Autumn 2018
Miss Davis Slytherin Maths Medium Term Plan

Teaching focus	Duration	Learning intentions	
		Rec	**Yr1**
Number and place value	1 week	Count reliably to 10. Understand that when a number of objects is rearranged the quantity does not change (Conservation of number) Recognise numbers as more or less than 6. Estimate a number of objects up to 10. Place numbers 1-10 on a number track. Begin to order numbers to 10. Put three numbers less than 10 in order. Count and order numbers to 10. Say a number in between two numbers up to 10.	Count reliably to 20. Estimate a number of objects up to 10. Understand conservation of number. Knowing whether a number is more or less than 10. Begin to order numbers to 20. Recognise missing numbers from a 1-20 number washing line. Use landmarks of 5, 10, 15 and 20 to help place numbers on a bead bar or number track. Use knowledge of other numbers to place numbers on a line. Recognise a teen number as 10 and some more. Make teen numbers showing partitioning. Understand 'teen' numbers as numbers which can be partitioned into 10 and 'some more'. Begin to record in additions, e.g. 10 + 4 = 14.
Addition	1 week	Say quickly the number shown on each face of a spotty dice. Match numbers on a spotty dice to numerals and numbered sets of objects. Match a number card 1-10 to a spoken number. Form correct number, 1-10, on hearing the number spoken. Use sets of objects to say what one more than each number 1-6 is. Spot errors in the correct sequence of numbers 1-10. Use sets of objects to say what one more than each number is from 1-10. Be able to say which number comes next with any number 1-10 selected at random. Also be able to show this as a written number.	Partition 5 into different pairs (1 and 4, etc.). Record these pairs as written additions. Count on a small number using a number line. Add two numbers by holding the larger number of two in your head and counting on the smaller. Add 1, 2, 3, 4 or 5 more to a given set of objects and know what the new total will be. Count on 1, 2, 3, 4 or 5 successfully more from a given start number. Use a visual stimulus to aid counting on 1, 2, 3, 4 or 5 from a given start number. Be able to count on from a small number in your head. Add two numbers less than ten by counting on. Begin to add two numbers, one of which is greater than 10, by counting on.

Money and measures	1 week	Recognise £1 and £2 coins. Know how many £1 coins are in different amounts and make amounts using £1 coins Recognise £1 and £2 coins. Buy items from a pretend shop and pay using £1 coins. Recognise different coin amounts. Buy different items from a pretend shop using the correct coins. Know the days of the week. Order days of the week and talk about what happens on each day. Know that 1 minute is a unit of time. Count actions that can be carried out in 1 minute.	Know how much each coin to 10p is worth. Begin to find the total of two coins. Add 1p and 2p to coins up to 10p and write the addition. Find ways to pay amounts to 10p. Tell the time to the hour. Show o'clock times on small clocks. Know the key times of events of the day.
Measures and shape	1 week	Compare different lengths. Begin to use mathematical vocabulary e.g. longest/shortest. Compare two lengths and decide which is longer/shorter. Begin to measure by using non-uniform units of measurement. Measure by using non-uniform units of measurement. Order different lengths from shortest to longest. Find objects which are longer/shorter than a 30 cm ruler. Begin to understand and create symmetrical patterns and pictures. Begin to identify symmetrical patterns. Create their own symmetrical patterns.	Measure length with non-standard units. Make sensible estimations, stating whether something is shorter or longer. Measure length with non-standard units. Order different lengths. Begin to have a sense of how long a metre is. Estimate using metres and find items longer and shorter than 1 m. Understand the term 'symmetry'. Create symmetrical patterns. Recognise whether a pattern or object is symmetrical. Find a line of symmetry.
Addition and subtraction	1 week	Find different ways of partitioning 5 objects. Begin to recognise an addition number sentence. Find different ways of partitioning 5 objects. Read the corresponding addition. Find different ways of partitioning 6 objects. Begin to read an addition number sentence. Find different ways of partitioning 6 objects. Begin to read and say an addition number sentence. Begin to link addition/partitioning work to early subtraction. Guess how many from a set of 5 or 6 is missing.	Understand subtraction as 'take away'. Count what's left and record the related subtraction sentences. Begin to count back to subtract. See how subtraction 'undoes' addition. Add and subtract numbers up to 15. Add and subtract 1 or 2. Read the signs + and –. Decide whether to add or subtract to solve a word problem. Represent objects in a word problem with cubes or fingers.
Number and place value	1 week 3 days assessment	Count up to 10 objects and match numerals. Think about the best way to count objects. Count a set of objects that cannot be moved by counting in a systematic way or marking the ones they have counted. Match numerals to the number in a set. Understand the concept of zero. Count backwards. Continue a repeating pattern of sets of two objects. Continue a repeating pattern.	Order numbers on a track. Mark numbers on a beaded line using the 'landmarks' of 5, 10, 15 and 20 to help. Compare 2 numbers less than 20. Count from 1 to 100. Count in 10s from 10, matching multiples on their fingers Recognise ½ of shapes. Divide regular shapes in half. Understand how to find ¼ of different shapes.

