Frances Olive Anderson C of E Primary School

'Being Different, Belonging Together.'

Mathematics Long/Medium Term Planning 2018-2019

Year 1

This long and medium term plan provides an overview of coverage for mathematics across the school year. It will be updated each school year in line with the school calendar. The long and medium term plans are a guide and can be used flexibly providing all programmes of study are taught within the school year inline with the National Curriculum aims. Following discussion with the maths subject leader you can and should adapt your teaching sequence in response to ongoing formative and summative assessment to ensure you meet the needs of particular groups and individual children in your class.

Year 1 Mathematics
Long Term Overview

Autumn Term	Number and Place Value (4 Weeks)	Number Addition and Subtraction (4 Weeks)	Geometry Shape (2 Weeks)	Number and Place Value (4 Weeks)
Spring Term	Number Addition and Subtraction (2 Weeks) · Number and Place Value (2 Weeks)	Number Addition and Subtraction (2 Weeks)	Number Multiplication and Division (2 Weeks) · Number Fractions (2 Weeks)	Measurement Money (2 Weeks)
Summer Term	Measurement Length and Height (1 Week) · Number And Place Value (2 Weeks)	Number Fractions (2 Weeks) · Measurement Time (1 Week)	Number The Four Operations (4 Weeks)	Measurement Weight, Mass, Capacity and Volume (2 Weeks)

Mathematics

Y1-Y6 To use squared maths books and pencil throughout.

Date, title (optional) and LO to be written from the left.

Number fluency to be embedded through TT Rock Stars and regular times table practise in KS2.

In KS1 regular counting (at least 2 min daily) to develop number fluency.

Y1-6 to complete arithmetic tests (Rising Stars) at least once a fortnight and used alongside cold maths activities to inform assessment.

Cold Maths Activities 2 weeks after teaching point - X3 each week (Fluency, Reasoning and Problem Solving)

Reasoning and problem solving must also be embedded and developed where possible, in every maths lesson in line with the National Curriculum aims.

Opportunities should also be made to apply mathematics across the curriculum and it is important class teachers find connections with the Cornerstones curriculum and/or science where possible (at least once a term)

Whilst the long term plan indicates the overall domain being covered in that period of time, other domains should easily be linked to ensure mathematical connections are continually made. For example, a unit on measurement could easily allow application of multiplication and division.

Pupils purple polish corrections.

Use stickers to show when concrete resources have been used and scaffolding stickers to show support that has been given.

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Autumn Term			
Wk	Week Beg	Topic	Curriculum Objectives (2014 Curriculum)
1	3.9.18 (4 Days)	Number and Place Value	• Identify and represent numbers to 20 using concrete objects, pictorial representations and the number line.
2	10.9.18	Number and Place Value	• Read and write numbers to 20 in numerals. • Begin to use the language of: equal to, more than, less than (fewer), most and least.
3	17.9.18	Number and Place Value	• Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number.
4	24.9.18	Number and Place Value	• Given a number, identify 1 more and 1 less with numbers up to 20.
5	1.10.18	Number Addition and Subtraction	• Represent and use number bonds and related subtraction facts to 10 (e.g. 5 + 5 = 10; 10 − 5 = 5, 4 + 6 = 10; 10 − 6 = 4)
6	8.10.18	Number Addition and Subtraction	• Add and subtract one-digit numbers to 10 (e.g. 5 + 4 = 9, 10 − 4 = 6), including zero, using concrete objects and pictorial representation.
7	15.10.18	Number Addition and Subtraction	• Read and write simple mathematical statements to 10, involving addition (+), subtraction (−) and equals (=) signs.
HALF TERM			
1	29.10.18 (4 Days)	Number Addition and Subtraction	• Solve simple one-step problems that involve addition and subtraction with numbers to 10, using concrete objects and pictorial representations.
2	5.11.18	Geometry Shape	• Recognise and name common 2-D and 3-D shapes, including: 2-D shapes (e.g. rectangles (including squares), circles and triangles)
3	12.11.18	Geometry Shape	• Recognise and name common 2-D and 3-D shapes including 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres)
4	19.11.18	Number and Place Value	• Identify and represent numbers to 20 using concrete objects, pictorial representations and the number line. Begin to use the language of: equal to, more than, less than (fewer), most and least.
5	26.11.18	Number and Place Value	• Given a number, identify 1 more and 1 less with numbers up to 20.
6	3.12.18	Number and Place Value	• Read and write numbers from 1 to 10 in words.
7	10.12.18	Number and Place Value	• Count to 20 in different multiples, including ones and twos.
8	17.12.18 (3 Days)	Number and Place Value	• Use place value and number facts to solve simple concrete and pictorial problems, involving all of the above.

Cross Curricular Links:

Splendid Skies: Time – Recognise and use language relating to dates, Sequence events in chronological order. Measurement – Create a rain gauge and measure rain collected.

Dinosaurs: Compare heights/length of dinosaurs.

