



## Slytherin Year One Maths Medium Term Planning Summer Term 2022 Mrs Ford

### Number: Multiplication & 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.

### 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.

### Geometry-Position & Direction

- describe position, direction and movement, including whole, half, quarter and three quarter turns.

### Number: Place Value (within 100)

- 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 twos, fives and tens
- given a number, identify one more and one 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.

### Measurement: Time

- 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.



### Measurement: Money

- recognise and know the value of different denominations of coins and notes.

| Week | White Rose Block/Main Focus | W/C        | Coverage |
|------|-----------------------------|------------|----------|
| 1    | Consolidation               | 25.04.2022 |          |





# Slytherin Year One Maths Medium Term Planning Summer Term 2022 Mrs Ford

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| 2, 3 & 4 | <b>Multiplication &amp; Division</b> | 3.05.2022<br>9.05.2022<br>16.05.2022 | <p>Year 1   Summer Term   Week 2 to 4 – Number: Multiplication &amp; Division</p>  <p><b>Overview</b></p> <p><b>Small Steps</b></p> <ul style="list-style-type: none"> <li>Count in 2s <span style="float: right;">R</span></li> <li>Count in 5s <span style="float: right;">R</span></li> <li>Count in 10s</li> <li>Make equal groups</li> <li>Add equal groups</li> <li>Make arrays</li> <li>Make doubles</li> <li>Make equal groups - grouping</li> <li>Make equal groups - sharing</li> </ul> <p><b>Notes for 2020/21</b></p> <p>We have chosen to revisit counting in 2s and 5s from the spring term before children move on to look at counting in 10s. Practical equipment is encouraged throughout this block to help cement these essential mathematical concepts with children.</p> |
| 5 & 6    | <b>Number: Fractions</b>             | 23.05.2022<br>06.06.2022             | <p>Year 1   Summer Term   Week 5 to 6 – Number: Fractions</p>  <p><b>Overview</b></p> <p><b>Small Steps</b></p> <ul style="list-style-type: none"> <li>Find a half (1)</li> <li>Find a half (2)</li> <li>Find a quarter (1)</li> <li>Find a quarter (2)</li> </ul> <p><b>Notes for 2020/21</b></p> <p>You may choose to omit this block of learning in favour of spending more time on basic number. Children will be introduced to the ideas of halves and quarters again in year 2.</p>   |



# Slytherin Year One Maths Medium Term Planning Summer Term 2022 Mrs Ford

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| 7     | Geometry:<br>Position &<br>Direction | 13.06.2022               | <p>Year 1   Summer Term   Week 7 – Geometry: Position &amp; Direction</p>  <p><b>Overview</b></p> <p><b>Small Steps</b></p> <ul style="list-style-type: none"> <li>Describe turns</li> <li>Describe position (1)</li> <li>Describe position (2)</li> </ul> <p><b>Notes for 2020/21</b></p> <p>Practical activities are encouraged to help children understand how to describe position, direction and movement, including whole, half, quarter and three quarter turns.</p> <p>Consider omitting the language of half and quarter turns if fractions was not covered.</p>                     |
| 8 & 9 | Number: Place Value (within 100)     | 13.06.2022<br>20.06.2022 | <p>Year 1   Summer Term   Week 8 to 9 – Number: Place Value (within 100)</p>  <p><b>Overview</b></p> <p><b>Small Steps</b></p> <ul style="list-style-type: none"> <li>Counting forwards and backwards within 100</li> <li>Partitioning numbers</li> <li>Comparing numbers (1)</li> <li>Comparing numbers (2)</li> <li>Ordering numbers</li> <li>One more, one less</li> </ul> <p><b>Notes for 2020/21</b></p> <p>Children continue their learning on place value. Start with numbers within 10, 20 and 50 to ensure understanding of this before moving on to look at numbers within 100.</p> |



