

Maths Medium Term Plan: Year 1

Spring – first half (Term 2a)

Wk	Topics	Objectives	Resources
1	number-place value, estimation, multiplication	<ul style="list-style-type: none"> • I will guess how many objects there are and then check by counting. Estimate a number of objects and check by counting. • I will know about tens and ones. Count on and back in ones from any small number. Count on and back in 10s from zero. • Partition into tens and ones. • Partition beyond 20 into tens and ones. • Begin to order two digit numbers. • I will know that X means 'lots of'. I will "count in 2s" as a strategy when calculating a "lots of 2s". 	large 1-100 number grid, 10p and 1p coins, interlocking cubes, number cards 1-50, dice, counters, plastic spider, objects with labelled prices, post-its®, Blu-tack®, multiple of tens cards to 100, bags, books with up to 40 pages, whiteboards, pens. Maths Sphere computer programme, 2p coins, no card 0-20
2	Measurement - weight	<ul style="list-style-type: none"> • I will be able to say which object is lighter and heavier by using a balance. I will use the correct vocabulary when I am talking about weight. Compare the weights of 2 or 3 objects using a balance. • I will be able to say which object is lighter and heavier by using a balance. • I will use the correct vocabulary when I am talking about weight. Recognise and use the vocabulary associated with weight. • I will make a sensible guess. Then check by weighing. • I will make a sensible guess. Then check by weighing. Estimate and measure weight using non-standard units. • I will make a sensible guess. Then check by weighing. • I will use the correct vocabulary when I am talking about weight. • Compare the weights of several objects by weighing. 	number cards 0-9, 10 beads on a string, bucket balances and objects for balancing (tin of soup, roll of kitchen paper, a heavy book, packet of biscuits, a small loaf, a small bag of flour, ball, tin, mug, shoe, wooden bricks, cubes, bean bags, etc.), dough/plasticine, paintbrushes, interlocking cubes, chart for recording shoe weight, glue, rulers, scissors, paint pots, sticky shapes, whiteboards, three objects of a different weight, other classroom objects to weigh.

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3	Number – doubles, near doubles, addition pairs, fractions	<ul style="list-style-type: none"> • I will know doubles of numbers up to 5. I will begin to know the doubles up to 10. • I will add pairs of near doubles using known doubles. • I will recognise $\frac{1}{2}$s and $\frac{1}{4}$'s of shapes. • I will recognise $\frac{1}{2}$ of an amount of objects • I will find $\frac{1}{4}$ of an amount of objects. • Recognise and find one half and one quarter of shapes and begin to recognise one half and one quarter of a small numbers of objects 	Interlocking cubes, large 1-100 number grid, spider, number cards 1-20, teddy or soft toy, dice, large 1-20 number line, 1p coins, sets of number cards 0-6 & 0-7, large paper circles divided into 5, 6 and 7, dominoes, whiteboards, pens, Blu-tack®. Shapes, Coloured paper, shapes sheet, cissors, glue, books Large no grid, cubes, no cards 1-20, sorting circles, Post-its®, 1p coins. Multiple of 4 cards
4	Number - addition pairs, adding 3 numbers	<ul style="list-style-type: none"> • Recognise addition pairs for 8, 9 and 10. • I will know the addition pairs for 10. • I will know addition pairs to 10. (using money) • I will know addition pairs for 10. • I will use addition pairs to make number sentences. I will add 3 no's by making 10, putting the largest no first or counting on. • I will use addition pairs to make number sentences. I will add 3 no's by making 10, putting the largest no first or counting on 10. • Understand that the addition of three numbers can be carried out in any order. • Add three numbers by making 10, putting the largest number first, or counting on. • Begin to use the strategy of looking for addition pairs for 10. • Use addition pairs to solve problems. • Choose & use the appropriate number operation and mental strategy to solve a problem. 	one large set & several small sets of number cards 0-10, dice (spotty & numbered 1-6 & 0-9), coins (10ps & 1ps), counters, interlocking cubes, cloth, dominoes, feely bag, large 1-20 number line, string & nine threadable objects (keys, beads etc), petal cards, large 1-100 number grid, spider, post-its®, whiteboards, pens.

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5	Geometry - Shape – name, describe, sort	<ul style="list-style-type: none"> • I will name 3d shapes, including cubes, cuboids, pyramids and spheres. I will sort 3d shapes. Recognise & name common 3-d shapes -cubes, cuboids, pyramids, spheres, cones & cylinders. • Describe properties of common 3-d shapes. • Sort 3-d shapes according to their properties. • I will be able to name and describe cylinders and cones. I will sort 3-d shapes according to their properties • I will name and describe 3-d shapes. • I will sort 2-d shapes by looking at number of sides and type of shape. Sort 2-d shapes based on two non-distinct criteria, using a Venn diagram. • I will sort 2-d shapes by looking at number of sides and type of shape. Sort 2-d shapes based on two non-distinct criteria, using a Venn diagram. • Sort 2-d shapes according to type & number of sides. • Sort 2-d shapes based on two non-distinct criteria, using a Venn diagram. • Investigate a general statement about familiar shapes by finding examples that satisfy it. 	cubes, cuboids, pyramids, spheres, cylinders, cones, Blu-tack®, six house outlines of 3-d shapes, 3-d shape labels, feely bag, interlocking cubes, dice labelled with the six 3-d shape names, 3-d shaped objects (dice, can, ball, tube, etc), post-its®, 2-d shape cards, hoops, set of 2-d shapes with a mixture of curved/ straight sides (regular/irregular), labels (curved/straight), teddy, sets of 1-10 number cards, large 1-100 number grid.

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6	Number – count in 2's, odd/even, investigations	<ul style="list-style-type: none"> • I will count in twos from one. I will know about odd and even numbers to 20. Describe and extend number sequences: to count on and back in twos from one and begin to recognise odd or even numbers to about 20 as 'every other number' • I will count in twos from one. I will know about odd and even numbers to 20. • I will investigate patterns in my number bond sums. • I will investigate patterns & properties of nos. I will know addition pairs up to 10. To recognise addition pairs for numbers up to ten • • I will identify odd and even numbers to 20. • Investigate a general statement about familiar numbers by finding examples that satisfy it. 	large 1-100 number grid, spider, large number line 1-20, number cards 1-20, blu-tack, two sets of dominoes.