

## Year 1 – Medium Term Plan

### Guidance

- The Units below **MUST** be taught in this order.
- Use the **Meridian Calculation Policy**.
- Formally assess the children's understanding continuously to inform **instant interventions** and **adapt lessons** to meet their needs.
- There is **additional time** built into the units for teachers to break one lesson into two, add in additional lessons, carry out intervention or enrichment lessons or do anything else as needed for their class.
- Any time left at the end of each term should be used for **closing the gap** and giving children the opportunity to **apply** their learnt skills to a real-life context, a shop, an estate agent, a car salesroom, a factory, planning a holiday etc. and open-ended investigations.
- Lesson starters may be used for Mastering Number or to consolidate previous learning in **number, shape** and **measure**. Initially, these will be used to **apply skills learnt from EYFS** until the subject areas are covered in Year 1.

### Subject Knowledge Support

White Rose Schemes of Work - [Maths resources for teachers | White Rose Maths](#)

NCETM Subject Knowledge Audits [Primary Subject Knowledge Audit | NCETM](#)

<u>Autumn Term</u>				
<u>Place Value to 10 (3 -4 weeks)</u>	<u>Addition and Subtraction to 10 (4-5 weeks)</u>	<u>Geometry (1-2 weeks)</u>	<u>Place Value to 20 (2-3 week)</u>	<u>Assessment</u>
<p><b>National Curriculum Statements:</b></p> <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, fives and tens</li> <li>✓ given a number, identify one more and one less</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> </ul> <p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1. L.P: To sort objects</li> <li>2. L.P: To count objects up to 10.</li> <li>3. L.P: To represent numbers to 10.</li> <li>4. L.P: To read and write numbers to 10 as digits</li> <li>5. L.P: To recognise numbers as words (optional/revisit in summer term)</li> <li>6. L.P: To count on from any number within 10</li> <li>7. L.P: To find one more. (practical))</li> <li>8. L.P: To find one more (abstract)</li> </ol>	<p><b>National Curriculum Statements:</b></p> <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, including zero</li> <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> </ul> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"> <li>1. L.P: To understand addition. (practical lesson).</li> <li>2. L.P: To represent addition as part, part, whole.</li> <li>3. L.P: To write addition number sentences (commutativity).</li> <li>4. L.P: To find all of the possibilities. <a href="#">Two Dice (maths.org)</a></li> <li>5. L.P: To write addition fact families.</li> <li>6. L.P: To find number bonds to 7.</li> <li>7. L.P: To find number bonds to 9.</li> <li>8. L.P: To use number bonds to 10. <a href="#">One Big Triangle (maths.org)</a></li> <li>9. L.P: To understand subtraction as taking away. (practical lesson).</li> <li>10. L.P: To write subtraction calculations.</li> <li>11. L.P: To write subtraction fact families.</li> <li>12. L.P: To subtract by crossing out.</li> </ol>	<p><b>National Curriculum Statements:</b></p> <ul style="list-style-type: none"> <li>✓ recognise and name common 2-D and 3-D shapes, including:</li> <li>✓ 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>✓ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> </ul> <p><b>NC Guidance:</b> Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"> <li>1. L.P: To identify and name 2D shapes.</li> <li>2. L.P: To identify the properties of and sort 2D shapes.</li> <li>3. L.P: To create 2D shape patterns.</li> <li>4. L.P: To investigate 2D shapes.</li> <li>5. L.P: To identify and name 3D shapes.</li> <li>6. L.P: To identify 2D shapes on 3D shapes.</li> <li>7. L.P: To create 3D shape patterns.</li> </ol>	<p><b>National Curriculum Statements:</b></p> <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, fives and tens</li> <li>✓ given a number, identify one more and one less</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> </ul> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"> <li>1. To read and write numbers to 20. (digits) <a href="#">Writing Digits (maths.org)</a></li> <li>2. L.P: To count up to 20 objects.</li> <li>3. L.P: To represent numbers to 20.</li> <li>4. L.P: To identify tens and ones in numbers to 20.</li> <li>5. L.P: To partition numbers to 20. (practical)</li> <li>6. L.P: To partition numbers to 20</li> <li>7. L.P: To find one more and one less than numbers to 20.</li> </ol>	<p>Use the Year 1 WR end of Autumn assessments. Complete the question level analysis.</p> <p>Then plan a sequence of lessons focused on <b>closing any gaps identified</b> and giving children the opportunity to <b>apply</b> their learnt skills to a real-life context e.g. a shop, an estate agent, a car salesroom, a factory, planning a holiday etc. and open-ended investigations.</p> <p><b>Further investigations, problem solving and games:</b>  <a href="#">Domino Sorting (maths.org)</a>  <a href="#">Number Lines (maths.org)</a>  <a href="#">2,4,6,8 (maths.org)</a>  <a href="#">Tasks Archive - YouCubed</a></p>

