

- 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><b>Number</b></p> <p>Number</p> <p><b>Week 1</b></p>	<p>5</p>	<p>Count to at least 20, forwards <b>and</b> backwards from 0 or 1 or any given number</p> <p>Read and write numbers <b>in numerals</b> to 20 ~ 1, 2, 3 ...</p> <p>Begin to write numbers <b>in words</b> 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><b>Number</b></p> <p>Addition</p> <p><b>Week 2</b></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 (<b>See Calculation Policy</b>)</p> <p>Solve <b>simple</b> 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. <math>4 + 3 = \square</math> ; <math>6 + \square = 10</math>, 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><b>Number</b></p> <p>Subtraction</p> <p><b>Week 3</b></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 (<b>See Calculation Policy</b>)</p> <p>Solve <b>simple</b> 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. <math>10 - 6 = \square</math> ; <math>8 - \square = 7</math></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><b>Geometry</b></p> <p>Properties of shape (2D)</p> <p>&amp;</p> <p>Position and direction</p> <p><b>Week 4</b></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 <b>simple</b> repeating patterns with known 2-D shapes; use known 2D shapes to create <b>simple</b> 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 <b>in practical activities</b></p> <p>Use terms first, second, third... to describe position <b>in practical activities</b></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><b>Number</b></p> <p>Number and place value</p> <p><b>Week 5</b></p>	<p>5</p>	<p>Begin to identify, read and write numbers beyond 20 <b>in numerals</b> Write numbers to at least 10 <b>in words</b> 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><b>Begin</b> to recognise place value in teen numbers using practical resources Identify and represent teen numbers using <b>practical apparatus</b> 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. <math>12 = 10 + \square</math></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>

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<p><b>Number</b></p> <p>Addition and subtraction</p> <p><b>Week 6</b></p>	<p>5</p>	<p>Count to at least 20, forwards <b>and</b> backwards, starting at one <b>or from any number</b></p> <p>Represent, use and memorise number bonds and related addition and subtraction facts to 10 e.g. <math>6 + 4 = 10</math>, <math>4 + 6 = 10</math>, <math>10 - 4 = 6</math>, <math>10 - 6 = 4</math></p> <p>Begin to add by <b>counting on</b> e.g. using a marked number track (to 10 and beyond 10)</p> <p>Begin to subtract by <b>counting back</b> e.g. using a marked number track (from 10 and beyond 10) <b>(See Calculation Policy)</b></p> <p>Solve <b>simple</b> 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. <b>'Four-pin bowling'</b></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><b>Measurement</b></p> <p>Length and Height</p> <p><b>Week 7</b></p>	<p>5</p>	<p>Compare <b>length and height</b> 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 <b>uniform non-standard units</b> 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><b>Number</b></p> <p>Multiplication</p> <p><b>Week 8</b></p>	<p>5</p>	<p>Count forwards <b>and</b> 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 <b>not</b> the multiplication sign) e.g. pairs of socks</p> <p>Solve <b>practical one-step problems</b> that involve combining groups of two or more, using concrete objects and pictorial representations <b>(See Calculation Policy)</b></p> <p>Double numbers/sets of objects to <math>6 + 6</math> <b>using practical resources</b> such as counters, dice, double dominoes</p>	<p>Groups of</p> <p>Altogether</p> <p>Pairs, double</p>

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<p><b>Number</b></p> <p>Division &amp; Fractions</p> <p><b>Week 9</b></p>	<p>5</p>	<p>Share quantities equally between two groups and use the vocabulary associated with division (but <b>not</b> the division sign)</p> <p>Solve <b>practical one-step problems</b> involving equal sharing, using objects and pictorial representations (<b>See Calculation Policy</b>)</p> <p>Recognise, find and name a <b>half</b> as one of two equal parts of an object or shape</p> <p>Find half of a number/set of objects (within 12) <b>using practical resources</b>; relate halves to equal sharing e.g. half of 8 = 4</p>	<p>Share equally Groups of</p> <p>Half (<b>not</b> notation 1/2 until Y2), halves, half of</p> <p>Equal parts</p>
<p><b>Measurement</b></p> <p>Time</p> <p><b>Week 10</b></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 (<b>also use daily routines to support this</b>)</p> <p>Order a simple sequence of events using language such as before, after, next, first, last</p> <p>Tell the time <b>to the hour</b> 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><b>Number</b></p> <p>Addition and subtraction</p> <p><b>&amp;</b></p> <p><b>Measurement</b></p> <p>Money</p> <p><b>Week 11</b></p>	<p>3</p> <p>2</p>	<p>Use the vocabulary related to addition Add one-digit numbers, crossing the tens boundary, <b>by counting on</b> e.g. <math>7 + 5 = 12</math> (<b>See Calculation Policy</b>)</p> <p>Use the vocabulary related to subtraction Subtract a one digit number from a teens number <b>by counting back</b> e.g. <math>13 - 5 = 8</math> (<b>See Calculation Policy</b>)</p> <p>Solve <b>simple</b> 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 <b>simple</b> problems in the context of money to 10p (<b>extend</b> 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>

