

John Randall Primary School maths medium term planning Y1

| Autumn | Spring | Summer |
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| All areas of the maths curriculum will be developed using deepening learning questions based upon solo taxonomy questioning cards. | | |
| <p align="center">Counting</p> <p>To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. 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), most, least.</p> | <p align="center">Counting, reading and writing number patterns</p> <p>To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <ul style="list-style-type: none"> ● To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. ● When given a number, identify one more and one less. ● To read and write numbers from 1 to 20 in numerals and words. | <p align="center">Addition and subtraction to 20</p> <p>To represent and use number bonds and related subtraction facts within 20.</p> <ul style="list-style-type: none"> ● To add and subtract one-digit and two-digit numbers to 20, including zero. ● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. |
| <p align="center">Addition and subtraction To understand the operations of + and -</p> <p>To read and write numbers from 1 to 20 in numerals and words. When given a number, identify one more and one less. To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. To add and subtract one-digit and two-digit numbers to 20, including zero.</p> | <p align="center">Doubles and near doubles</p> <p>To represent and use number bonds and related subtraction facts within 20.</p> <ul style="list-style-type: none"> ● To add and subtract one-digit and two-digit numbers to 20, including zero. ● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. | <p align="center">Fractions: discrete and continuous wholes</p> <p>To recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <ul style="list-style-type: none"> ● To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. |
| <p align="center">Addition and subtraction Knowledge of operations</p> <p>To add and subtract one-digit and two-digit numbers to 20, including zero. To solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> | <p align="center">Multiplication & Division Grouping and sharing</p> <p>To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> | <p align="center">Multiplication & Division Arrays</p> <p>To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> |

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| <p>Addition totals to 20</p> | <p>To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. To represent and use number bonds and related subtraction facts within 20. To add and subtract one-digit and two-digit numbers to 20 (9 + 9, 18 – 9), including zero.</p> | <p>Fractions</p> | <p>To recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> | <p>Measurement</p> | <p>To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. ● To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. ● To measure and begin to record the following: ● lengths and heights ● mass/weight ● capacity and volume ● time (hours, minutes, seconds).</p> |
| <p>Geometry - Properties of shape</p> | <p>To recognise and name common 2D and 3D shapes, including: 2D shapes (rectangles (including squares), circles and triangles) 3D shapes (cuboids (including cubes), pyramids and spheres).</p> | <p>Measurement</p> | <p>To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. ● To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. ● To measure and begin to record the following: ● lengths and heights ● mass/weight ● capacity and volume ● time (hours, minutes, seconds).</p> | <p>Geometry: position and direction</p> | <p>● To describe position, directions and movements, including half, quarter and three- quarter turns.</p> |
| <p>Addition and subtraction to 20</p> | <p>To represent and use number bonds and related subtraction facts within 20. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</p> | <p>Addition and subtraction to 20</p> | <p>To add and subtract one-digit and two-digit numbers to 20, including zero. ● To solve one-step problems that involve addition and subtraction, using objects and pictorial representations, and missing number problems.</p> | <p>Counting, ordering and comparison, visualising quantities</p> | <p>To count, read and write numbers to 100 in numerals, count in different multiples including ones, twos, fives and tens. ● When given a number, identify one more and one less. <i>Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.</i></p> |

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| Counting, ordering and number sense | <p>To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens.</p> <p>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), most, least.</p> <p>To read and write numbers from 1 to 20 in numerals and words.</p> | Counting, ordering and number sense | <p>To count, read and write numbers to 100 in numerals, count in different multiples including ones, twos, fives and tens.</p> <ul style="list-style-type: none"> • When given a number, identify one more and one less. • 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), most, least | Addition and subtraction: trios and equality | <p>To add and subtract one-digit and two-digit numbers to 20, including zero.</p> <ul style="list-style-type: none"> • To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. |
| Place value and comparing quantities and numbers | <p>When given a number, identify one more and one less.</p> <p>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), most, least.</p> <p>To read and write numbers from 1 to 20 in numerals and words.</p> | Geometry | <p>To recognise and name common 2D and 3D shapes, including:</p> <ul style="list-style-type: none"> • 2D shapes (rectangles (including squares), circles and triangles) • 3D shapes (cuboids (including cubes), pyramids and spheres). • To describe position, directions and movements, including half, quarter and three- quarter turns. | Geometry: properties of shapes | <p>To recognise and name common 2D and 3D shapes, including:</p> <ul style="list-style-type: none"> • 2D shapes (rectangles (including squares), circles and triangles) • 3D shapes (cuboids (including cubes), pyramids and spheres). |
| Developing mental strategies for addition | To read, write and interpret mathematical statements involving addition (+), | Developing mental strategies for addition | To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. | Calculation: all four operations | To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. |

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| | <p>subtraction (–) and equals (=) signs.</p> <p>To represent and use number bonds and related subtraction facts within 20.</p> <p>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> | | <p>To represent and use number bonds and related subtraction facts within 20.</p> <p>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> | | <p>To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> |
| <p>Subtraction as take away & difference (counting on and back)</p> | <p>To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.</p> <p>To represent and use number bonds and related subtraction facts within 20.</p> <p>To add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> | <p>Subtraction as take away & difference (counting on and back)</p> | <p>To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.</p> <p>To represent and use number bonds and related subtraction facts within 20.</p> <p>To add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> | <p>Measurement time and using standard units :</p> | <p>To compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> ● lengths and heights (long/short, longer/shorter, tall/short, double/half) ● mass or weight (heavy/light, heavier than, lighter than) ● capacity/volume (full/empty, more than, less than, quarter) ● time (quicker, slower, earlier, later). ● To measure and begin to record the following: <ul style="list-style-type: none"> ● lengths and heights ● mass/weight ● capacity and volume ● time (hours, minutes, seconds). ● To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. |
| <p>Measurement</p> | <p>To compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> ● lengths and heights (long/short, longer/shorter, tall/short, double/half) ● mass or weight (heavy/light, heavier than, lighter than) ● capacity/volume (full/empty, more than, less than, quarter) | <p>Measurement</p> | <p>To compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> ● lengths and heights (long/short, longer/shorter, tall/short, double/half) ● mass or weight (heavy/light, heavier than, lighter than) ● capacity/volume (full/empty, more than, less than, quarter) | | |

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| | <ul style="list-style-type: none"> ● time (quicker, slower, earlier, later). ● To recognise and know the value of different denominations of coins and notes. | | <ul style="list-style-type: none"> ● time (quicker, slower, earlier, later). ● To measure and begin to record the following: <ul style="list-style-type: none"> ● lengths and heights ● mass/weight ● capacity and volume ● time (hours, minutes, seconds). ● To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. | | |
| Addition and subtraction using money | <p>To read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.</p> <p>To represent and use number bonds and related subtraction facts within 20.</p> <p>To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> | Multiplication & Division | <p>To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> | | |