

Medium Term Plan Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number and Plac *count to and act beginning with 0 of *count, read and count in multiples *given a number *identify and repr pictorial represent and use the langu than (fewer), mos	ross 10, forw or 1, or from a write numbe of 2s, 5s and , identify 1 m resent numbe tations incluc uage of: equa	ards and ba any given n rs to 10 in r d 10s ore and 1 le ers using ob ling the nun	umber numerals; ess ojects and nber line,	 read, write statements and equals represent subtraction add and numbers to solve one and subtra pictorial re 	s involving ad s (=) signs t and use nur facts within subtract one- o 20, including e-step problem action, using c	et mathematic dition (+), subt nber bonds an 10 digit and two-c g 0 ms that involve concrete object s, and missing	traction (-) nd related digit e addition ts and	Shape *recognise and name common 2- D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] *recognise and name common 3- D shapes [for example, cuboids (including cubes), pyramids and spheres]	and words	d across 20 I backwards, th 0 or 1, or en number I and write 20 in numerals mber, identify I less d represent ng objects ons including ine, and use e of: equal to, ess than	Consolidation

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	Addition and subtraction – within 20	Number and Place Value – within 50	Measurement	Measurement	
Spring	♣read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	 ♣count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number 	Compare, describe and solve practical problems for lengths	♣Compare, describe and solve practical problems for mass/weight [for example,	
	represent and use number bonds and related subtraction facts within 20	♣count, read and write numbers to 50 in numerals and words;	U	heavy/light, heavier than, lighter than]	
	add and subtract one-digit and two-digit numbers to 20, including 0	 count in multiples of 2s, 5s given a number, identify 1 more and 1 less identify and represent numbers using objects and pictorial representations including the number 		♣capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	
	*solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$				
				measure and begin to record the following:	ч
		line, and use the language of: equal		mass/weight	latio
		to, more than, less than (fewer), most,		capacity and volume	solic
		least			Consolidation



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Summer

Multiplication and division • Count in multiples of 2,5 and 10 • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	Fractions recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]	Position and direction direction and movement , including whole, half, quarter and three- quarter turns	Number and place value -within 100 •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 2s, 5s and 10s •given a number, identify 1 more and 1 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	Money Arecognise and know the value of different denominatio ns of coins and notes	Time Measure and begin to record time [for example, quicker, slower, earlier, later] 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	Consolidation
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