



Maths Medium Term

Year:1

Term: Summer

Teacher: Mrs Fisher & Miss Coveney

<u>Week</u>	<u>Topic</u>	<u>Objectives</u>
	Mental Oral starters	<ul style="list-style-type: none">› Recite numbers to 100 forwards and backwards from any number› Read and write numbers to 100 in numerals› Read and write numbers to 20 in words› Order numbers to 100› Compare numbers within 100› Count on and back in 1s from any one or two-digit number including across 100› Count in multiples of 2, 5 and 10› Begin to recall multiplication facts for the 2, 5 and 10 times tables› Find 1 more/ 1 less or 10 more / 10 less of any number to 1- 100› Find numbers between 2 given numbers› Recall addition and subtraction facts for each number up to 20.› Recall doubles of numbers to $10 + 10$› Find doubles $+1$› Recall halves of even numbers to 20.› Add a single digit number to any number up to 20.› Take away a single digit number from any number up to 20.› Recite days of the week and months of the year› Tell the time on an analogue clock to the hour and half past the hour.



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		› Revise the names and properties of 2D and 3D shapes
Week 1	Number and place value	<ul style="list-style-type: none"> • Continue to count up to 100 objects accurately • Place two digit numbers onto washing line marked with multiples of 5 and 10 to and across 100 • Identify missing numbers to and across 100 on washing line/number line • Partition two –digit numbers into tens and ones and begin to recognise place value (tens and ones). • Reinforce reading, writing and ordering “teen” numbers • 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. • Solve practical problems involving all of the above (place value)
Week 2	Addition within 20 to solve problems	<ul style="list-style-type: none"> • Model reading, writing and interpreting addition sentences • Add 2 or more one digit numbers to 20 • Add by counting on from the larger number • Solve missing number problems using number bonds within 20. Such as $8 = \square + 2$



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Week 3	Addition within 20 to solve problems	<ul style="list-style-type: none"> • Add one-digit and two-digit numbers to 20, including zero using concrete objects and pictorial representations • Use inverse to check the answers to calculations • Solve simple one-step problems that involve addition using concrete objects and pictorial representations
Week4	Measures -Money to solve problems	<ul style="list-style-type: none"> • Recognise all coinage • Pay for items using a mixture of coinage • Add combinations of known silver coins to make 100 p /£1 • Model giving change from 50p • Solve problems involving money
Week 5	Measures- capacity and time to solve problems	<p style="color: red; margin: 0;">CAPACITY</p> <ul style="list-style-type: none"> • Estimate and measure capacity using non-standard but uniform unit using number within the children experience • Compare and order capacity). • Compare, describe and solve practical problems with capacity/volume (full/empty, more than, less than, quarter)
Week 6	Measures- capacity and time to solve problems	<p style="color: red; margin: 0;">TIME</p> <ul style="list-style-type: none"> • Tell the time to the hour and half past the hour • Draw hands on a given clock face to show known times • Compare, describe and solve practical problems for time (quicker, slower, earlier,



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		<p>later).</p> <ul style="list-style-type: none"> • Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • Use language relating to dates, including days of the week, weeks, months and years • Solve problems involving time.
Week 7	Subtraction within 20 to solve problems	<ul style="list-style-type: none"> • Model reading, writing and interpreting subtraction sentences (take away and difference) • Solve missing number problems using number bonds and related subtraction facts such as $13 = \square - 2$ • Subtract one-digit and two-digit numbers to 20, including zero using “take away” to find out how many are left (using concrete objects and pictorial representations). • Subtract one-digit and two-digit numbers to 20 using ‘difference’ as finding how many more to make (using concrete objects and pictorial representations). • Use inverse to check the answers to calculations • Solve simple one-step problems that involve subtraction, using concrete objects and pictorial representations.
Week 8	Number and place value to solve problems	<ul style="list-style-type: none"> • Count in 2s, 5s and 10s • Link counting in twos to doubling • Link dividing by two to halving • Make arrays or patterns to show “groups of” such as 2 lots of 3 and count in groups (multiples) not ones



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		<ul style="list-style-type: none"> • Group and share small quantities • Use inverse to check the answers to calculations • 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.
Week 9	Addition and subtractions bonds to 10 and to 20 to solve problems	<ul style="list-style-type: none"> • Explore inverse practically • Link addition and subtraction bonds for 10 to those for 20 • Re visit the four related addition and subtraction facts for every number 2–20 • Solve problems practically using addition and subtraction bonds and facts up to 10 and then 20 • Use inverse to check the answers to calculations • Solve problems involving multiplication and division including finding missing numbers
Week 10	Fractions to solve problems	<ul style="list-style-type: none"> • Recognise, find and name a half as one of two equal parts of an object, number, shape or quantity • Recognise, find and name a quarter as one of four equal parts of an object, number, shape or quantity • Understand that a fraction can describe part of a whole. • Understand that a unit fraction $\frac{1}{2}$ or $\frac{1}{4}$ represents one equal part of a whole. • Solve practical problems involving halves and quarters using concrete objects and pictorial representations.



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Week 11	Shape, Position and direction to solve problems	<p>Properties of Shape and position and direction to solve problems</p> <ul style="list-style-type: none">• Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles.• Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.• Solve practical problems involving shapes using concrete objects and/or pictorial representations• Describe position, directions and movements, including half, quarter and three-quarter turns.• Solve practical problems involving position or direction, by following or giving instructions
Week 12	Assess and review	Assess the learning so far and use gap analysis to revisit the areas of weakness over next week.
Week 13	Review and recap.	