

Maths Medium Term Planning

Year 1: Summer 1

	Content Domain	Unit Objectives (from Hampshire Planning document)	Prior learning objectives	Key Vocabulary	GDS challenges
End of Year Week 1 and 2	Number and place value- Addition and subtraction (Unit 1.12)	- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - Count, read and write numbers to 100 in numerals. - Given a number, identify one more and one less - 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. - Read and write numbers from 1 to 20 in numerals and words. - Read, write and interpret mathematical statements involving addition (+) , subtraction (-) and equals (=) signs. - Represent and use number bonds and related subtraction facts within 20. - Add and subtract one-digit and two-digit numbers to 20, including zero. - Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations, and missing number problems such as $7 = \Delta - 9$	- Revise and use partitions of all numbers up to 10, recalling and deriving associated subtraction facts to solve problems. - Use partitioning and part-whole diagrams to read, write and interpret mathematical statements to 10 when solving problems. - Develop children's fluency with using known or derived number facts , moving on from counting in ones (on fingers). - Solve one-step problems that involve addition and subtraction to 20, using concrete objects and pictorial representations. - Deepen understanding of the relationship between the concrete and ordinal for numbers up to 20. E.g. '11 is ten and one' (using concrete objects) and also '11 is one more than 10' (position on a number-line)	Add, addition , and, more, plus + , Make, sum, total, altogether Number sentence Double, One more, two more, ten more , How many more to make..? How many more is ...than...? How much more ...? Subtract , take(away) minus - How many are left/over? How much less is ...? Half, halve , Equals,= sign, operation Is the same as, Number bonds/pairs, Missing number	Mastery problems
End of Year Week 3	Fractions, multiplication and division (Unit 1.13)	- Count in multiples of 2s, 5s and 10s. - 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. - Recognise find and name a half as one of two equal parts of an object, shape, or quantity. - Recognise find and name a quarter as one of four equal parts of an object, shape, or quantity.	- Count reliably in 2s and 10s. - Introduce counting in 5s. - Link counting in 5s to grouping objects and to the pattern of numbers on a number-line. - Solve problems involving groups of 5 objects using pictorial recording. - Rehearse together the language of 'How many groups of 5 are there?' ~ 'There are 3 groups of 5' - Solve one-step problems involving multiplication, focussing on groups of 5, using concrete objects, pictorial representations, and arrays with the support of the teacher. - Solve one-step problems involving multiplication and division, focussing on groups of 2 and 10, using concrete objects, pictorial representations, and arrays with the support of the teacher. - Recognise that 5 is half of 10 and show using concrete resources and diagrams. - Recognise , find and name a half as one of two equal parts of a quantity (division by 2)	<u>Multiplication and Division</u> Lots of , Once, twice, three times...ten times repeated addition Array, row, column Division, dividing, grouping, group in pairs, threes, equal groups of <u>Fractions</u> Whole, part/s Equal parts, equal grouping/sharing Half One of two equal parts Quarter One of four equal parts	Mastery problems

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End of Year Week 4 and 5	Measurement Volume, Time and Capacity (1.14)	• Compare, describe, and solve practical problems for capacity / volume (full/empty, more than/less than, half , quarter) • Measure and begin to record capacity and volume. • Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon, and evening. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	• Solve practical problems involving mass or weight using comparative language such as heavy/light; heavier than/ lighter than. • Pictorial recording. • Measure and begin to record mass and weight using non-standard units to compare the mass of two or three objects. • Combine the mass of two objects (measured using non-standard units such as 'cubes') to find the total and the difference between the number of cubes. • Read, write and interpret mathematical statements involving addition (+) , subtraction (-) and equals (=) signs. • Solve simple one-step word problems in the context of mass that involve addition and subtraction to 20, using concrete objects and pictorial representations	Weigh, balance, Heavy, light, Heavier than, lighter than, Heaviest, lightest, Scales, Kilogram, half kilogram, gram(s) <u>Capacity</u> <i>Full, empty, half/full/empty</i> <i>Quarter, three quarters full</i> <i>More than/less than</i> <i>Hold/s, contains</i> <i>Container</i> <i>Capacity, Volume</i> <i>Litre, half litre</i>	Mastery problems
End of Year Week 6 and 7	Geometry (1.15)	• Recognise and name common 2-D shapes, including squares, circles, rectangles, and triangles • Recognise and name 3-D shapes, including cuboids, pyramids and spheres. • Describe position, directions and movements including $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ turns	• Recognise and name 3-D shapes including cuboids, pyramids, and spheres • Describe position, directions and movements, including half, quarter and three-quarter turns.	<u>3D Shapes</u> <i>Face edge vertex, vertices, apex, Cube, pyramid, sphere, cone, cuboid, cylinder</i> <u>2D Shapes</u> <i>Corner, sides</i> <i>Circle, square, rectangle, triangle, hexagon, pentagon</i>	Mastery problems

Red vocab = New this year Blue Mental Maths Green greater Depth saved in Math planning & progression 21-22 Teaching for Mastery Spring 1