

## Medium Term Maths Planning

**Terms 3&4**

**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)**

Please check attainment and progress from previous assessments to judge starting points and priorities for this term

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

		<p>including zero</p> <ul style="list-style-type: none"> <li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = - 9</math>.</li> <li>• recognise and know the value of different denominations of coins and notes</li> </ul>	<ul style="list-style-type: none"> <li>• Recall and use addition and subtraction facts to 20 fluently, <b>and derive and use related facts up to 100</b></li> <li>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>- A two-digit number and ones</li> <li>- A two-digit number and tens</li> <li>- <b>Two two-digit numbers</b></li> <li>- <b>Adding three one-digit numbers</b></li> </ul> </li> <li>• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>• <b>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</b></li> </ul>
<b>4</b>	<p><b>Measures</b> Mass/Weight</p> <p><i>Cross strand links</i></p>	<ul style="list-style-type: none"> <li>• compare, describe : <ul style="list-style-type: none"> <li>➢ mass/weight [for example, heavy/light, heavier than, lighter than]</li> </ul> </li> <li>• measure and begin to record the following <ul style="list-style-type: none"> <li>➢ mass/weight</li> </ul> </li> </ul> <p>Solve practical problems involving mass/weight</p>	<ul style="list-style-type: none"> <li>• choose and use appropriate standard units to estimate and measure to the nearest appropriate unit, using scales and measuring vessels</li> <li>• compare and order mass/weights, and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> </ul> <p>solve problems involving mass/weight</p>
<b>5</b>	<p><b>Geometry</b> 3D Shape</p>	<ul style="list-style-type: none"> <li>• recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>• <b>3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</b></li> <li>• solve problems involving shape</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</b></li> <li>• <b>Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</b></li> <li>• Compare and sort common 2-D and 3-D shapes and everyday objects</li> <li>• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>•</li> <li>• solve problems involving shape and symmetry</li> </ul>
<b>6</b>	<p><b>Statistics</b> Pictograms/</p>	<p>Could do extra week on Money !</p>	<ul style="list-style-type: none"> <li>• interpret and construct simple pictograms, tally charts, <b>block diagrams</b> and <b>simple tables</b></li> </ul>

	tally charts <i>Cross strand links</i>		<ul style="list-style-type: none"> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>ask and answer questions about totalling and comparing categorical data.</li> <li>Solve problems using pictograms and tally charts</li> </ul>
<b>Half term</b>			
<b>7</b>	<b>Number</b> Counting Number bonds Place value  <i>Use evaluation/assessment from wk1/wk2 to focus your priorities</i>	<ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, <b>fives</b> and tens</li> <li>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</li> <li>read and write numbers from 1 to 20 in numerals and words.</li> <li>To solve problems involving counting.</li> <li>given a number, identify one more and one less</li> </ul>	<ul style="list-style-type: none"> <li>Count in steps of 2, <b>3</b>, and <b>5</b> from 0, and <b>in tens</b> from any number, forward and backward</li> <li>Identify, represent and estimate numbers using different representations, including the number line</li> <li>Read and write numbers to at least 100 in numerals and in words</li> <li>Recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>Use number facts and place value to solve problem</li> </ul>
<b>8</b>	<b>Number</b> Multiplication/ Division	<ul style="list-style-type: none"> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, <b>pictorial representations</b> and <b>arrays</b> with the support of the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, <b>5</b> and 10 multiplication tables, including recognising odd and even numbers</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>Solve problems involving multiplication and division, using materials, arrays, repeated addition, <b>mental methods</b>, and <b>multiplication and division facts</b>, including problems in contexts.</li> </ul>

<p><b>9</b></p>	<p><b>Problem Solving</b></p>	<p><i>Teaching the skills and strategies of problem solving</i>  <i>Could also be used for assessment purposes</i></p>	
<p><b>10</b></p>	<p><b>Number Fractions</b></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"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> <li>Solve problems involving fractions</li> </ul>	<ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> <li>Solve problems involving fractions</li> </ul>
<p><b>11</b></p>	<p><b>Measures Time/sequencing</b></p>	<ul style="list-style-type: none"> <li>compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>time [for example, quicker, slower, earlier, later]</li> </ul> </li> <li>measure and begin to record the following: <ul style="list-style-type: none"> <li>time (hours, minutes, seconds)</li> </ul> </li> <li>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>	<ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> <li>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</li> <li>know the number of minutes in an hour and the number of hours in a day.</li> <li>Solve problems involving time</li> </ul>
<p><b>12</b></p>	<p><b>Geometry</b>  Position/Direction/  Movement</p> <p><i>(could be connected to wk 11)</i></p>	<ul style="list-style-type: none"> <li>describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> <li>Solve problems involving these ideas</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> <li>Solve problems involving these ideas</li> </ul>