

Year 1 Medium Term Plan Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Number sense As part of starter activities count in steps of 1 from 0 and 1 from any number forward and backward across 100 count in multiples of 2s, 5 and 10 fractional steps of $\frac{1}{2}$ as the count in 1s, 2s, 5s, and 10s link to odd and even Days of the week, months of the year Sequencing events in time using appropriate vocabulary With time focus on o'clock, 5 minutes past the hour				Additive Reasoning			
Term 1 Ourselves	Consolidating single digit numbers. Getting to know Numicon – recognise 3, 8, 10 etc. ways to make 3, 4 etc. to 10 Showing single digit numbers in different representation, e.g. position on a number track,	Reinforcing 2-digit numbers Place Value 10s and 1s Place Value Grids & Digit cards Zero as place holder Demonstrate tens and ones in different ways: money (10p and 1p), lollypop sticks, Numicon, Dienes, tower of	Link previous week on place value to measurement-practical activities with length, mass capacity & volume Ordering and comparing, Greater than, less than, equals (using symbols as described in plan). Reinforce equals as same as and equivalent to	Fractions: whole/part relationship (birds and faces), link to sharing model of division. Introduce the correct vocabulary. Focus on half. Explore half of numbers, quantities, time (hour), turns and shapes (where shapes have fractions shown that are not the same shape) at	Mental Calculation – Number pairs for all numbers to 10. Use Numicon for this. Get children to make number pairs using cubes and recording using pictures and numerals, e.g. 3 yellow cubes and 3 blue cubes, $3 + 3 = 6$. Do this with	Mental calculation – Focus on pairs to 10, using Numicon, fingers etc. Do some doubling, halving, near doubles, counting on and counting back Time differences and durations.	Working towards the written method for addition in Year 3 Use Numicon Correct vocabulary: addend + addend = sum Use subtraction as a check for addition and each time	Working towards the written method for addition in Year 3 Use Numicon Correct vocabulary: minuend – subtrahend = difference. Use addition as a check. Discuss commutativity

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	<p>Numicon shape, tower of cubes, fingers, bead string to 20, lollipop sticks, and centimetres. Make displays and posters of these.</p>	<p>cube (10s in one colour and ones in another) Making numbers from 10 to 20 using these. Again, make a display and photographic posters.</p> <p>Move on to numbers to 100. Lots of different representations as above plus 100 square, metre stick, 100 bead strings.</p>		<p>the same time. Problem solving using the bar model (as in guide).</p>	<p>coloured squares of paper. Children make number sentence using these as with cubes, stick in their books and write the appropriate number statement.</p>		<p>discuss commutativity , e.g. $3 + 4 = 4 + 3$, same answer different calculation Focus on – single digits + single digits to 20. Within context of money and length.</p>	<p>practically. Focus on single digit – single digit. Within context of money, length and time.</p>
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	Additive reasoning		Multiplicative Reasoning			Geometric Reasoning		
Term 2 Toys	<p>Linking addition and subtraction by doing both in the same week. Problem solving, introducing the bar model to show relationship between addition and subtraction (family of facts)</p> <p>Practical contexts for finding totals and differences.</p>	<p>Repeated addition of multiplication tables, e.g. $2 + 2 + 2$, $5 + 5 + 5$, $10 + 10 + 10$</p> <p>Repeated subtraction of multiplication tables, e.g. $50 - 10 - 10 - 10 - 10 - 10$</p>	<p>Tables facts For 1x and 10x. Lots of chanting. Use clock idea.</p> <p>Link into previous week and establish that repeated addition is the same as multiplication. Make arrays for tables facts, 1, 2, 5, 10. Vocabulary: multiplicand x multiplier = product.</p> <p>Ice cream cube activity using interlocking cubes. Make block charts. If one cube = 1, one cube = 2 and so on.</p>	<p>Explorations of different arrays for tables facts Lots of different representations, egg boxes, drawers, classroom stuff. Make their own arrays and then work out multiplication statements.</p>	<p>Scaling up and scaling down. Link to doubling and halving.</p> <p>Work within the context of measure – half as much, twice as many</p>	<p>3D shape: using plasticine to make sphere, cube, cuboid,</p> <p>Use other manipulatives for square based Pyramid. Look at cones, cylinder. Faces and curved surfaces, edges at least two, vertex where edges meet, cone apex Explore shapes of the faces – what 2D shapes can the see. Shape in the environment</p> <p>Sorting shapes into Venn and Carroll diagrams</p>	<p>2D shape: Drawing and making shapes, according to the number of sides. Developing an understanding of regular and irregular shapes. Identifying them from drawings. Repeating patterns, sorting</p>	