# Slytherin Year One Maths Medium Term Planning Summer Term 2022 Mrs Ford

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| 10         | <b>Measurement:<br/>Money</b> | 27.06.2022<br>04.07.2022 | <p>Year 1   Summer Term   Week 10 – Measurement: Money</p> <p><b>Overview</b></p> <p><b>Small Steps</b></p> <ul style="list-style-type: none"><li>Recognising coins</li><li>Recognising notes</li><li>Counting in coins</li></ul> <p><b>Notes for 2020/21</b></p> <p>When counting in coins, focus on 1p, 2p, 5p and 10p coins to build on understanding of counting in 1s, 2s, 5s and 10s from earlier in the year.</p> <p>White Rose Maths</p>   |
| 11 &<br>12 | <b>Measurement:<br/>Time</b>  | 11.07.22<br>18.07.22     | <p>Year 1   Summer Term   Week 11 to 12 – Measurement: Time</p> <p><b>Overview</b></p> <p><b>Small Steps</b></p> <ul style="list-style-type: none"><li>Before and after</li><li>Dates</li><li>Time to the hour</li><li>Time to the half hour</li><li>Writing time</li><li>Comparing time</li></ul> <p><b>Notes for 2020/21</b></p> <p>You may choose to omit these steps to focus on some of the earlier learning on place value and addition and subtraction. Time will be revisited in Year 2 or could be taught through short daily inputs throughout the year.</p> <p>White Rose Maths</p> |



## Slytherin Year One Maths Medium Term Planning Summer Term 2022 Mrs Ford

| Main Focus  | Daily Focus  | Inputs   |
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| Week 1<br>25.04.2022<br><b>Consolidation</b>  |  |  |
| Week 2:<br>3.05.2022<br>Multiplication<br>& Division<br>Week 3:<br>9.05.2022<br>Multiplication<br>& Division<br>Week 4:<br>16.05.2022<br>Multiplication<br>& Division | <ul style="list-style-type: none"> <li>• Counting in 2's, 5's &amp; 10's.</li> <li>• Making &amp; Adding Equal Groups</li> <li>• Making Arrays</li> <li>• Making Doubles</li> <li>• Making Equal Groups (Grouping)</li> <li>• Sharing Equally</li> </ul> | <p>Children build on their previous knowledge of counting in multiples of 2 and go beyond 20 up to 50 They will apply previous learning of one more and one less to counting forwards and backwards in twos. For example, two more than and two less than. The 1-50 grid can be used to spot and discuss patterns that emerge when counting in 2s. How can we count the pairs? What does it mean to count in pairs? Can we use tens frames to help us count in 2s? Can you see any patterns when you count in 2s? Count in 2s 9 Year 1   Spring Term   Week 5 to 7 – Number: Place Value (within 50) How many socks are there? There are ___ socks in total. How many gloves are there? There are ___ gloves in total. Represent the gloves using ten frames. Continue colouring in 2s on the grid. What do you notice? Complete the number lines by counting in 2s.</p> <p>Children build on previous learning of counting in fives to go beyond 20 and up to 50 The 1-50 grid can be used to spot and discuss patterns that emerge when counting in 5s. How can we count the groups of 5? Can you describe the pattern when you count in 5s? Will _____ appear on our number line? Why/why not? Count in 5s 11 Year 1   Spring Term   Week 5 to 7 – Number: Place Value (within 50) How many fish are there? There are ___ fish in each tank. There are ___ tanks. There are ___ fish altogether. How many grapes are there? There are ___ grapes in each bunch. There are ___ bunches. There are ___ grapes altogether. Continue counting in 5s on the grid. Complete the number lines by counting in 5s.</p> <p>Children count in groups of tens for the first time. Previously they have counted in 2s and 5s. They use pictures, bead strings and number lines to support their counting. Counting in 10s on a hundred square will also support children to see the similarities between the numbers when we count in tens. How many birds/flowers are there in total? How can we use our number lines to help us count them? Will _____ appear on our number line? Why? What is the same about all the numbers we say when we are counting in tens? Count in 10s 13</p> <p>How many birds are there altogether? There are _____ birds in each tree. There are _____ trees. There are _____ birds altogether. How many flowers are there altogether? There are _____ flowers in each bunch. There are _____ bunches. There are _____ flowers altogether. Use a 0-100 bead string to count in tens. Can we count forwards and backwards in tens? Can we count in tens on a number track as well? How does this match counting on a bead string?</p> <p>Children begin by using stories which link to pictures and concrete manipulatives to explore making equal groups and write statements such as 'there are ___ groups of ____.' They will recognise and explain how they know when they are equal or not. Children see equal groups that are arranged differently so they understand that the groups look different but can still be equal in number. At this stage children do not explore multiplication formally. . How do I know that the groups are</p> |



