Wk	Topics	Objectives	Resources
1	<mark>Number</mark> – more/less, addition	• Say and recognise the number that is one or ten more or less than any given number. • I will know the numbers that are one/ten more/ less than a given number. • I will know the numbers that are one/ten more/ less than a given number. • To add 10 to a 1-digit number. To subtract 10 from a 'teen' number • I will know how to add 9 & 10 to a 1-digit number. • I will be able to add 10 to a 1-digit number. • Add 9 to single-digit numbers by adding ten then subtracting one.	Abacus Teacher cards N29, N30 and related materials, large 1-100 number grid, small 1-20/1-50/1-100 number grids, spider, toy, paper rabbit, dice, counters, coins, demonstration coins, empty pot, number cards, cubes, post-its®, priced objects, counters, card.
2	<mark>Number</mark> – money – addition, change <mark>Geometry -</mark> Shape	• Choose and use appropriate number operations and mental strategies to solve problems. • I will find diff ways of making 10p using 1p, 2p, 5p & 10p coins. • I will find diff ways of making 10p using 1p, 2p, 5p & 10p coins. • Know addition pairs which total ten. • I will use my number bonds of 10 to help me give change. • I will use taking-away to work out change. • I will name the shape of a face. Use everyday language to describe features of familiar 3-d shapes, including cube, cuboid, sphere, cylinder and cone. • I will sort 3-d shapes according to type of face: flat or curved and shape of face. • Add or subtract from ten. • Investigate a general statement about familiar shapes by finding examples that satisfy it.	Abacus Teacher cards N31, S5 and related materials, large 1-100 number grid, small number grids, spider, priced postcards, coins, large demonstration coins, number tracks, red and blue cubes, red and blue felt tipped pens, number cards, playing cards, price labels, set of 3-d shapes, pictures of 3-d shapes on cards, card for labels, intersecting hoops, feely bag, counters, classroom objects, play phone, board for slope, crayons, paper, whiteboards.

Maths Medium Plan: Year 1   Summer – first half (Term 3a)

Wk	Topics	Objectives	Resources
3	Number – multiples of 10, value of coins Symmetry	• I will know how to add multiples of ten. I will begin to recognise the relationship between coins (up to £2). • I will be able to add multiples of ten. • I will know the value of each coin. • I will draw coins to the correct value. I will know how to add multiples of ten. I will begin to recognise the relationship between coins (up to £2). • I will create symmetrical patterns. • I will begin to understand reflective symmetry. • I will create symmetrical patterns. • I will begin to understand reflective symmetry	Abacus Teacher cards N32, S7 and related materials, large 1-100 number grid, small number grids, spider, coins, large demonstration coins, dice, number cards, tens cards, feely bag, symmetrical butterfly & rocket shapes, paint /paintbrushes, large sheets of paper, scissors, crayons.
4	Number – doubles Measurement - capacity	• I will recognise and know the doubles for nos up to ten. • I will know the doubles for nos up to ten. • I can double and then add 1 when adding near doubles. Identify and add near doubles, using doubles already known. • Understand and use the vocabulary related to capacity. • I will know how to compare capacities/volume of two or more containers. I will know how to measure capacities using non-standard units. • I will know how to measure capacities using non-standard units.	Abacus Teacher cards N33, M8 and related materials, large 1-100 number grid, spider, teddy, string, threadable objects, large 5x2 grid, number cards, feely bag, coins, several transparent containers of different capacities, yoghurt pots, coloured water, card labels, dry filler, litre jugs, dice, cubes, counters, whiteboards, post-its®.

Wk	Topics	Objectives	Resources
5	<mark>Number</mark> – money, place value	• I will know how to choose 2 items which total 10p and other given amounts. • I will work out change by doing take away, using a number line. • I will find different ways to pay for a given amount. • I will know about tens and ones. Begin to know what each digit in a 2-digit number represents. • I will begin to know what each digit in a 2-digit number represents. • Find totals and change from up to 20p • Work out how to pay an exact sum using smaller coins. • Solve 'real life' problems involving money • Choose and use appropriate number operations and mental strategies to solve problems.	Stamp Resource sheets Cubes, a variety of classroom objects priced from 1p -19p (more than one object at the same price e.g. four 5p brushes), coins (real, play & large demonstration), number cards 0-10 with additional 5's, 2-digit number cards, postcards, cards that have stamps attached, large 1-100 number grid, spider, feely bag, card purses, whiteboards, interlocking cubes.
6	<mark>Number</mark> – count in 10's, ordinal numbers, multiplication	• I will know how to count on in 10s from any number & back again. I will know how to count in 5s- 0-50 & back. • I will know how to order a set of no's from smallest to largest & vice versa. I will know the vocabulary of ordinal numbers • I will know how to order a set of nos from smallest to largest & vice versa. I will know the vocabulary of ordinal numbers. • Understand the operation of multiplication as repeated addition or as describing an array • Use and begin to read the related vocabulary • Use the x and = signs to record mental calculations in a number sentence • I will 'add on 2' as a strategy for calculating 'lots of 2' sums. • I will know that X means 'lots of'. I will "count in 2s" as a strategy when calculating a "lots of 2s".	1-100 cards and grid, 1- 50 cards and grid, books, dice, 100 square, Maths Sphere, 2p coins, no card 0-20, 1-30 number cards, wb, 1-50 number cards, maths books, Cars, labels of ordinal numbers and digital camera., Maths Sphere2 Worksheet