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

Southwark Council

Suggested oral mental starters (ongoing, throughout the term):

- Count forwards and backward to at least 50 in ones, beginning with 0 or 1, or from any given number
- Count forwards and backwards in twos and tens to the 10th multiple
- Count forwards and backwards in fives to the 10th multiple
- Given a number identify the number that is 1 more or less within 50 (and beyond) and say the number that comes between two numbers within 50
- Recognise numbers to 20 written **in words**
- Recall number bonds and related addition and subtraction facts to ten and within 10
- Recall number bonds and related addition and subtraction facts to 20
- Double numbers and quantities to 6 + 6; find the corresponding halves
- Consolidate using ordinal numbers in different practical contexts (first, second, third... tenth)
- Recognise and use language relating to dates, including days of the week and months of the year (use daily routines to support)
- Tell the time to the hour (and then half past the hour) using an analogue clock face; relate times to events during the day
- Recognise, name and describe common 2D and 3D shapes

Area of Study	No of days	Statutory Requirements and non-statutory guidance	Suggested Key Vocabulary
Number Number and place value **Week 1**	5	Count to at least 50, forwards and backwards, in ones, beginning with 0 or 1, **or from any given number** (consider as mental/oral starters) Read and write numbers to at least 50 **in numerals** Write numbers to 20 **in words** and match to the numerals Given a number, identify the number that is 1 more or less within 50 (and beyond) Say the number that comes between two numbers within 50 (and beyond) Use the language of fewer than/more than, most, least and equal to when comparing numbers or quantities Use ordinal numbers up to tenth (10th) in different contexts Recognise place value in teen numbers using practical apparatus (e.g. straws, cubes, ten sticks and ones/units, Dienes blocks, Unifix, Numicon) Solve missing number problems using knowledge of place value e.g. $10 + 5 = \square$; $14 = 10 + \square$; $16 - 6 = \square$; $14 - \square = 10$; $\square + 9 = 19$	Number, numeral Count Zero, one, two… One more, one less More than, less than, fewer, fewer than, more, most, least, equal to Between, before, after First, second…..tenth Ten, ones/units, teen number

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Number Addition **Week 2**	5	Read, write and interpret mathematical statements involving addition (+) and equals (=) sign and use the vocabulary related to addition Consolidate adding two one-digit numbers, including adding zero, crossing the tens boundary e.g. counting on using a marked number track; extend to adding to and **within 20**; record using number sentences **(See Calculation Policy)** Solve **simple** one-step word problems involving addition of numbers (and money) **within 20**, using concrete objects, number tracks and pictorial representations to support Solve problems involving addition e.g. **'Pick a Pair'**	Addition,+, add, plus, more, put together, Altogether, total One more, two more etc Count on =, equals, is the same as Problem, answer
Number Subtraction **Week 3**	5	Read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs and use the vocabulary related to subtraction Consolidate subtracting a one digit number, including subtracting zero, from a one-digit number or from a teen number e.g. counting back using a marked number track; extend to subtracting **within 20**; record using number sentences **(see Calculation Policy)** Solve **simple** one-step word problems involving subtraction of numbers (and money) within 20, using concrete objects, number tracks and pictorial representations to support Solve problems involving subtraction e.g. **'Tony Take Away'**	Subtract, - , take away, minus, count back, difference, the One less, two less etc How many are left? =, equals, is the same as Problem, answer
Geometry Properties of shape (3D) & Position and direction **Week 4**	3 2	Recognise and name **common 3-D shapes** and begin to describe their properties e.g. begin to use the term 'face' (Year 2 objective); recognise 3-D shapes in different sizes Relate 3-D shapes to everyday objects Sort 3–D shapes according to their properties using sorting circles e.g. cuboids/ cylinders; shapes with square faces/ shapes without square faces; shapes with curved faces/shapes with no curved faces Describe position, direction and movement of objects and people, including left/ right, forwards/backwards (consider practical activities in P.E and/or computing) **Begin** to make whole and half turns in practical contexts	3-D shape, solid shape, cuboid, cube, pyramid, sphere, cone, cylinder Bigger/larger, smaller Sort, same, different Face, flat, curved Left, right, forwards, backwards Whole turn, half turn

