

**Spring 2019 Once Upon A Time
Gemma Davis Slytherin Maths Medium Term Plan**

Fairy-tale	Focus	Objective	Development Matters and Early Learning Goals	Year One Objectives
Beauty and the Beast (linked to Pantomime visit)	Counting	<ul style="list-style-type: none"> • Order numerals • Recite numbers • Count back • Order numerals • Count objects. 	<p>Numbers Recognises numerals 1 to 5. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Solves problems, including doubling, halving and sharing.</p>	<p>Number - number and place value 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 2s, 5s and 10s given a number, identify 1 more and 1 less 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</p>
Goldilocks and the Three Bears	Counting	<ul style="list-style-type: none"> • Counting houses • Patterns using story props • Size big, middle sized, small. • Ordinal numbers. • Begin to estimate quantities, e.g. choose from 5, 10 or 20. • Count actions and sounds. 	<p>Numbers Recognises numerals 1 to 5. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Says the number that is one more than a given number. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Solves problems, including doubling, halving and sharing.</p>	<p>Number - number and place value Pupils should be taught to: 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 2s, 5s and 10s given a number, identify 1 more and 1 less 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</p>

<p>Little Red Riding Hood</p>	<p>3D Shapes Fractions</p>	<ul style="list-style-type: none"> • Positional language using props. • Directional language. • Use 3D shapes to build models and patterns of houses. • Recognise cube, cuboid and sphere food items. • Sort 3D food items according to whether they roll or not, stack or not. • Find quarter and half of a shape 	<p>Numbers Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.</p> <p>Shape, Space and Measures Is beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Recognises, creates and describes patterns. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>	<p>Number - fractions recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</p> <p>Geometry - properties of shapes 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]</p>
<p>The Gingerbread Man</p>	<p>Adding</p>	<ul style="list-style-type: none"> • Counting buttons • Begin to add two sets of buttons and find the total. Say the next number (without counting from 1). • Add 1 to any number of buttons. • Add 2 to any number of buttons. • Read the corresponding addition when adding buttons. 	<p>Numbers Counts objects to 10, and beginning to count beyond 10. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain.</p> <p>Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.</p>	<p>Number - addition and subtraction 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 0 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p>

The Three Pigs	Measures (length)	<ul style="list-style-type: none"> • Compare two lengths of sticks, straw and bricks using direct comparison; use language of longer and shorter. • measure bricks, sticks and straw up to 10 units long. • Put three lengths of bricks, sticks and straw in order. 	<p>Numbers Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.</p> <p>Shape, Space and Measure Orders two or three items by length or height. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>	<p>Number - number and place value 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 2s, 5s and 10s given a number, identify 1 more and 1 less 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</p> <p>Measurement compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] measure and begin to record the following: lengths and heights sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p>
Jack and the Beanstalk	Money (real life)	<ul style="list-style-type: none"> • Sorting coins • Recognise coins and notes and know the value of each. • Solve practical problems involving counting or role play. 	<p>Numbers Recognises some numerals of personal significance. Counts actions or objects which cannot be moved. Uses the language of 'more' and 'fewer' to compare two sets of objects. Says the number that is one more than a given number. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer. Solves problems, including doubling, halving and sharing.</p> <p>Shape, Space and Measures Beginning to use everyday language related to money. Uses everyday language to talk about size, weight, capacity, distance, time and money to solve problems.</p>	<p>Number - number and place value 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 2s, 5s and 10s given a number, identify 1 more and 1 less 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</p> <p>Measurement measure and begin to record the following: recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p>

<p>The Three Billy Goats Gruff</p>	<p>Counting on Position and Direction</p>	<ul style="list-style-type: none"> • Recognise • Finding one more and one less. • Find one more and two more • Begin to record the number in a set. • Direct a goat over the bridge 	<p>Numbers Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.</p>	<p>Number - number and place value 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 2s, 5s and 10s given a number, identify 1 more and 1 less 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 Geometry - position and direction describe position, direction and movement, including whole, half, quarter and three-quarter turns</p>
------------------------------------	---	--	--	--