<p>9. L.P: To count backwards within 10</p> <p>10. To find one less (practical)</p> <p>11. To find one less (abstract)</p> <p>12. To place numbers on a number line (one more/less)</p> <p>13. To identify fewer, more or the same.</p> <p>14. To explore the &lt;, &gt; and = symbols (practical)</p> <p>15. To use the &lt; &gt; and =</p> <p>16. L.P: To order numbers and objects.</p> <p>17. L.P: To explore odd and even numbers.</p>	<p>13. L.P: To subtract by counting back.</p> <p>14. L.P: To understand subtraction as difference. (practical lesson).</p> <p>15. L.P: To find the difference.</p> <p>16. L.P: To find the difference on a numberline.</p> <p>17. L.P: To find all the possibilities. <a href="#">Find the Difference (maths.org)</a></p> <p>18. L.P: To understand the equals symbol.</p> <p>19. L.P: To solve subtraction equality problems.</p> <p>20. L.P.: To add or subtract 1 or 2.</p> <p>21. L.P.: To find addition and subtraction fact families. (practical lesson).</p> <p>22. L.P.: To find addition and subtraction fact families.</p>		<p>8. L.P: To represent and solve a problem. <a href="#">Biscuit Decorations (maths.org)</a></p> <p>9. L.P: To compare up to 20 objects.</p> <p>10. L.P: To compare numbers to 20.</p> <p>11. L.P: To order numbers and objects.</p> <p>12. L.P: To sort numbers.</p> <p><i>Include odd and even as well as &lt;,&gt; symbols.</i></p>	
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<u>Spring Term</u> <u>Addition and subtraction to 20 (3-4 weeks)</u>	<u>Measure (height, length) (1 -2 weeks)</u>	<u>Measure (Weight/Volume) (1 -2 weeks)</u>	<u>Place value to 50 including multiples of 2,5,10 (3-4 weeks)</u>	<u>Money coins introduction and Application of calculation (1-2 weeks)</u>
<p><b><u>National Curriculum Statements:</u></b></p> <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, including zero</li> <li>✓ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> </ul> <p><b><u>Lesson Sequence:</u></b></p> <ol style="list-style-type: none"> <li>1. LP: To add within 10 (recap lesson).</li> <li>2. LP: To add by counting on within 20 (practical)</li> <li>3. LP: To add by counting on within 20</li> <li>4. LP: To add ones using number bonds (practical)</li> <li>5. LP: To add ones using number bonds (sheet)</li> <li>6. LP: To find and make number bonds to 20 (practical).</li> </ol>	<p><b><u>National Curriculum Statements:</u></b></p> <ul style="list-style-type: none"> <li>✓ compare, describe and solve practical problems for:</li> <li>✓ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>✓ mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>✓ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>✓ measure and begin to record the following: <ul style="list-style-type: none"> <li>-lengths and heights</li> <li>-mass/weight</li> <li>-capacity and volume</li> </ul> </li> </ul> <p><b><u>Lesson Sequence Ensure lessons are practical for this unit:</u></b></p> <ol style="list-style-type: none"> <li>1. LP: To compare length using longer, shorter and equal. (practical)</li> <li>2. LP: To order objects by length (including objects that are equal) (practical)</li> <li>3. LP: To use non-standard units of measurement to measure length. (practical)</li> <li>4. LP: To use appropriate non-standard units of</li> </ol>	<p><b><u>National Curriculum Statements:</u></b></p> <ul style="list-style-type: none"> <li>✓ compare, describe and solve practical problems for:</li> <li>✓ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>✓ mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>✓ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>✓ measure and begin to record the following: <ul style="list-style-type: none"> <li>-lengths and heights</li> <li>-mass/weight</li> <li>-capacity and volume</li> </ul> </li> </ul> <p><b><u>Lesson Sequence Ensure lessons are practical for this unit:</u></b></p> <ol style="list-style-type: none"> <li>1. LP: To compare the mass/weight using heavier than and lighter than. (practical)</li> <li>2. LP: To measure mass (using non-standard units, practical).</li> <li>3. LP: To compare mass Including equal. (practical) <a href="#">Seesaw Shenanigans (maths.org)</a> (use this task but</li> </ol>	<p><b><u>National Curriculum Statements:</u></b></p> <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, fives and tens</li> <li>✓ given a number, identify one more and one less</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</li> </ul> <p><b><u>Lesson Sequence</u></b></p> <ol style="list-style-type: none"> <li>1. LP: To count (forwards and backwards), write and build numbers 20-29.</li> <li>2. LP: To count (forwards and backwards), write and build numbers 30-39.</li> <li>3. LP: To count (forwards and backwards), write and build numbers 40-50.</li> <li>4. LP: To count in 10s to 50.</li> <li>5. LP: To count by making groups of 10 (practical)</li> <li>6. LP: To count by making groups of 10 (worksheet).</li> </ol>	<p><b><u>National Curriculum Statements:</u></b></p> <ul style="list-style-type: none"> <li>✓ recognise and know the value of different denominations of coins and notes</li> </ul> <p><b><u>Lesson Sequence (ensure practical elements) notes will be focused on in the summer:</u></b></p> <ol style="list-style-type: none"> <li>1. LP: To recognise coins. (big version of coins, explore features and then coins to explore)</li> <li>2. LP: To make amounts using coins.</li> <li>3. LP: To pay using tens and ones.</li> <li>4. LP: To add two amounts.</li> <li>5. LP: To make a total.</li> </ol>