Doubling and halving and measures	1 week	Read and write numbers 10 to 20. Begin to compare and order numbers to 20. Say the next number after 10. Begin to say the next number for numbers between 10 and 20. Understand that a double is two of the same number added together. Find doubles 1 to 5. Order days of the week. Order days of the week. Know which days are school days and which days are weekend days.	Understand that a double is two of the same number added together. Begin to know doubles 1 to 5. Try to share numbers to 10 to find which are even and which are odd. Begin to recognise which numbers are odd and even without sharing. Find odd and even numbers on a 1–20 track. Count in 2s from 1 and 2 to find odd and even numbers to 20. Order days of the week. Answer questions about the order of days of the week. Order months of the year. Recognise when the months are ordered incorrectly.
Shape and data	1 week	Begin to name and describe squares, rectangles, circles and triangles. Begin to name and describe squares, rectangles, circles and triangles. Begin to name and describe squares, rectangles, circles and triangles. Use a list to help sort objects. Use a Venn diagram to help sort objects.	Name and describe some properties of squares, rectangles, circles and triangles. Name and describe properties of squares, rectangles, circles and triangles. Begin to use more mathematical vocabulary to describe properties. Name, describe properties of squares, rectangles, circles and triangles and match them into sets. Recognise simple shapes no matter the proportion or orientation. Understand that objects can be sorted in different ways. Use lists to sort objects. Think of different ways to sort shapes. Use a table to sort objects.
Measure, addition and subtraction	1 week	Compare heights, using the vocabulary of comparison. Compare heights, using the vocabulary of comparison. Compare two numbers first up to 10, then between 10 and 20. Use non-standard units to compare heights. Use non-standard units to compare lengths or heights.	Find one more/one less than any number up to 20. Record as number sentences. Find two more/less than any number up to 20 recording the hops on a beaded line. Understand hopping backwards as subtraction. Find one more/one less than 2-digit numbers. Fill in missing numbers in sequences. Find one more/less than any 2-digit number, crossing over the tens barrier. Partition 10 into pairs and write as additions. Begin to systematically order pairs to 10.
Addition and subtraction	1 week	Partition 5 into pairs. Begin to read matching additions. Partition 6 into pairs. Begin to read matching additions. Partition 6 into pairs. Begin to read matching additions. Begin to partition 10 into pairs. Begin to read matching additions. Begin to partition 10 into pairs. Begin to read matching additions.	Partition 6 into pairs, write the addition. Find related subtraction facts, Partition 7 and record the related addition sentences. Write the related subtraction facts. Partition 10 and record the related addition sentences. Begin to find the related subtraction facts. Relate counting on to addition. Add 2, 3 or 4 by counting on. Realise that addition can be done in any order. Put the larger number first when adding two numbers.

Number, addition and subtraction	1 week	Count to 100. Say the next number for numbers to 12. Begin to say the next number for numbers to 20. Begin to use ordinal numbers in context. Read and begin to write numbers to 20.	Count to 100 from different starting points. Find one more and one less than a given number up to 100. Use ordinal numbers in context up to the 10th place. Know number bonds to 10 finding matching pairs. Know by heart number bonds to 10 and record as number sentences.
Christmas Shop	2 week	Use addition vocab Counting shop goods. Combine two groups of objects. Add by counting on. Find one more than a number from 1-10. Counting 1ps. Sorting coins Using coins in role play. Use coin vocab	Add ten to a one digit number. To know addition and subtraction facts to 5. To begin to recognise and name 0 To begin to recognise a relationship between addition and subtraction To develop the concept of buying and selling using coins. To develop the concept of buying and selling using coins. To work out how to pay for items costing up to 10p. To add sets of coins. To recognise the relationship between coins 1p, 2p, 5p, 10p.
Mental Maths	One term	Count to 10. Count 3 objects. I know when to count I know that the last number is the total. I can count with one to one correspondence I can count objects in a line. I can count objects in a pile. 1+1 2+2	I can count from 60 to 69 I can count to 100 I can read 10 20 30 40 50 60 70 80 90 100. I can read two digit numbers. I know when to count I know that the last number is the total. I can count with one to one correspondence I can count objects in a line. I can count objects in a pile. I can count ten objects. Counting on and back 1 2 3 4 5 Count in 5's I can add and subtract objects to 10. I can add 10. I can double a one digit number. I know half of 3, 5, 7, 9. I know missing numbers to 10. Share 6, 9, 12, 15 between 3. Set out groups of blocks and find the total Say multiples 1-5 and 1-10 4+6 1+9 3+7 2+8 5+5