Wk	Week Beg	Topic	Curriculum Objectives (2014 Curriculum)
Spring Term

Wk	Week Beg	Topic	Curriculum Objectives (2014 Curriculum)
1	7.1.19	Number Addition and Subtraction	• Represent and use number bonds and related subtraction facts to 10 (e.g. 5 + 5 = 10; 10 − 5 = 5, 4 + 6 = 10; 10 − 6 = 4). • Add and subtract one-digit numbers to 10 (e.g. 5 + 4 = 9, 10 − 4 = 6), including zero, using concrete objects and pictorial representation.
2	14.1.19	Number Addition and Subtraction	• Read and write simple mathematical statements to 10, involving addition (+), subtraction (−) and equals (=) signs. • Solve simple one-step problems that involve addition and subtraction with numbers to 10, using concrete objects and pictorial representations.
3	21.1.19	Number and Place Value	• Identify and represent numbers to 50 using concrete objects, pictorial representations and the number line. Use the language of: equal to, more than, less than (fewer), most and least in context. • Read and write numbers to 50 in numerals. Read and write numbers from 1 to 15 in words.
4	28.1.19	Number and Place Value	• Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number. • Given a number, identify 1 more and 1 less with numbers up to 50. • Count to 50 in different multiples, including ones, twos and tens. • Use place value and number facts to solve simple concrete and pictorial problems, involving all of the above.
5	4.2.19	Number Addition and Subtraction	• Represent and use number bonds and related subtraction facts to 20 (e.g. 14 + 6 = 20; 20 − 6 = 14, 3 + 17 = 20; 20 − 17 = 3). • Add and subtract one-digit and two-digit numbers to 20 (e.g. 9 + 9 = 18, 20 − 9 = 11), including zero, using concrete objects and pictorial representation.
6	11.2.19	Number Addition and Subtraction	• Read and write simple mathematical statements to 20, involving addition (+), subtraction (−) and equals (=) signs. • Solve simple one-step problems that involve addition and subtraction with numbers to 20, using concrete objects and pictorial representations.
HALF TERM
1	25.2.19	Number Multiplication and Division	• Use written and mental strategies to double and halve one and two-digit numbers. Double and halve one and two-digit numbers using concrete objects and pictorial representation.
2	4.3.19	Number Multiplication and Division	• Solve simple one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
3	11.3.19	Number Fractions	• Recognise and name a half as one of two equal parts of an object or shape, making the connection to equal sharing.
4	18.3.19	Number Fractions	• Recognise and name a quarter as one of four equal parts of an object or shape, making the connection to equal sharing.
5	25.3.19	Measurement Money	• Recognise and know the value of different denominations of coins and notes (including counting coins).
6	1.4.19	Measurement Money	• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.

Cross Curricular Links:

Superheroes: Directions.
Paws, Claws and Whiskers: Maps - Directions (Turns)

Summer Term			
Wk	Week Beg	Topic	Curriculum Objectives (2014 Curriculum)
1	22.4.19 (3 Days)	Measurement Length and Height	• Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half). • Measure and begin to record: lengths and heights.
2	29.4.19	Number and Place Value	• Identify and represent numbers beyond 50 using concrete objects, pictorial representations and the number line. • Confidently use the language of: equal to, more than, less than (fewer), most and least in other mathematical concepts with examples. • Begin to recognise the place value of two-digit numbers (tens and ones to 20) with concrete and pictorial representation. • Read and write numbers to 100 in numerals.
3	6.5.19 (4 Days)	Number and Place Value	• Read and write numbers from 1 to 20 in words (not necessarily spelt correctly). • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Given a number, identify 1 more and 1 less with numbers up to 100. • Count in different multiples, including ones, twos, fives and tens. • Use place value and number facts to solve simple concrete and pictorial problems, involving all of the above.
4	13.5.19	Number Fractions	• 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.
5	20.5.19	Measurement Time	• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Measure and begin to record the following: time (e.g. hours, minutes, seconds).
HALF TERM			
1	3.6.19	Number The Four Operations	• Add and subtract one-digit and two-digit numbers to 20 (e.g. 9 + 9, 18 – 9), including zero, using abstract representation. • Represent and use number bonds and related subtraction facts within 20.
2	10.6.19	Number The Four Operations	• Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
3	17.6.19	Number The Four Operations	• Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems (e.g. 4 + ? = 9, 7 = ? – 9) • Use written and mental strategies to double and halve one and two-digit numbers
4	24.6.19	Number The Four Operations	• Solve simple one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
5	1.7.19	TRANSITION WEEK	
6	8.7.19	Measurement	• Compare, describe and solve practical problems for: mass or weight (e.g. heavy/light, heavier than, lighter than) • Measure and begin to record: mass/weight.
7	15.7.19	Measurement	• Compare, describe and solve practical problems for: capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter) • Measure and begin to record: capacity and volume.

Cross Curricular Links:

Enchanted Woodland: Sorting Trees, Flowers etc.

Bright Lights, Big City: Weighing and Measuring - Making Bread.