

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 within 20
- Say the number that comes between two numbers within 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>	<p>5</p>	<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>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>Identify and represent numbers using objects and pictorial representations including the number track, within 20</p> <p>Use ordinal numbers in different practical contexts (first, second, third...)</p> <p>Begin to reason about numbers e.g. Sam counts on in ones from five- 5, 6, 7, 9, 10. What mistake did Sam make? How do you know?</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>Addition</p> <p>Week 2</p>	<p>5</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), including adding zero, by combining two groups of objects, using practical methods and record using number sentences (See Calculation Policy)</p> <p>Solve simple one step word problems, which involve addition to at least ten, using concrete objects and pictorial representations to support</p> <p>Solve simple empty box problems e.g. $4 + 3 = \square$; $6 + \square = 10$, using practical resources to support</p>	<p>+, add, plus, more, put together, altogether, total</p> <p>One more, two more ...</p> <p>=, equals, is the same as</p> <p>Number sentence</p> <p>Empty box</p> <p>Problem, answer</p>

Medium Term Plans for Mathematics (revised 2016) - Year One (Autumn Term)

<p>Number</p> <p>Subtraction</p> <p>Week 3</p>	<p>5</p>	<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) including subtracting zero, by taking objects away, using practical methods and record using number sentences (See Calculation Policy)</p> <p>Solve simple one step problems, which involve subtraction, using concrete objects and pictorial representations to support</p> <p>Solve simple empty box problems involving subtraction, using practical resources 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 4</p>	<p>5</p>	<p>Recognise and name common 2-D shapes and describe their properties (see vocabulary) Recognise 2D shapes in different orientations and sizes 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</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</p> <p>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>
<p>Number</p> <p>Number and place value</p> <p>Week 5</p>	<p>5</p>	<p>Begin to identify, read and write numbers beyond 20 in numerals Write numbers to at least 10 in words and match to the numerals</p> <p>Given a number, identify the number that is 1 more or less within 20 (and beyond) Identify the number that comes between two numbers within 20 (and beyond) Compare numbers to at least 20 Order numbers to at least 20</p> <p>Begin to recognise place value in teen numbers using practical resources Identify and represent teen numbers using practical apparatus e.g. straws, cubes, ten sticks and units, Dienes blocks, Unifix, Numicon</p> <p>Solve simple empty box questions using knowledge of place value e.g. $12 = 10 + \square$</p>	<p>Number, numeral</p> <p>One more, one less Between, before, after Biggest/largest, smallest, bigger/larger, smaller</p> <p>Tens, ones /units Number, teen number</p>

Medium Term Plans for Mathematics (revised 2016) - Year One (Autumn Term)

<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>Represent, use and memorise 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>Begin to add by counting on e.g. using a marked number track (to 10 and beyond 10)</p> <p>Begin to subtract by counting back e.g. using a marked number track (from 10 and beyond 10) (See Calculation Policy)</p> <p>Solve simple one step word problems that involve addition and subtraction, using concrete objects, number tracks and pictorial representations</p> <p>Solve problems related to addition e.g. 'Four-pin bowling'</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? What will you use to measure 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 and backwards in twos from 0 to 20</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</p> <p>Solve practical one-step problems that involve combining groups of two or more, using concrete objects and pictorial representations (See Calculation Policy)</p> <p>Double numbers/sets of objects to $6 + 6$ using practical resources such as counters, dice, double dominoes</p>	<p>Groups of</p> <p>Altogether</p> <p>Pairs, double</p>

Medium Term Plans for Mathematics (revised 2016) - Year One (Autumn Term)

<p>Number</p> <p>Division & Fractions</p> <p>Week 9</p>	<p>5</p>	<p>Share quantities equally between two groups and use the vocabulary associated with division (but not the division sign)</p> <p>Solve practical one-step problems involving equal sharing, using objects and pictorial representations (See Calculation Policy)</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 8 = 4</p>	<p>Share equally Groups of</p> <p>Half (not notation 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>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</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>Day, month Monday, Tuesday ... January, February ...</p> <p>Before, after, next, first, last</p> <p>Clock, watch, hour, o'clock, long hand, short hand</p>
<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 e.g. $7 + 5 = 12$ (See Calculation Policy)</p> <p>Use the vocabulary related to subtraction Subtract a one digit number from a teens number by counting back e.g. $13 - 5 = 8$ (See Calculation Policy)</p> <p>Solve simple one-step word problems that involve addition/ subtraction using number tracks and pictorial representations to support</p> <p>Recognise and know the value of different coins to 20p</p> <p>Solve simple problems in the context of money to 10p (extend 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>

Geometry Properties of 2D shapes & Properties of 3D shapes Week 12	2	Consolidate recognising and naming common 2-D shapes and describe their properties; recognise 2D shapes in different orientations and sizes; use 2D shapes to make repeating patterns; use 2-D shapes to make pictures (possible link to a Christmas theme)	Shape, 2D shape, flat shape Circle, triangle, square, rectangle Side, corner
	3	Recognise and name common 3-D shapes Recognise 3D shapes of different sizes Relate 3D shapes to everyday objects (possible link to a Christmas theme) Sort 3-D shapes according to their properties e.g. shapes that roll/shapes that don't roll Use 3D shapes to make models	Biggest/largest, smallest, bigger/larger, smaller Curved, straight Pattern 3D shape, solid shape Cube, cuboid, cylinder, cone, sphere, pyramid
Additional weeks To be used for: <ul style="list-style-type: none"> • assessment, consolidation and responding to AfL • additional using and applying activities • Christmas maths activities 			