



Year 1 Maths Medium Term Plans

Autumn

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Numbers: Numbers to 10 Count numbers to 10 accurately - forward and backward. To count similar objects up to 10 with accuracy and fluency. To write all numbers to 10 with numbers and in words; to count only objects of the same name in a group. To understand what zero represents and use it when counting. To compare different sets of objects and		Number : Number bonds within 10 To understand that a number is made up of other numbers; to find as many ways possible to	Number: Addition within 10 To add two different numbers within 10. Pupils will become familiar with the different vocabulary associated with addition. To add by counting on. To complete number sentences and gain an understanding of inverse operations. To be able to solve addition problems through pictures.		Number: Subtraction within 10 To understand that subtraction can be done by crossing out or taking away. To subtract using number bonds. To be able to solve a subtraction equation by counting back, using a number line as support. To be able to make subtraction sentences. To be able to solve picture problems involving subtraction. To solve problems in the context of addition and subtraction and to find the corresponding number families.		Geometry: Position and direction To learn the appropriate positional language (ordinal numbers) for up to 10 positions.	Number: Numbers to 20 To count numbers up to 20. The key strategy is to begin by making 10. To recognise, read and write numbers up to 20 in words and numerals. To use the terms 'greater than' or 'less than' to compare numbers within 20. To be able to arrange numbers up to 20 in ascending and descending order. To look for patterns with numbers up to 20,		Assessment Week	Number: addition and subtraction within 20 To learn to add by counting on from the largest number. To add to numbers

say which one has fewer, more or is equal. to order numbers to 10 and know which number is greater or is lesser in value. To compare numbers using the terms '1 more' and '1 less'.	construct a number			To name the positions in a queue. To name positions , including left and right.	focusing on one more and one less than a number.		by first making 10 and then adding on the remainder. To add by separating the ones and ten.
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Spring Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number: Addition and subtraction within 20. To learn how to subtract by counting back from the largest number. To learn how to subtract by subtracting from only the ones column. To go through number facts derived	Geometry: Shapes and patterns To recognise four basic 3D solid shapes: spheres, cuboids and pyramids. To recognise 2D shapes in the everyday environment. To be able to group	Measurement: Length and height To compare height and length by using key terminology To be able to measure items using other things - parts of the body in particular. To introduce the concept of using rulers for measuring.	Number: Numbers to 40 To use the making 10 strategy to count numbers above 10; to represent numbers on a number line. To use the ten-frame method of organisation and place-value cards to assist pupils in writing numbers to 40; to encourage multiple ways of counting, including counting by 2, 5 and 10. To understand that digits represent tens and ones; to represent numbers using Base 10 materials and numbers. To use place value to compare two or three numbers and determine which number is bigger/ smaller; to arrange three numbers in order of size. To compare numbers using number bonds, 100-squares and number lines to determine how much more/less. To observe and use number patterns; to see number lines in conjunction with number squares in order to create visual proportionality.		Number: Addition and subtraction word problems To decide whether addition or subtraction is the most appropriate operation; to use and apply number bonds and visual representations to solve word problems. To develop number sentences based on word problems; to improve the use of number bonds and one-to-one bar model representations to suit the question. To use pictorial representations to help solve word problems; to choose the correct operation to solve a word problem. To apply addition and subtraction to multi-		Number: Multiplication To identify equal groupings as the first step in multiplying; to reinforce the idea that the arrangement of objects does not impact on the number of objects. To understand we can count groups of the same quantity more efficiently; to find multiple ways of counting groups of the same quantity. To organise objects into equal rows in order to begin counting equal numbers efficiently. To understand that doubling is creating an identical number to the one you started with; to understand that doubling is the same as saying two groups of the same amount.		Assessment Week	Number: Division To understand how to divide even numbers into equal groups using concrete materials; to determine how many groups will be created from sharing equally. To understand how to divide even numbers equally into groups; to determine how many objects will be included in each group in order to share equally.	

from addition and subtraction sentences.	shapes using different criteria. To make patterns using common 2D shapes.			step word problems; to use number bonds to make 10 when adding.			
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Summer Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number: Fractions To split an object (shape) into two equal parts; to identify shapes that have been split into two equal parts. To split an object (shape) into four equal parts; to identify shapes that have been split into four equal parts. To share and group objects into halves and quarters; to determine half of a number and a quarter of a number.		Number: Numbers to 100 To count in sequences of 10 followed by counting ones; to increase confidence with number lines and Base 10 materials in order to count numbers to 100. To understand the value of the tens and ones digits in a number; to use multiple methods of representing and constructing a number. To see patterns of numbers when increasing or decreasing by 1, 2 or 5; to use a number line, a 100-chart and Base 10 materials to represent numbers.		Measurement: Time To develop familiarity with the analogue clock, including the minute and hour hands; to tell time to the hour on an analogue clock. To improve familiarity with the analogue clock; to tell time to the half hour using the	Measurement: Money To recognise coins and determine their value using size, colour, markings and shape. To recognise notes and determine their value using colour and markings.	Measurement: Volume and Capacity To compare volume and capacity using the terms 'more than' and 'less than', 'full' and 'empty' To find the volume and capacity of a container using non-standard ones. To describe volume using the terms 'half' and 'quarter'.	Measurement: Mass To compare the mass of objects using the terms 'heavy' and 'light', 'heavier than', 'lighter than' and 'as heavy as'. To find the mass of an object using non-standard ones; to use visualisation skills to estimate the number of ones. To be able to find and compare the mass of a range of objects using non-standard units.	Measurement: Space To describe the position of objects in relation to one another using varied vocabulary. To describe movements of objects using varied language. To understand how to make turns using mathematical language and connect this knowledge to time.	Assessment Week	Consolidation	

		term 'half past.' To sequence events in order of time; to use the terms 'next', 'before' and 'after' to describe the order of events. To learn the days of the week and the months of the year and to be able to put them in the correct order.						
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