Cinderella	Time	<ul style="list-style-type: none"> • Use the vocabulary related to time. • Recognise numbers 1-12 • o' clock and half past times. • Know how key times of day (hours only) are shown on the clock, analogue and digital. 	<p>Numbers Recognises some numerals of key significance. Says the number that is one more than a given number. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.</p> <p>Shapes, Space and Measures Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways. Uses everyday language to talk about size, weight, capacity, distance, time and money to solve problems. Recognises, creates and describes patterns.</p>	<p>Number - number and place value read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s read and write numbers from 1 to 20 in numerals and words</p> <p>Measurement compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] measure and begin to record the following: 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</p>
Hansel and Gretel	Shape and Space, Position & Data Handling	<ul style="list-style-type: none"> • Describe the shape and size of shapes. • Name shapes. • Describe position. • Sort and describe 2D shapes. • Sweet Symmetry. • Sort sweets using given criteria. • Favourite sweet graph 	<p>Numbers Counts objects to 10, and beginning to count beyond 10. Says the number that is one more than a given number. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.</p> <p>Shape, Space and Measures Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models. Recognises, creates and describes patterns. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>	<p>Number - number and place value 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 2s, 5s and 10s given a number, identify 1 more and 1 less 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</p> <p>Geometry - properties of shapes 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]</p>

Snow White	Addition And Subtraction	<ul style="list-style-type: none"> Counting dwarfs Use addition vocab when adding dwarfs. Combine two groups of dwarfs. Add dwarfs by counting on. Find one more dwarf Find different ways to partition sets of dwarfs. Read the corresponding addition. Subtracting dwarfs. 	<p>Numbers Recognises numerals 1 to 5. Counts objects to 10, and beginning to count beyond 10. Counts an irregular arrangement of up to ten objects. Finds the total number of items in two groups by counting all of them. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer. Solves problems, including doubling, halving or sharing.</p>	<p>Number - addition and subtraction 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 0 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p>
The Elves and the Shoemaker	Measures (weight) Multiplication and division	<ul style="list-style-type: none"> Counting in 2's Compare two shoes using direct comparison; use language of heavier and lighter. Use uniform non-standard units to measure weights up to 10 units. Multiplying shoes Dividing amount of shoes. 	<p>Numbers Counts objects to 10, and beginning to count beyond 10. Uses the language of 'more' and 'fewer' to compare two sets of objects. Says the number that is one more than a given number. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Shape, Space and Measures Orders two items by weight or capacity. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>	<p>Number - multiplication and division 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 Measurement compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than] measure and begin to record the following: mass/weight</p>

Puss in Boots	Counting Comparing	<ul style="list-style-type: none"> Counting in 2's, 5's and 10's Count back Compare numbers Read numbers and match numerals to sets of boots. 	<p>Recognises numerals 1 to 5. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Uses the language of 'more' and 'fewer' to compare two sets of objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.</p>	<p>Number - number and place value 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 2s, 5s and 10s given a number, identify 1 more and 1 less 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</p> <p>Number - multiplication and division 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</p>
Sleeping Beauty	Pattern	<ul style="list-style-type: none"> Continue a repeating pattern with three colours/shapes/objects. Symmetrical patterns on dresses & Prince Charming's coat Begin to recognise and create symmetrical patterns. 	<p>Numbers Says the number that is one more than a given number. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer. Shape, Space and Measures Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Uses familiar objects and common shapes to create and recreate patterns and build models. Recognises, creates and describes patterns. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>	<p>Number - number and place value 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 2s, 5s and 10s given a number, identify 1 more and 1 less 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</p> <p>Measurement recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Geometry - properties of shapes 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]</p>

Mental Maths	<ul style="list-style-type: none"> • 1+1, 2+2, 3+3, 4+4, 5+5 • Recognising numbers to 10 • Count ten objects. • Realising that the end number is the total. • Count on/back one. • Double a one digit number • Half of 2, 4, 6, 8, 10 • When to add + • When to find the total = • When to take away - • Take some away - count how many left = • Give out objects fairly (division) 	<ul style="list-style-type: none"> • Count to 100. • Counting in 5's • Doubling 2 digit multiples of 10. • Number bonds to 10. • Reading numbers 100 200 300 400 500 600 700 800 900 1000 • Ordering two digit numbers. • Counting on and back in 2, 3, 4, 5 • Add numbers of objects to 10. • Read/arrange/solve an addition and subtraction number sentence • Take away numbers of objects to 10. • Solve subtraction on a number line. • Share 6, 9, 12, or 15 objects into 3. • 1+9= 3+7= 5+5= 4+6= 2+8= 4+2= 5+2= 6+2= 7+2= 9+2= 4+3= 5+3= 6+3=
--------------	--	---