

Medium Term Maths Planning

Terms 1&2

Class:

EVERY DAY: Practise and develop oral and mental skills to promote mental fluency (e.g. counting, mental strategies, rapid recall of + , - , x and ÷ facts)

| <u>Week</u> Date <i>(approx. days)</i> | <u>Programme of study</u> Strand and subheading | Year 1 objectives | Year 2 objectives |
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| 1 | Number and place value Counting Number bonds | <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, <i>or from any given number</i> • count, read and write numbers to 100 in numerals; count in multiples of twos, <i>fives</i> and tens • 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. • To solve problems involving counting. | <ul style="list-style-type: none"> • Count in steps of 2, <i>3, and 5</i> from 0, and <i>in tens</i> from any number, forward and backward • Identify, represent and estimate numbers using different representations, including the number line • Read and write numbers to at least 100 in numerals and in words • Use number facts to solve problems. |
| 2 | Number and place value Place Value | <ul style="list-style-type: none"> • given a number, identify one more and one less | <ul style="list-style-type: none"> • Recognise the place value of each digit in a two-digit number (tens, ones) • Compare and order numbers from 0 up to 100; use <, > and = signs • Use place value to solve problems |
| 3 | Addition Subtraction (Measures) Incl Money <i>Cross strand links</i> | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Solve problems with addition and subtraction: • Using concrete objects and pictorial representations, including those involving numbers, quantities and measures • Applying their increasing knowledge of mental and written methods • Recall and use addition and subtraction facts to 20 fluently, <i>and derive and use related facts up to 100</i> |

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| | | <p>subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$.</p> <ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes | <ul style="list-style-type: none"> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> A two-digit number and ones A two-digit number and tens Two two-digit numbers Adding three one-digit numbers Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |
| 4 | <p>Measures Length</p> <p><i>Cross strand links</i></p> | <ul style="list-style-type: none"> compare, describe : <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights Solve practical problems involving length | <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure to the nearest appropriate unit, using rulerslength/height in any direction (m/cm); compare and order lengths, and record the results using $>$, $<$ and $=$ solve problems involving length |
| 5 | <p>Geometry Shape Symmetry</p> | <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. solve problems involving shape | <ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] Compare and sort common 2-D and 3-D shapes and everyday objects solve problems involving shape and symmetry |

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| <p>6</p> | <p>Statistics Pictograms/ tally charts <i>Cross strand links</i></p> | | <ul style="list-style-type: none"> • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data. • Solve problems using pictograms and tally charts |
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Half term

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| <p>7</p> | <p>Number Counting Number bonds Place value</p> <p><i>Use evaluation/assessment from wk1/wk2 to focus your priorities</i></p> | <ul style="list-style-type: none"> • 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; count in multiples of twos, fives and tens • 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. • To solve problems involving counting. • given a number, identify one more and one less | <ul style="list-style-type: none"> • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • Identify, represent and estimate numbers using different representations, including the number line • Read and write numbers to at least 100 in numerals and in words • Recognise the place value of each digit in a two-digit number (tens, ones) • Compare and order numbers from 0 up to 100; use <, > and = signs • Use number facts and place value to solve problem |
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| <p>8</p> | <p>Number Multiplication/ Division</p> | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. |
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| <p>9</p> | <p>Problem Solving</p> | <p><i>Teaching the skills and strategies of problem solving</i> <i>Could also be used for assessment purposes</i></p> | |
| <p>10</p> | <p>Number Fractions</p> <p><i>Cross strand links</i></p> <p><i>(possible links wk 4, wk 5 wk 11)</i></p> | <ul style="list-style-type: none"> • 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. • Solve problems involving fractions | <ul style="list-style-type: none"> • recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. • Solve problems involving fractions |
| <p>11</p> | <p>Measures Time/sequencing</p> | <ul style="list-style-type: none"> • compare, describe and solve practical problems for: <ul style="list-style-type: none"> ➢ time [for example, quicker, slower, earlier, later] • measure and begin to record the following: <ul style="list-style-type: none"> ➢ time (hours, minutes, seconds) • sequence events in chronological order using language [for example, 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. | <ul style="list-style-type: none"> • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day. • Solve problems involving time |
| <p>12</p> | <p>Geometry Position/Direction/ Movement</p> <p><i>(could be connected to wk 12)</i></p> | <ul style="list-style-type: none"> • describe position, direction and movement, including whole, half, quarter and three-quarter turns. • Solve problems involving these ideas | <ul style="list-style-type: none"> • order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). • Solve problems involving these ideas |