## Slytherin Year One Maths Medium Term Planning Summer Term 2022 Mrs Ford

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|  | <p>equal? What does equal mean? How many pencils are there in each pot? How can I complete the sentence to describe the groups? What's the same and what's different? Are Josh's groups equal or unequal? How can we make them equal?</p> <p>Making Equal Groups 15 Year 1   Summer Term   Week 2 to 4 – Number: Multiplication &amp; Division Are the groups equal or unequal? Write a label for each. Complete the sentences There are ___ groups of ___ pencils. There are ___ groups of ___ flowers. Josh is drawing equal groups of 3 Complete his drawing.</p> <p>Children use equal groups to find a total. They focus on counting equal groups of 2, 5 and 10 and explore this within 50. Children could begin by linking this to real life, for example animal legs, wheels, flowers in vases etc. Stem sentences alongside number sentences can help children link the calculation with the situation. Ensure children have the opportunity to say their sentences aloud. How many apples are there in each bag? Do all of the bags have an equal number of apples? How many equal groups can you see? How can we represent this with counters/cubes/on a number line/in a number sentence etc? What other equipment could you use to represent your pattern? What's the same? What's different? Which is more, 3 groups of 10 or 4 groups of 5? Prove why. Add Equal Groups 17 Year 1   Summer Term   Week 2 to 4 – Number: Multiplication &amp; Division How many wheels altogether? <math>2 + 2 + 2 + 2 + 2 =</math> How many fingers altogether? <math>5 + 5 + 5 =</math> How many apples are there? Complete the sentences. <math>5 + 5 + 5 + 5 =</math> There are ___ apples. There are ___ groups of ___ apples which is equal to ___ How many fish are there? Complete the sentences. Can you show this using ten frames? <math>___ + ___ + ___ =</math> There are ___ fish.</p> <p>Children begin to make arrays by making equal groups and building them up in columns or rows. They use a range of concrete and pictorial representations alongside sentence stems to support their understanding. Children also explore arrays built incorrectly and recognise the importance of columns and rows. How many equal groups do I have? How many in each group? Can I represent my apples with counters? What is the difference between columns and rows? How many counters in each row? How many counters in each column? How can I record my array with a number sentence? Make Arrays 19 Year 1   Summer Term   Week 2 to 4 – Number: Multiplication &amp; Division Build an array with counters to represent the apples. Complete the sentences. There are ___ apples in each row. There are ___ rows. <math>___ + ___ + ___ =</math> There are ___ apples altogether. Complete the table.</p> <p>Children explore doubling with numbers up to 20 Reinforce understanding that 'double' is two groups of a number or an amount. Children show and explain what doubling means using concrete and pictorial representations. They record doubling using the sentence, 'Double ___ is ___' and use repeated addition to represent doubles in the abstract. They look at representations to decide whether that shows doubling or not. Can you sort these representations in to doubles and not doubles? How do you know they've been doubled? What comes next in my table, why? How can we show the double differently? If double 2 is 4, what is double 20? What is the largest double we can roll on a normal dice? Making Doubles 21 Year 1   Summer Term   Week 2 to 4 – Number: Multiplication &amp; Division Circle the representations which</p> |
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## Slytherin Year One Maths Medium Term Planning Summer Term 2022 Mrs Ford