<p>7. LP: To find and make number bonds to 20.</p> <p>8. LP: To find and make doubles within 20.</p> <p>9. LP: To find near doubles using doubles knowledge (addition) <b>for example <math>6+6=12</math> <math>6+5=11</math>.</b></p> <p>10. LP: To subtract within 10 (recap lesson).</p> <p>11. LP: To subtract by counting back. (not crossing 10).</p> <p>12. LP: To subtract by counting back (crossing 10).</p> <p>13. LP: To subtract by finding the difference.</p> <p>14. LP: To subtract ones using number bonds. E.g <math>15-2 = 13</math> <math>5-2=3</math></p> <p>15. LP: To find addition and subtraction fact families.</p> <p>16. LP: To solve addition and subtraction problems.</p> <p>17. LP: To solve addition and subtraction problems.</p> <p><a href="#">The Tall Tower (maths.org)</a> <a href="#">Butterfly Flowers (maths.org)</a></p> <p><a href="#">Pairs of Numbers (maths.org)</a></p> <p><b>DC:</b> <a href="#">What Could It Be? (maths.org)</a> change the number to 11 or below.</p>	<p>measurement to measure length.</p> <p>5. To measure length in cm (practical)</p> <p>6. To measure length in cm (worksheet)</p> <p>7. To compare height using shorter/taller.</p> <p>8. To order objects by height.</p> <p>9. To use appropriate non-standard units of measurement to measure height.</p> <p>10. To measure height in cm.</p>	<p>practically in the class)</p> <p>4. LP: To order objects based on their mass. (practical)</p> <p>5. LP: To use the language full and empty (practical)</p> <p>6. LP: To compare volume (more than, less than, full and empty).</p> <p>7. LP: To measure capacity (practical)</p> <p>8. LP: To solve volume/weight word problems.</p>	<p>7. LP: To count by grouping into 10s and 1s (practical)</p> <p>8. LP: To count by grouping into 10s and 1s (worksheet).</p> <p>9. LP: To partition into 10s and 1s (part-part whole models practically).</p> <p>10. LP: To partition into 10s and 1s (worksheet).</p> <p>11. LP: To explore the numberline to 50.</p> <p>12. LP: To explore the numberline to 50. <a href="#">Tug of War (maths.org)</a></p> <p>13. LP: To estimate on a numberline.</p> <p>14. LP: To find one more and one less (numberline, practical).</p> <p>15. LP: To find one more and one less.</p> <p><a href="#">Ladybirds in the Garden (maths.org)</a> adding 4s and 7s to make different numbers with a 50 square.</p>	
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Summer 24

