



## Grindon Infant School Year 1 Mathematics Medium Term Planning 2024-2025 - AUTUMN 2

### Number – Calculation Addition & Subtraction

Pupils will be able to:

- 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)
- 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 1-digit and 2-digit numbers to 20, including zero

### Geometry (Shape)

Pupils will 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]

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<ul style="list-style-type: none"> <li>• Systematic number bonds</li> <li>• Number bonds to 10</li> <li>• Addition - add together</li> <li>• Addition - add more</li> </ul>	<ul style="list-style-type: none"> <li>• Addition problems</li> <li>• Find a part</li> <li>• Subtraction - find a part</li> </ul>	<ul style="list-style-type: none"> <li>• Fact families - the eight facts</li> <li>• Subtraction take away - cross out</li> </ul>	<ul style="list-style-type: none"> <li>• Subtraction - how many left?</li> <li>• Subtraction on a number line</li> <li>• Add or subtract 1 or 2.</li> </ul> <p>Post learning challenge - Addition and subtraction to 10.</p>	<p>Pre learning challenge - geometry (shape)</p> <ul style="list-style-type: none"> <li>• Recognise and name 3D shapes</li> <li>• Sort 3D shapes</li> <li>• Recognise and name 2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Sort 2D shapes</li> <li>• Patterns with 2D and 3D shapes</li> </ul> <p>Post learning challenge - geometry (shape)</p>	Consolidation
Outdoor activity	Discreet Problem solving A magical Muddle (Tabitha's magical spells)(Twinkl)	Discreet Problem solving`	Discreet Problem solving- NRich 2dice game.	Discreet Problem solving	Discreet Problem solving	Board games
<b>Mastering Numbers Week 1:</b> <ul style="list-style-type: none"> <li>• subitise within 5</li> <li>• de-compose sets of objects in different ways.</li> <li>• compose numbers using two parts and</li> </ul>	<b>Mastering Numbers Week 2:</b> <ul style="list-style-type: none"> <li>• see 6, 7, 8 and 9 as composed of '5 and a bit'.</li> <li>• see 6, 7, 8 and 9 as composed of '5 and a bit' using fingers and a double dice</li> </ul>	<b>Mastering Numbers Week 3:</b> <ul style="list-style-type: none"> <li>• re-cap the composition of 6 and 7 as '5 and a bit'</li> <li>• identify 10 as 2 fives using a linear</li> </ul>	<b>Mastering Numbers Week 4:</b> <ul style="list-style-type: none"> <li>• understand that the number of objects in a set can sometimes be compared by</li> </ul>	<b>Mastering Numbers Week 5:</b> <ul style="list-style-type: none"> <li>• count forwards from 0 to 10 and backwards from 10 to 0</li> <li>• identify that each counting number is '1 more' than</li> </ul>	<b>Mastering Numbers Week 6:</b> <ul style="list-style-type: none"> <li>• identify the meaning of 'equal sets', in terms of there being the same number in each set</li> <li>• identify whether 2</li> </ul>	Consolidation

<p>talk about the parts they used.</p> <ul style="list-style-type: none"> <li>systematically explore ways in which 5 can be composed of two parts.</li> <li>practise recalling ways in which 5 can be composed</li> <li>show some ways in which 5 can be composed.</li> </ul>	<p>frame.</p> <ul style="list-style-type: none"> <li>see 6, 7, 8 and 9 as composed of '5 and a bit' using fingers and a double dice frame.</li> <li>recap that 6 and 7 can be composed of '5 and a bit'</li> <li>use the '5 and a bit' structure to identify representations in which 7 is shown.</li> </ul>	<p>representation.</p> <ul style="list-style-type: none"> <li>re-cap that 10 can be seen as 2 fives in a linear arrangement</li> <li>make 6, 7, 8 and 9 on a rekenrek when 5 is a part.</li> <li>say what 5 needs to make 6, 7, 8 or 9</li> <li>make 6, 7, 8 and 9 on the rekenrek</li> <li>conceptually subitise 6, 7, 8 and 9 when 5 is a part</li> <li>make the numbers 6 to 9 across 2 rows of the rekenrek.</li> </ul>	<p>subitising</p> <ul style="list-style-type: none"> <li>use the words 'more than', 'fewer than' and 'equal to' to compare sets.</li> <li>understand that the number of objects in a set can be compared in different ways (by subitising or by matching)</li> <li>compare objects by matching</li> <li>use the words 'more than', 'fewer than' and 'equal to' to compare sets.</li> <li>use the rekenrek to compare numbers</li> <li>use the language of 'greater than', 'less than' and 'equal to' to compare numbers.</li> <li>re-cap the language 'equal to'</li> <li>compare numbers by reasoning and direct comparison.</li> </ul>	<p>the previous number</p> <ul style="list-style-type: none"> <li>make a 'staircase' pattern to show the order of the counting numbers to 5.</li> <li>count forwards from 0 to 10 and backwards from 10 to 0</li> <li>identify that '1 more than' a given quantity can be found through reference to the order of the counting numbers.</li> <li>count forwards from 0 to 10 and backwards from 10 to 0</li> <li>identify that '1 less than' a given quantity can be found through reference to the order of the counting numbers.</li> <li>identify the number that is '1 more than' and '1 less than' another number</li> <li>see that the order of the numbers within 10 is 'stable' and can be seen in many places.</li> </ul>	<p>sets show an equal number.</p> <ul style="list-style-type: none"> <li>recap the meaning of 'equal'</li> <li>show equal numbers on their fingers and describe the arrangements as doubles.</li> <li>identify doubles and show doubles on their fingers</li> <li>identify which numbers within 10 are formed by doubles.</li> <li>show doubles patterns using their fingers</li> <li>use spatial language to describe how doubles can be shown in a 10-frame.</li> </ul>	
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