps:
Number: Multiplication and division	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Count in 2s• Count in 10s• Count in 5s• Recognise equal groups• Add equal groups• Make arrays• Make doubles• Make equal groups – grouping• Make equal groups – sharing
Number: Fractions	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Recognise a half of an object or a shape• Find a half of an object or a shape• Recognise a half of a quantity• Find a half of a quantity• Recognise a quarter of an object or a shape• Find a quarter of an object or a shape• Recognise a quarter of a quantity• Find a quarter of a quantity
Number: Place value (within 100)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number• count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	<ul style="list-style-type: none">• Count from 50 to 100• Tens to 100• Partition into tens and ones• The number line to 100• 1 more, 1 less

	<ul style="list-style-type: none"> • given a number, identify one more and one less • 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, least • read and write numbers from 1 to 20 in numerals and words. 	<ul style="list-style-type: none"> • Compare numbers with the same number of tens • Compare any two numbers
Measurement: Money	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise and know the value of different denominations of coins and notes. 	<ul style="list-style-type: none"> • Unitising • Recognise coins • Recognise notes • Count in coins
Measurement: Time	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare, describe and solve practical problems for: <ul style="list-style-type: none"> ○ time (quicker, slower, earlier, later) • measure and begin to record the following: <ul style="list-style-type: none"> ○ time (hours, minutes, seconds) • sequence events in chronological order using language such as: 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 • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	<ul style="list-style-type: none"> • Before and after • Days of the week • Months of the year • Hours, minutes and seconds • Tell the time to the hour • Tell the time to the half hour