Mathematics Year 1 Medium Term Plan- 2022/23

Number - Number & Place Value (within 10)	End of Unit Goal
Sort objects Count objects Count objects from a group of 10. Represent objects Represent numbers to 10. Count, read and write forwards from any number 0 to 10 Count, read and write backwards from any number 0 to 10 Count one more Count one less One – to -one correspondence to start to compare groups Compare objects (Compare groups using language such as equal, more/greater,less/fewer) Introduce <,> and = symbols Compare numbers Order groups of objects Order numbers Ordinal numbers (1st, 2nd, 3rd …) The number line	**Pupils will be able to:** • 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.
Number - Number & Place Value (within 20)	
Count forwards and backwards and write numbers to 20 in numerals and words. Numbers from 11 to 20 Tens and ones Count one more and one less Compare groups of objects Compare numbers Order groups of objects Order numbers	

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Number - Number & Place Value (within 50)	
Counting to 50 by making 10s Numbers to 50 Counting forwards and backwards ewithin 50 Tens and ones Represent numbers to 50 One more one less Compare objects within 50 Compare numbers within 50 Order numbers within 50 Count in 2s Count in 5s	
Number - Number & Place Value (within 100)	
Counting to 100 by making 10s Counting to 100 Counting forwards and backwards within 100 Introduce the 100 square Partitioning numbers Comparing numbers Ordering Numbers One more, one less	
Number – Calculation Addition & Subtraction within 10	
Introducing parts and wholes Part-whole model with images/objects Part-whole model Addition symbol Fact families – addition facts Find number bonds for numbers within 10 Systematic methods for number bonds within 10 Number bonds to 10 Compare number bonds	**Pupils will be able 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

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Addition – adding together Addition – adding more Addition – using bonds Finding a part Subtraction – taking away, how many left? Crossing out Subtraction – taking away, how many left? Introducing the subtraction symbol. Subtraction – find a part – breaking apart Fact families – the 8 facts Subtraction – counting back Subtraction- finding the difference Comparing addition and subtraction statements – a + b > x Comparing addition and subtraction statements a + b > c + d	• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.
Number – Calculation Addition & Subtraction within 20	
Add by counting on Add ones using number bonds Find and make number bonds Add by making 10 Subtraction – Not crossing 10 Subtraction – not crossing 10 (counting back) Subtraction – crossing 10 (counting back) Subtraction - Crossing 10 (1) Subtraction – Crossing 10 (2) Related facts Compare number sentences	
Number – Calculation Multiplication & Division	
Count in 2s Count in 5s Count in 10s Make equal groups	**Pupils will be able to:** • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial

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Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing	representations and arrays with the support of the teacher.
Number – Fractions	
Making a half Making a whole Find a half (1) Find a half of a quantity Find a half (2) Making a quarter activity Find a quarter (1) Find a quarter of a quantity activity Find a quarter (2)	**Pupils will be able to:** • 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.
Measure – Length & Height	
Compare lengths Compare heights Compare lengths and heights Measuring lengths (non-standard units) Measure length (1) Introducing the ruler Measure length (2) Adding length problems Subtracting length problems	**Pupils will be able to:** compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] measure and begin to record the following: • lengths and heights
Measure – Weight & Volume	
Introduce weight and mass Measure mass Compare mass Weight and mass problems	**Pupils will be able to:** compare, describe and solve practical problems for:

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Introduce capacity and volume Measure capacity Compare capacity	• mass/weight [for example, heavy/light, heavier than, lighter than] • capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] measure and begin to record the following: • mass/weight • capacity and volume
Measure – Time	
Before and after Dates Time to the hour Time to the half hour Writing time Comparing time	**Pupils will be able to:** compare, describe and solve practical problems for: • time [for example, quicker, slower, earlier, later] measure and begin to record the following: • time (hours, minutes, seconds) • sequence events in chronological order using language [for example, 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.
Measure – Money	
Recognising coins Recognising notes Counting coins	**Pupils will be able to:** • recognise and know the value of different denominations of coins

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	and notes
Geometry - Shape	
Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 3-D and 2-D shapes	Pupils should be able to: • recognise and name common 2-D and 3-D shapes, including • 2-D shapes [for example, rectangles (including squares), circles and triangles] ▪ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
Geometry – Position & Direction	
Describe turns Describe position (1) Describe position (2)	**Pupils will be able to:** • describe position, direction and movement, including whole, half, quarter and three- quarter turns.