Number Number and place value **&** Addition and subtraction (facts) **Week 5**	2 3	**Consolidate** place value of teen numbers and **begin** to recognise place value in numbers beyond 20; identify and represent numbers using practical apparatus e.g. straws, cubes, ten sticks and units, Dienes blocks, Unifix, Numicon Represent, memorise and use number bonds and related addition/subtraction facts to 10 **and** within 10 e.g. 4 + 6 =10; 10 – 6 = 4; 4 + 3 = 7; 7 – 3 = 4 ; use practical resources to support **Extend** with number bonds and related addition/subtraction facts to 20; use practical resources to support Solve **missing number problems** for addition and subtraction facts to ten, within ten and extend to facts to 20 Solve problems involving number pairs to 10 and number pairs to 20	Tens, ones /units Number, digit +, add, plus, more, put together, altogether, total, count on - , take away, subtract, minus, count back, how many are left? =, equals, is the same as Number sentence Number pairs that total… Missing numbers
Measurement Money **Week 6**	5	Recognise and know the value of all different coins to 50p Solve **simple** problems in the context of money up to 20p e.g. Which coins could you use to pay for this apple that costs 7p? How much money is in my purse? If one toy costs 6p, how much would two toys cost? How much change from 20p if I buy the apple? How much altogether for an apple and a banana? (Link to addition, subtraction and doubling problems and to role play e.g. class shop)	Money, coins Penny, pence (p), pound Cost, change from, spend Altogether
Measurement Weight and capacity **Week 7**	5	Compare the **weight** of two, then three or more objects, using direct comparison (e.g. using two pan balance) and comparative language (see vocabulary) Estimate, measure and begin to record the weight of everyday objects choosing and using suitable **uniform non-standard units** e.g. cubes Investigate problems involving measures e.g. Which is heavier- the apple or the banana? How will you find out? Compare the **capacity** of two, then three or more containers, using direct comparison and comparative language 9see vocabulary) Estimate capacity and begin to record the capacity of containers, choosing and using suitable **uniform non-standard units** e.g. cups Investigate problems involving measures e.g. How many cups can I fill using this teapot?	Weight/mass Compare, measure, estimate Heavy, light, heavier than, lighter than, heaviest, lightest, balances Capacity/volume Full/empty, half-full More than, less than Measuring jug

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Number Multiplication & Division **Week 8**	5	Count in twos and tens forwards and backwards (to the 10th multiple)- consider as mental/oral starters Recognise simple number patterns using multiples of two and multiples of ten e.g. What are the missing numbers? 2, 4, 6,☐, 10, ☐ Begin to count in fives forwards and backwards Begin to recognise **odd and even numbers** (to 20) and relate to counting in twos (taken from Y2 programmes of study) Use **arrays** to support early multiplication and division **(See Calculation Policy)** Solve **simple** one-step problems involving multiplication and division **in practical contexts**, using the vocabulary related to multiplication and division		Groups of Altogether Number patterns Odd, even Pairs Share equally Array
Number Fractions **Week 9**	5	Double numbers/sets of objects to at least 6 + 6 **using practical resources to support** Find half of a number/sets of objects to at least 12 **using practical resources to support** Relate doubling to halving; solve simple problems involving halving and doubling Consolidate recognising, finding and naming a **half** as one of two equal parts of an object or shape Recognise, find and name a **quarter** as one of four equal parts of an object or shape		Double Half (**not** the notation 1/2 until Y2), half of… Equal parts Whole Quarter (**not** the notation until Y2)
Measurement Time **Week 10**	5	Sequence events in chronological order using the language of time including morning/ afternoon/evening Know and order the days of the week; use the vocabulary today/yesterday/tomorrow; know that there seven days in a week Know and order the months of the year- consider making a birthday chart/pictogram; know that there twelve months in a year Know the seasons of the year- **link to science curriculum** Tell the time to the hour and **half past** the hour using an analogue clock face Relate times to events during the day e.g. create own time lines Investigate practical problems involving time e.g. How many times can you write your name in one minute? How many beads can you thread in one minute?		Day, month Monday, Tuesday… January, February… Seasons, Spring…. Next, first, earlier, later, before, after, today, yesterday, tomorrow, morning, afternoon, evening Clock, watch, long hand, short hand, hour, minute, o'clock half past, seconds

Produced for Southwark Primary Schools by a working party led by Diane Andrews, maths consultant

Additional weeks

To be used for:
- assessment, consolidation and responding to AfL
- additional using and applying activities