Multiplication and Division (2 - 3 weeks)	Fractions (2 -3weeks)	Time (2-3 weeks)	<u>Place value</u> to 100 (2-3 weeks)	Money (notes), introduction and application. (1-2 week)	Position and direction (1-2 week)
<p><b><u>National Curriculum Statements:</u></b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> </ul> <p><u>Lesson sequence:</u></p> <ol style="list-style-type: none"> <li>1. Count in 2s, 5s, 10s</li> <li>2. Recognise equal groups</li> <li>3. Add equal groups</li> <li>4. Make arrays (practical)</li> <li>5. Make arrays (worksheet)</li> <li>6. Make doubles</li> <li>7. Make equal groups (grouping practical)</li> <li>8. Make equal groups (grouping)</li> <li>9. Make equal groups (sharing practical)</li> <li>10. Make equal groups (sharing)</li> </ol> <p>NCETM: <a href="#">Unitising and coin recognition   NCETM</a></p>	<p><b><u>National Curriculum Statements:</u></b></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> </ul> <p><u>Lesson sequence:</u></p> <ol style="list-style-type: none"> <li>1. Recognise half an object or shape</li> <li>2. Find half an object or shape</li> <li>3. Recognise half a quantity</li> <li>4. Find half a quantity (practical)</li> <li>5. Find half a quantity</li> <li>6. Recognise quarter of an object or shape</li> <li>7. Find quarter of an object or shape</li> <li>8. Recognise quarter of a quantity</li> <li>9. Find quarter of a quantity (practical)</li> <li>10. Find quarter of a quantity</li> </ol> <p><a href="#">Fractions   NCETM</a> Focus on half and one quarter</p>	<p><b><u>National Curriculum Statements:</u></b></p> <ul style="list-style-type: none"> <li>✓ compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]</li> <li>✓ measure and begin to record the following: time (hours, minutes, seconds)</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> <p><u>Lesson sequence:</u></p>	<p><b><u>National Curriculum Statements:</u></b></p> <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, fives and tens</li> <li>✓ given a number, identify one more and one less</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</li> </ul>	<p><b><u>National Curriculum Statements:</u></b></p> <ul style="list-style-type: none"> <li>✓ recognise and know the value of different denominations of coins and notes</li> </ul> <p><u>Lesson Sequence:</u></p> <ol style="list-style-type: none"> <li>1. LP: To recognise coins.</li> <li>2. LP: To recognise notes (practical)</li> <li>3. To recognise notes.</li> <li>4. LP: To pay using notes. (practical)</li> <li>5. LP: To pay using coins or notes (exact amounts).</li> </ol>	<p><b><u>National Curriculum Statements:</u></b></p> <ul style="list-style-type: none"> <li>✓ describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> </ul> <p><u>Lesson sequence:</u></p> <ol style="list-style-type: none"> <li>1. Describe turns</li> <li>2. Describe position (left and right)</li> <li>3. Describe position forwards and backwards</li> <li>4. Describe position above and below</li> <li>5. Ordinal numbers</li> </ol>

<p>Lessons 1 -4</p> <p>NCETM Lessons 1 and 2 <a href="#">Introduction to multiplication   NCETM</a></p>		<ol style="list-style-type: none"> <li>1. To use before and after</li> <li>2. Days of the week</li> <li>3. Months of the year</li> <li>4. Recognise the difference between hours, minutes and seconds.</li> <li>5. Tell the time to the hour</li> <li>6. Hour hand</li> <li>7. Draw the hour hand</li> <li>8. Tell the time to half an hour</li> <li>9. Half an hour hand</li> <li>10. Draw the half hour hand</li> </ol>	<p>(fewer), most, least</p> <p>✓ read and write numbers from 1 to 20 in numerals</p> <p><u>Lesson sequence:</u></p> <ol style="list-style-type: none"> <li>1. Counting to 100 (practical)</li> <li>2. Counting to 100</li> <li>3. Count in 10s to 100</li> <li>4. Partition into tens and ones (practical)</li> <li>5. Partition into tens and ones.</li> <li>6. Using a number line (children not drawing number lines)</li> <li>7. Using a hundred square</li> <li>8. One more, one less</li> <li>9. Comparing numbers (same number of tens)</li> </ol>		
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10. Compare  
any 2  
numbers

[Numbers 10 to  
100 | NCETM](#)

Starters: count in  
2s, 5s, 10s  
Number bonds,  
ordering numbers