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|  |  | <p>have been doubled: Take a number piece and double it. Complete the sentence. Double ____ is ____ Double ____ is ____ Complete and continue the table.</p> <p>Children start with a given total and make groups of an equal amount. They record their understanding in sentences, not through formal division at this stage. Children can develop their understanding of equal groups by also being exposed to numbers which do not group equally. How can you tell if the groups are equal? How can you represent the equal groups? Do all numbers divide into equal groups of 2? How do you sort the cubes into equal groups? What would happen if there were 21 cubes? Have I got equal groups? How do you know? Does each group need to be arranged in the same way for it to be equal? Make Equal Groups - Grouping 23 Year 1   Summer Term   Week 2 to 4 – Number: Multiplication &amp; Division How many equal groups of 2 can you make with the mittens? There are ____ groups of 2 mittens. If you had 10 mittens, how many equal groups of 2 mittens could you make? Take 20 cubes. Complete the sentences. I can make ____ equal groups of 2 I can make ____ equal groups of 5 I can make ____ equal groups of 10 Complete the table. Use equipment to help you.</p> <p>Children explore sharing as a model of division. They use 1 : 1 correspondence to share concrete objects into equal groups. Children also need to be given the opportunity to see when a number of objects cannot be shared equally into equal groups. How can I share the muffins equally? How many muffins on this plate? How many on this plate? Are they equal? If I had 9 muffins what would happen? How can I share the objects equally? How many equal groups am I sharing the objects into? Are the groups equal? Are there any left over? Sharing Equally 25 Year 1   Summer Term   Week 2 to 4 – Number: Multiplication &amp; Division Share the muffins equally between the two plates. Complete the sentence. ____ cakes shared equally between 2 is ____ Collect 20 cubes. Use hoops to represent your friends. Can you share the cubes between 5 friends? 20 shared between 5 equals ____ Can you share the cubes between 2 friends? 20 shared between 2 equals ____ Can you share the cubes between 10 friends? 20 shared between 10 equals ____ Tim has 16 bananas. He shares them equally between two boxes. How many bananas are in each box? Represent and solve the problem.</p> |
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## Slytherin Year One Maths Medium Term Planning Summer Term 2022 Mrs Ford

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| <p>Week 5:<br/>23.05.2022<br/>Number:<br/>Fractions</p> <p>Week 6:<br/>06.06.2022<br/>Number:<br/>Fractions</p> | <ul style="list-style-type: none"><li>• Find a Half</li><li>• Find a Quarter</li></ul> | <p>Children explore finding a half for the first time using shapes and sets of objects. They will use the vocabulary 'half' and 'whole'. Children will not at this stage use the fractional notation of <math>\frac{1}{2}</math> It is important that they know that a half means 'one of two equal parts' and are able to count them. How many parts have I split my object into? How can you show a half of something? How do you know if a shape is split into halves? How many halves make a whole? Can we count them? How do you know if an object or shape has not been split in half? Is there more than one way to show half of a shape or object? Is this the same for all shapes? Find a Half (1) 29 Year 1   Summer Term   Week 5 to 6 – Number: Fractions Show the children real life objects and how they can be cut in half. How can we cut these objects in half? Can any of the objects be cut in half in more than one way? Which circles have been split into equal halves? Match the halves to make 5 complete shapes. Children use their understanding of finding half of an object or shape and apply this to finding half of a small quantity. It is important that children find the total amount and can then show how this number can be shared equally into two. The use of concrete manipulatives such as counters can help children to find a half. How can we find half of an amount? How many groups do we need to share our beads between? How can you check that you have found half? How many equal parts should you have when you have split the objects in half? Find a Half (2) 31 Year 1   Summer Term   Week 5 to 6 – Number: Fractions Find half of each amount. Find half of the amounts and complete the stem sentences. Find half of the sheep. There are ____ sheep. Half of ____ is ____.</p> <p>Children explore quarters for the first time. They will develop their understanding of equal parts and non-equal parts and relate this to a shape or object being split up into four equal parts. Children will use the words quarters and parts at this stage but will not use the fractional notation of <math>\frac{1}{4}</math> How many parts does my whole have? Are my parts equal or not equal? How many equal parts can we see/count? Can we make a quarter in a different way? Which shapes show equal parts? Which shapes show four equal parts? Which shapes show quarters? Find a Quarter (1) 33 Year 1   Summer Term   Week 5 to 6 – Number: Fractions Take two square pieces of paper, two circular pieces of paper and two rectangular pieces of paper. Model folding one of each into four equal parts and the other into four non-equal parts. • Which shapes show equal parts? Which do not? • How many equal parts can we see? Can we fold any of the shapes in a different way and still get equal parts? Count the equal parts and then model counting them in quarters. Colour a quarter of each shape. Can you colour it in different ways? Tick the shapes that show quarters. Children find a quarter of a small quantity through equal sharing. It is important they can show the groups clearly by drawing around quantities or by physically sharing into something. Children will use the word quarters and parts at this stage but will not use the fractional notation of <math>\frac{1}{4}</math> They also begin to describe capacity using the terminology 'a quarter full'. How many sweets do I have? How can I share them equally into four groups? What is one quarter worth? Are my containers the same or different? Can you should me a quarter full in each container. How can I quarter this amount? If I have 2, and it is a quarter, what will the whole look like?</p> |
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## Slytherin Year One Maths Medium Term Planning Summer Term 2022 Mrs Ford

