

## Maths Medium Term Plan: Year 1

## Spring - second half (Term 2b)

Wk	Topics	Objectives	Resources
1	Number- fractions	<ul style="list-style-type: none"> <li>• Understand and use the vocabulary of comparing and ordering numbers</li> <li>• I will know about ordinal numbers up to 10. I will know about ordinal numbers up to 10. recognise the ordinal numbers up to 10: first, second ..... tenth.</li> <li>• I will know about large and small numbers and the numbers in between. I will compare two or more familiar numbers, say which is more or less, and give a number which lies between them.</li> <li>• I will know about large and small numbers and the numbers in between.</li> <li>• I can find <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> of an amount. 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</li> </ul>	<p>Abacus Teaching cards N23, N24 &amp; related materials; large 1-100 number grid; spider; large number line 1-20; number cards 1-30; set of ten ordinal cards labelled 1<sup>st</sup> .....10<sup>th</sup> on one side &amp; first.... tenth on the reverse; 10 diff toys/ puppets/ diff coloured cars; interlocking cubes; hats; dice; counters; balls; card purses; coins; teddy; whiteboards, cubes, books, number cards 0-30,</p>
2	Geometry – position and direction	<ul style="list-style-type: none"> <li>• I will know how to follow instructions for moving. I will know: forwards, backwards, left, right.</li> <li>• I will know how to follow instructions for moving.</li> <li>• I will know: forwards, backwards, left, right.</li> <li>• I will know how to give and follow instructions for moving.</li> <li>• I will know: forwards, backwards, left, right.</li> <li>• I will recognise &amp; use the language of position.</li> <li>• I will know: forwards, backwards, left, right.</li> <li>• I will recognise &amp; use the language of position.</li> <li>• Use everyday language to describe position, direction and movement.</li> <li>• Follow instructions for moving in a straight line along a route.</li> </ul>	<p>Abacus Teaching cards S2; S6 and related materials; large 1-100 number grid; small 1-30 number grids; spider; large straight floor number track 0-20; Roamer or other programmable toy; dice; counters; coins; empty pot; cubes; toy; alphabet bricks/cards; interlocking cubes; card; playing cards; teddy; large &amp; small 6x3 grids (some with objects drawn on); 3x3 grids; collection of classroom objects; number cards 1-30; position cards.</p>

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3	<b>Number</b> – number bonds	<ul style="list-style-type: none"> <li>• I will know how to calculate number bonds of any number.</li> <li>• I will know pairs of numbers with a total of 10. Use known number facts to add a pair of numbers mentally within the range 0-10 by recalling one number given the other in a pair which total 10.</li> <li>• I will know pairs of numbers with a total of 20.</li> <li>• I will find the missing number. solve one-step problems that involve addition and subtraction using missing number problems</li> <li>• Recognise pairs of numbers with a total of 10 and pairs of numbers with a total of between 5 and 10.</li> <li>• Choose and use appropriate number operations and mental strategies to solve problems.</li> </ul>	Abacus Teaching cards N25, a N26 & related materials; large 1-100 number grid; spider; large number line 1-20; number cards 1-20; coat hanger; 10 pegs; cloth; teddy; card; coins to 20p; large demonstration coins; small priced toys; cubes; crayons; squared paper; empty pot; number petals; feely bag; dice; whiteboards, A-Number cards 0-20, exercise sheets
4	<b>Number</b> – subtraction, <b>Measurement</b> - days of the week	<ul style="list-style-type: none"> <li>• I will use my number bonds for 10 to make takeaway number sentences. Derive the subtraction facts from the addition pairs with totals up to 10.</li> <li>• I will know how to change an addition sentence into a take away sentence.</li> <li>• I will know how to change an addition sentence into a take away sentence.</li> <li>• I will know that there are 7 days in a week. I will know the order of the days of the week.</li> <li>• I will know that there are 7 days in a week. I will know the order of the days of the week and familiar events in time.</li> </ul>	Abacus Teaching cards N27, M7 & related materials; large 1-100 number grid; spider; large number line 1-20; number cards 1-20; pegs/line; coat hanger; cloth; 'Day' cards; interlocking cubes; signs '+' '-' '='; whiteboards; feely bag; teddy; crayons; strips of card.

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5	<p><b>Number</b> – counting, counting using money</p> <p><b>Data handling</b> (not included in new curriculum)</p>	<ul style="list-style-type: none"> <li>• Count on and back in tens from zero.</li> <li>• I will know how to count on and back in tens. I will begin counting in tens from any small number.</li> <li>• I will know how to count on and back in tens. I will begin counting in tens from any small number.</li> <li>• I will know how to count on in tens, using money.</li> <li>• I will begin to construct and interpret a block graph.</li> <li>• I will begin to construct and interpret a block graph.</li> <li>• Solve a given problem by sorting, classifying and organising information in simple ways</li> <li>• Begin to construct and interpret a block graph.</li> </ul>	<p>Abacus Teaching cards N28, D3 and related materials; large 1-100 number grid; spider; small 1-100 number grids; number cards 1-100; 1p and 10p coins; 2cm squared paper; feely bag; dice (1-6 &amp; 0-9); counters; teddy; ball; blank block graphs; squares, triangles, circles, rectangles; 4 diff flavoured crisp packets; Interlocking cubes (4 colours); card for labels.</p>
6	<p><b>Measurement</b> – money – change</p> <p><b>Measure</b> – length, mass</p>	<ul style="list-style-type: none"> <li>• Recognise coins of different values.</li> <li>• I will work out change given, when paying for an item.</li> <li>• I will work out the change given when buying an object up to 20p.</li> <li>• I will understand and use the vocabulary related to length and mass.</li> <li>• I will measure using regular non-standard units.</li> <li>• I will know that objects of the same length may not have the same mass.</li> <li>• I will compare two lengths or masses by direct comparison.</li> <li>• I will discuss strategies for solving problems.</li> <li>• Measure length &amp; mass using regular non-standard units.</li> <li>• Estimate length &amp; mass.</li> </ul>	<p>Resource Sheets A &amp; B; real, play, &amp; large demonstration coins; priced classroom objects up to 20p; dice; strips of card or paper in different lengths; cubes; salt dough; post-its®; balance scales; dough snakes made by children.</p>