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Term 3 Space	<p>Term 1 week one, reinforce different ways to show single digit numbers.</p> <p>Make the link to ordinal numbers.</p>	<p>Place Value as in term 1 with tens and ones</p> <p>Ask questions such as what is one/ten more/less</p> <p>Link place value practically to money and length</p>	<p>Start counting in steps of 4</p> <p>Recap half with strips and then find what happens when you halve a strip twice – quarters</p> <p>Focus on quarters of different things (time, turn, shape, quantities, money, numbers etc.)</p> <p>Problem solving with fractions using the bar model</p> <p>What happens if we have two quarters - half</p>	<p>ASSESSMENT WEEK</p>	<p>Mental calculation strategies as in Term 1, picking up on any that weren't covered.</p> <p>Introduce these: adding 9 by adding 10 and subtracting 1, using known number facts, bridging through 10,</p> <p>Solving missing number problems using bar model for addition and subtraction</p>	<p>Mental calculation through linking to time differences and durations and money etc.</p>	<p>Towards the written method for addition and subtraction</p> <p>Reinforce pairs to 20.</p> <p>Reinforce links to addition and subtraction using bar model.</p> <p>Focus on addition of single digits and tens.</p> <p>Focus on subtraction of tens subtract ones.</p>	<p>Consolidating previous through links to money, frequency tables, bar charts and pictograms (use these as a starting point)</p>

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	Multiplicative Reasoning					Geometric Reasoning		
Term 4 Jungle	<p>Mental Calculation as in term 2 in different contexts for example money and length</p>	<p>Introduce the 5x table by counting in steps of five, linking to commutativity</p> <p>Introduce the 5x table by counting in steps of five, linking to commutativity</p> <p>Tables patterns for 2s and 5s</p> <p>Explore odd and even numbers using Numicon, for multiplying by two and 5 and 10 and 1</p> <p>Can they make generalisations? Do all this with Numicon.</p>	<p>Reinforce and rehearse Term 2 – arrays for single digit by single digit. Include 2 and 5 as the multiplier.</p> <p>Look at commutativity through arrays.</p> <p>Statistics- pictograms (symbols represent 2, 5 etc.) and bar graphs with divisions with in multiples of 2 and 5 etc.</p>	<p>Introduce the concept of grouping – repeated subtraction linking back to term 2 additive reasoning.</p> <p>Look at arrays made in previous week and link to repeated subtraction taking away groups.</p>	<p>Sharing model through fractions and scaling up and scaling down as in term 2 within the context of measures. Select those measures that have been covered less often than others Focus on sharing between 2, 5 and 10, so have $\frac{1}{2}$, $\frac{1}{5}$, $\frac{1}{10}$. How many would $\frac{4}{5}$ etc. Familiarising the children with these fractions. Scaling find $\frac{1}{2}$ the size, twice the size, a quarter of the size and four times the size. Do through number money, length..</p>	<p>3D - making them from card (just cubes or cuboids) Look at different types of pyramids and prisms Identify shapes of faces</p>	<p>Position direction and movement Vocabulary, half and quarter turns – link to fractions Lot of physically moving themselves and objects.</p>	

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<p>Term 5</p> <p>Under the Sea</p>	<p>Place Value as in Term 1 and Term 3, focussing on 10s and 1s using lots of different representations. One more/less 10 more/less 2 more/less 20 more/less</p> <p>Link to measurement-practical activities with money and length</p> <p>Ordering and comparing, rounding Greater than, less than, equals</p>	<p>Continuation of previous week mass, capacity and volume</p>	<p>Link $\frac{1}{4}$ and $\frac{1}{2}$ Equivalences to the whole, quarters and halves, exploring different ways to make one Bar model problems, paper strip problems. Finding halves and quarters of different things</p>	<p>Consolidation of mental calculation strategies within different contexts, including time</p>	<p>Consolidation of addition of single digits, 10 + single 2-digit + 10s within different contexts Introduce the concept of exchange</p>	<p>Consolidation of subtraction of single digits, 10s – single Move towards 2-digit - 10 within different contexts Focus on 2-digit – 2-digit using Dienes Introduce the concept of exchange</p>	<p>Reinforcing and picking up on what hasn't been covered in previous two weeks. Teaching the two in the same week to ensure that the children see the links between them. Within different contexts Give plenty of opportunities for exchange</p>	

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	Multiplicative Reasoning					Geometric Reasoning		
Term 6 Carnival	Consolidation of mental calculation strategies as Terms 2 and 4	Consolidation of mental calculation strategies as Terms 2 and 4	Consolidation of arrays for multiplication and division	Consolidation of sharing	Consolidation of scaling up and scaling down	Consolidation of 3D and 2D shape including problem solving	Consolidation of position, direction and movement	