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|   |  | <p>What will the whole be worth? Find a Quarter (2) 35 Year 1   Summer Term   Week 5 to 6 – Number: Fractions Share each quantity into four equal groups. There are ___ cakes. There is ___ cake in each quarter. A quarter of ___ is ___ There are ___ sweets. There are ___ sweets in each quarter. A quarter of ___ is ___ There are ___ peaches. There are ___ peaches in each quarter. A quarter of ___ is ___ Use a range of containers and rice/water. Can you show me a quarter full in each container? Do they look the same or different? Use counters to complete the sentences. A quarter of 4 is ___ A quarter of 8 is ___ 1 is one quarter of ___ 3 is one quarter of ___</p>  |
| <p><b>Week 7:</b><br/>13.06.2022<br/><b>Geometry:</b><br/><b>Position &amp; Direction</b></p> | <ul style="list-style-type: none"> <li>• Describe Turn</li> <li>• Describe Position</li> </ul> | <p>Children use the language ‘full’, ‘half’, ‘quarter’ and ‘threequarter’ to describe turns made by shapes/objects. Children should practically turn objects, shapes and themselves in different directions but do not need to describe the direction of the turns. Children should investigate whether they can finish facing the same direction if they complete different turns. What is each turn called? Is there only one direction shapes/objects can move in? Does it make a difference which way the shape / object / person is turned? What part of a whole has the shape/object turned? What will the shape/object look like before or after the turn? Describe Turns 39 Year 1   Summer Term   Week 7 – Geometry: Position &amp; Direction Give the children instructions using the language ‘quarter turn’, ‘half turn’, ‘three quarters turn’ and ‘full turn’. Children could then work in pairs to give and follow directions. This could be developed into a routine with music or as the children line up. Draw what each shape will look like once it has turned a: • quarter turn • half turn • three-quarter turn • full turn Complete the sentence to describe the turns these shapes have made. The shape has turned a _____ turn. Children use ‘left’, ‘right’, ‘forwards’ and ‘backwards’ to describe position and direction. They will describe the position of objects and shapes from different starting positions. You could use board games such as Snakes and Ladders and Twister to explore positional language. Where possible, this concept should be explored practically. What are the different directions we can move in? How would I get to the .....? How could you describe the movement? How could we record the movement? How would I get from the ..... to the .....? Describe Position (1) 41 Year 1   Summer Term   Week 7 – Geometry: Position &amp; Direction Use cones to mark out a route for a partner. Describe the route your partner needs to take using the words ‘left’, ‘right’, ‘forwards’ and ‘backwards’. Use a grid to move a bot to different places. Use the words ‘left’, ‘right’, ‘forwards’ and ‘backwards’ to describe the movements. Complete the sentences using ‘left’ and ‘right’ to describe the position of the coins. The £1 coin is to the _____ of the 1p coin. The 50p coin is to the _____ of the 1p coin. The 2p coin is to the _____ of the 50p coin. Children will build upon directional language ‘left’ and ‘right’ to assist with describing position. They will describe position using: ‘top’, ‘in between’, ‘bottom’, ‘above’ and ‘below’. Children explore the position of objects and shapes from different starting points. Where</p> |



