

Maths Medium Term Plan: Year 1

Autumn – first half (Term 1a)

Wk	Topics	Objectives	Resources
1	number – count, read, write, group, smaller larger, order	<ul style="list-style-type: none"> I will count, read & write numbers to 20. I can match up to 20 objects to correct numeral. Know the number names & recite them to at least 20, from & back to zero. Read & write numerals to at least 10. I can count up to 20 objects. I know understand that if I mess up a group of objects they will still stay the same. I will know the words for numbers 1 to 10. I can say if a number is smaller or larger. Understand and use the language of comparing numbers I can read, write & order numbers to 10. Understand and use the language of ordering numbers. Compare two familiar numbers & say which is more or less and give a number that lies between them. 	large number grid (1-100), spider, number cards (1-20), number lines (1-20 & 1-10), number tracks (1-20), blank number tracks (1-10 & 1-12), interlocking cubes, counters, counting objects, feely bag, number name cards (one to ten), large and small dice, drum, feely bag, whiteboards.
2	Number - addition	<ul style="list-style-type: none"> Understand the operation of addition. Begin to recognise that addition can be done in any order. Begin to use the + & = signs. I will add by starting with the largest number. I will recognise that addition can be done in any order. Use knowledge that addition can be done in any order to do mental calculations more efficiently. I will start with the largest number and count on in ones. I will start with the largest number and count on. I will know that three numbers can be added together. Begin to recognise that more than two numbers can be added together. 	large number grid (1-100), spider, large & small number lines (1-10 & 1-20), 12 books or other objects (cubes, bricks, shoes), teddy, empty tin, number cards (1-20), dice (small & large spotty dice), interlocking cubes, feely bag, coloured counters, 1p coins, dominoes, whiteboards, priced items (1p-6p), blank 3x3 and 4x4 grids.

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3	<p>Measurement -long, short, tall, short, length, height, measure</p>	<ul style="list-style-type: none"> • Understand & use the vocabulary related to length and height. • I will know about long and short. I will compare the length of two objects directly. • I will know about tall and short. • I will compare the length & height of two objects directly. • I will know how to measure things using cubes. • I will know how to measure things, using cubes. • Suggest suitable uniform non-standard units & measuring equipment to estimate, then measure length and height. 	<p>strips of paper of different lengths, objects of varying length & height, card, large number line (1-20), large sheets of paper, two strips of card (60cm & 100 cm), non-standard units for measuring length (felt-tipped pens, straws, glue sticks, paintbrushes, towers of cubes, dominoes), rulers, books, plasticine, play dough, two different-sized balls, paper, string, Blu-tac®, shoes, 1p coins,</p>
Wk	Topics	Objectives	Resources
4	<p>Measurement -Money-name, add</p> <p>Number-subtraction</p>	<ul style="list-style-type: none"> • Recognise coins of different value. • Work out how to pay an exact sum using smaller coins. • I will know the names of different coins. • I will add up money by counting on. I will start with the largest coin. • Understand the operation of subtraction as taking away. • Begin to use the '-' & '=' signs. • I will know how to take-away. I will know how to explain how to take away. • I will know how to take-away. • I can use my fingers to help me take-away. • Choose & use appropriate number operations & mental strategies to solve problems. • Use mental strategies to solve simple problems set in real life. 	<p>large number grid (1-100), spider, large & small number lines (1-10 & 1-20), interlocking cubes, real, plastic & demonstration coins (1p to £1), beanies or other counting objects, box/feely bag, number cards (1-20), classroom objects, price labels (up to 10p), dice (small & 10-sided), empty tin, whiteboards, paper, wax crayons.</p>

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5	Number - count in 2's, even numbers, estimate	<ul style="list-style-type: none">• Recite, in order, number names to at least 20 and back.• Count up to 20 objects and understand that if the objects are rearranged the number stays the same.• Begin to know the number names beyond 20.• I will count on or back in twos to & from 20• I will count on or back in twos to & from 20. I will know about even numbers.• I will count on or back in twos to & from 20. I will know about even numbers.• I will estimate a no of objects & check by counting. I can count a group of objects in twos.• I will count at least 20 objects reliably. I will know that if objects (in a set) are moved the no stays the same.• Estimate a number of objects and check by counting.	large number line (1-20 & 1-30), real, play & large demonstration coins (1p, 2p), feely bag, sets of different objects cubes, raisins, pencils, etc), paper plates, soft teddies (at least 12), counters, plates, large number grid (1-50 or 1-100), sets of number cards (1-20), spider, 10 pairs of objects (socks/shoes), cubes, self-adhesive coloured spots, pegs.
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6	<p>Geometry- Shape- name sort 2d shapes</p> <p>Geometry- position and direction</p>	<ul style="list-style-type: none"> • I will learn and name 2d shapes. • I will name & sort 2-d shapes according to their properties. • I will follow instructions for moving. • I will use language of movement. • I will follow instructions for moving. I will use language of movement. • Use every day language to describe features of familiar 2-d shapes. • Use everyday language to describe position, direction & movement. • Investigate a general statement about familiar shapes by finding examples that satisfy it. 	<p>large number grid (1-100), spider, large number line (1-20), 2p coins, 2-d shapes in different sizes (rectangles, circles, squares, triangles, pentagon, hexagon), card for shape labels, feely bag, four house shapes drawn on paper, large straight number track (0-10), number cards (0-10), sorting hoops, straws, wool/string, cloth, toy telephone, glue, scissors, paper 2-d shapes (each type of shape in same colour), counters, cubes, dice, vertical number tracks (0-10 and 0-20), playing cards.</p>
Assess and review children's work			