## Slytherin Year One Maths Medium Term Planning Summer Term 2022 Mrs Ford

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|  |  | <p>possible, this concept should be explored practically both in and out of the classroom. Where is the _____ in relation to you? What is _____ of you? What is _____ of this object? How can we describe the position of _____? Can you create your own instructions to build a tower? Describe Position (2) 43 Year 1   Summer Term   Week 7 – Geometry: Position &amp; Direction Think about where you are sitting in the classroom. What can you see around you? Complete the table. Use objects in your classroom or outside area to complete the sentences. Use the words: ‘top’, ‘middle’, ‘bottom’, ‘above’ and ‘below’ to describe the position. The _____ is above _____. The _____ is below _____. In between _____ and _____ is _____. Above _____ is _____ and _____. There is nothing between _____ and _____. Use 5 cubes to build a tower. • Start with a yellow cube. • Place a blue cube on top of the yellow cube. • Place a white cube below the yellow cube. • Place a red cube on the top of the tower. • Place the green cube in between the yellow and white cube.</p>  |
| <p>Week 8<br/>20.06.2022<br/>Number:<br/>Place Value<br/>(within 100)<br/>Week 9<br/>27.06.2022<br/>Number:<br/>Place Value<br/>(within 100)</p> | <ul style="list-style-type: none"> <li>• Counting to 100</li> <li>• Partitioning Numbers</li> <li>• Comparing Numbers</li> <li>• Ordering Numbers</li> <li>• One More, One Less</li> </ul> | <p>Children use their partitioning knowledge to begin comparing numbers within 100 It is important for children to work with a range of equipment, both natural and man-made to make comparisons more visual. Children use the language ‘more than’, ‘less than’ and ‘equal to’ alongside the inequality symbols. Which number has the most/fewest tens? Which number has the most/fewest ones? Why is it important to look at the tens before the ones? If the number is greater/less which direction will we move on the number line? How can we count efficiently? Comparing Numbers (1) 51 Year 1   Summer Term   Week 8 to 9 – Number: Place Value (within 100) Use Base 10 to make these numbers on place value charts. Write how many tens and ones are in each number. 78 and 61 90 and 89 64 and 92 Which number from each pair is the largest? Discuss how you know. On the hundred square, find a number: • Less than 69 • Greater than 79 • Greater than 69 but less than 79 Use equipment from your classroom to compare the amounts using <math>&gt;</math>, <math>&lt;</math> or <math>=</math>. Children compare numbers and amounts using comparison language, more than, less than, equal to as well as the symbols <math>&lt;</math>, <math>&gt;</math> and <math>=</math> Children demonstrate their understanding of the value of the digits in a 2-digit number. They represent this using concrete manipulatives before ordering numbers. Children should be aware when comparing three or more numbers opposite inequality symbols should not be used. (e.g. <math>&lt; &gt;</math>) Which number is the biggest/smallest? How do you know? When ordering, which digit should you consider first? Is there more than one number that could complete the statement? What is the largest/smallest number that could complete the statement? Comparing Numbers (2) 53 Year 1   Summer Term   Week 8 to 9 – Number: Place Value (within 100) Compare the amounts using or <math>=</math> Complete the statements: <math>70 &lt; 70 &lt; 70 &lt; 10 &lt; 100</math> Complete the stem sentences and statements. 62 is _____ than 55 but _____ than 70 ____ is greater than _____ but less than _____. Children order sets of objects and numbers from smallest to largest and largest to smallest. Children use the language ‘most’, ‘bigger’, ‘biggest’, ‘larger’, ‘largest’, ‘smaller’, ‘smallest’ and ‘least’. Children revisit and practise position and ordinal numbers (first, second, third etc.) How are we ordering these objects/numbers? Which should we start with? Which is the biggest/has the most? Which is the smallest/has the least? Which number/group comes next? How do you know? How many more/less objects are in group A than group B? Ordering Numbers 55 Year 1   Summer Term   Week 8 to 9 –</p> |



## Slytherin Year One Maths Medium Term Planning Summer Term 2022 Mrs Ford

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|   |   | <p>Number: Place Value (within 100) Put these objects in the correct place in the table. In groups of 4 roll some PE equipment. The furthest roll wins. Give a sticker and a high-five to the person who came first, second, third and fourth. Order the numbers from smallest to largest.</p> <p>Children find one more and one less than given numbers or amounts to 100 Children use concrete materials and physically add 1 more or take 1 away before moving to more abstract methods such as number tracks or hundred squares. Do we need to add more or take some away? How can we represent this? How many tens were there? How many tens are there now? How many ones were there? How many ones are there now? Which place value column changes when finding 1 more and 1 less? What happens when I find 1 more than a number with 9 ones? What happens when I find 1 less than a number with 1 one? One More, One Less 57 Year 1   Summer Term   Week 8 to 9 – Number: Place Value (within 100) Use manipulatives and ask children to show one more and one less than the given amounts. Complete the missing numbers. Use the number cards to make 2 digit numbers. Now write down one more and one less than the numbers you have made. Use equipment if needed.</p>   |
| <p>Week 10<br/>4.07.2022<br/>Measurement:<br/>Money</p> | <ul style="list-style-type: none"> <li>• Recognising Coins</li> <li>• Recognising Notes</li> <li>• Counting in Coins</li> </ul> | <p>Children will recognise and know the value of different denominations of coins. Children will use their knowledge of place value to match coins with equivalent values. For example, ten 1 pence coins is equivalent to one 10 pence coin. This could be linked with the concept of exchanging. Teachers could use coins to support this activity (or pictures where appropriate). How have you organised the coins? What is the value of each coin? How do you know? How many 1 pence coins will you need to make 2 p? 5 p? 10 p? 20 p? 50 p? 1 pound? How many 1 pound coins will you need to make 2 pounds? Organise the coins on your table into pence and pounds. Can you name each coin? Write down the value of each coin. What coins are in each box?</p> <p>Once children are able to identify and recognise coins they need to be able to recognise notes. Children use their understanding of place value to see that one note can represent many pounds, for example, a ten pound note could be 10 pound coins or 3 two pound coins and 4 one pound coins. Children also need to be aware that one note may be worth many times the value of another note. Can you name each note? What is the same about each note? What is different about each note? How many ___ pound notes are equivalent to a ___ pound note? How many of each note can you see? There are ___ 5 pound notes. There are ___ 10 pound notes. There are ___ 20 pound notes. What is the value of each note? = ___ = pounds = ___ = ___ pounds = ___ = ___ pounds Fill in the blanks.</p> <p>Children combine their knowledge of money with counting in 2s, 5s and 10s to count money efficiently. They may draw coins or representations to match a given amount and use previous understanding to compare amounts of money. Can two people have the same amount of money, with a different number of coins? Is the largest amount of coins always the largest amount of money? Can you prove it? Is there one way, or more than one way? Using coins children make links to times tables. What do they notice? Use or draw coins to show the given amounts. • 10p in 5p coins. • 50p in 5p coins. • 50p in 10p coins. • 40p in 5p coins. Use or = to compare the amounts.</p> |



## Slytherin Year One Maths Medium Term Planning Summer Term 2022 Mrs Ford

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| <p>Week 11<br/>11.07.2022<br/>Measurement:<br/>Time</p> <p>Week 12<br/>18.07.21<br/>Measurement:<br/>Time</p> | <ul style="list-style-type: none"><li>• Before and After</li><li>• Dates</li><li>• Time to the Hour</li><li>• Time to the Half Hour</li><li>• Writing Time</li><li>• Comparing Time</li></ul> | <p>Children are introduced to key vocabulary related to time. They use before and after to describe, sort and order events. Building on this, they use first and next to describe an order of events. When talking about the day, children use the language: morning, afternoon and evening. Explain why you have placed the pictures before or after each other? Could any of the pictures have gone in both? Which activities do you do before school? Which activities do you do after school? What do you do in the morning? What do you do in the afternoon? What do you do in the evening? Sort the activities into before and after school. Can you think of one more activity for each group? Can you sort the activities into three groups labelled morning, afternoon and evening? Tommy is drinking a bottle of orange juice. Match the words to the bottles to order them. Describe a special day to a friend. Use the words: before, after, first, next, morning, afternoon, evening.</p> <p>Children learn about the days of the week and know there are 7 days in a week. They talk about events using today, yesterday and tomorrow. Children learn about the months of the year and can pick out special dates within the year, for example, their birthday. Children could explore and use a calendar displaying days and months within the classroom environment. What day is it today? What day was it yesterday? What day will it be tomorrow? Which month is your birthday in? Which month do we start school in? Which months are the summer holidays in? If today is _____, what will tomorrow be? Fill in the missing days of the week and complete the sentences. • Today is Wednesday, yesterday was _____. • Yesterday was Monday, today is _____. • Today is Saturday, tomorrow is _____. • Tomorrow is _____, today is Wednesday. Use a calendar to look at the names of the months. Discuss special dates in different children's lives e.g. birthdays, celebrations, holidays. Complete the sentences.</p> <p>Children are introduced to telling the time to the hour using an analogue clock. They learn the language of o'clock and understand the hour hand is the shorter hand and the minute hand is the longer hand. Children read the time to the hour and know when the minute hand is pointing upwards to the number 12 it is an o'clock time, and understand that they need to look at the hour hand to see which hour it is. There are two hands on the clock. What is the same about each hand? What is different about each hand compared to the other? Looking at all three clock faces, what is the same about the hands? What is different about them? Where will the hour hand be at ____? Where will the minute hand be at ____? Can you show me _____? Time to the Hour. Match the times to the clocks. Complete the times. Draw the hour hand and minute hand on clock faces to show the times: Eight o'clock 1 o'clock Twelve o'clock.</p> <p>Children are introduced to telling the time to the half hour. They learn the language half past. They understand that, at half past the hour, the minute hand has travelled half way around the clock from the twelve and is pointing at the six and the hour hand is half way between the hours e.g. half way between one and two or half way between nine and ten. Which is the hour hand? Which is the minute hand? How do you know? Where does the minute hand point to at half past? Can you see that the minute hand has travelled halfway around the clock? Could you show this to your partner? Can you show me _____? Match the times to the clocks. Complete the times. Draw the hour hand and the minute hand on clock faces to show these times: Half past 1 Half past four Half past 8.</p> |
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## Slytherin Year One Maths Medium Term Planning Summer Term 2022 Mrs Ford

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|  |  | <p>Children explore the difference between seconds, minutes and hours. They decide which activities would be measured in each unit of time. Children explore suitable equipment e.g. stopwatches or sand timers to measure durations of time. They carry out activities and use suitable equipment to measure how long each activity takes e.g. timing how long it takes to run around the playground using a stopwatch. Would you measure the activity in hours, minutes or seconds? How many star jumps do you think you can do in 10 seconds? Let's count to 20 seconds in our heads, stand up when you think we reach 20 seconds. How close were you? Using a stopwatch, record how many times you can do these activities in 20 seconds. • Star jumps • Write your name • Hops on the spot Can you think of any activity which takes 20 seconds? Would you measure the duration of the activities in seconds, minutes or hours? Sort the activities into three groups: seconds, minutes and hours. Complete the sentences using seconds, minutes or hours. • Playtime is about 20 _____ long. • The school day is about 6 _____ long.</p> <p>Children compare amounts of time using the language faster, slower, earlier and later. They build on writing and measuring time by comparing different amounts of times using time language. Children understand that when someone wins a race the length of time will be shorter and if someone takes longer the length of time will be larger. Which is longer: one hour, one minute or one second? If I finish a race first, am I faster or slower than everyone else? Can you think of a comparison where you use faster and slower in the same sentence? e.g. A rabbit is faster than a tortoise but slower than a cheetah. Teddy, Mo and Whitney are running a race. Here are their times. Use faster or slower to complete each sentence. Teddy is _____ than Mo. Teddy is _____ than Whitney. Whitney is _____ than Mo. Can you write any more sentences to describe the race using the words slower and faster? Three planes are flying to Paris in the morning. Here are the times they arrive. Use earlier and later to complete the sentences. Plane A is _____ than Plane B. Plane B is _____ than Plane C. Plane C is _____ than Plane A. Complete the sentences using &lt; , &gt; or = 1 minute 1 hour 30 seconds 3 hours 2 seconds 1 minute</p> |
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