





















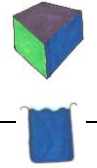














Year 1 Mathematics Planning

Year 1 High Level Plan

<p>Unit 1</p> <p><i>Number -</i></p> <p>Number & place value </p> <p>Addition & subtraction </p> <p><i>Geometry -</i></p> <p>Properties of shapes </p>	<p>Unit 2</p> <p><i>Number -</i></p> <p>Addition & subtraction </p> <p>Addition & subtraction </p> <p><i>Measurement (length & height)</i> </p>	<p>Unit 3</p> <p><i>Number -</i></p> <p>Number & place value </p> <p>Multiplication & division </p> <p><i>Geometry -</i></p> <p>Position & direction </p>
<p>Unit 4</p> <p><i>Number -</i></p> <p>Addition & subtraction </p> <p>Fractions </p> <p><i>Measurement (money)</i> </p>	<p>Unit 5</p> <p><i>Number -</i></p> <p>Number & place value </p> <p>Addition & subtraction </p> <p><i>Geometry -</i></p> <p>Properties of shapes </p>	<p>Unit 6</p> <p><i>Number -</i></p> <p>Multiplication & division including Number & place value </p> <p><i>Measurement (mass)</i> </p>
<p>Unit 7</p> <p><i>Number -</i></p> <p>Addition & subtraction </p> <p>Addition & subtraction </p> <p><i>Measurement (time)</i> </p>	<p>Unit 8</p> <p><i>Number -</i></p> <p>Number & place value </p> <p>Fractions </p> <p><i>Measurement (volume & capacity)</i> </p>	<p>Unit 9</p> <p><i>Number -</i></p> <p>Number & place value </p> <p>Addition & subtraction </p> <p><i>Geometry -</i></p> <p>Position & direction </p>
<p>Unit 10</p> <p><i>Number -</i></p> <p>Multiplication & division including Number & place value </p> <p>Multiplication & division </p> <p><i>Measurement (length & height)</i> </p>	<p>Unit 11</p> <p><i>Number -</i></p> <p>Addition & subtraction </p> <p>Addition & subtraction </p> <p><i>Geometry -</i></p> <p>Properties of shapes </p>	<p>Unit 12</p> <p><i>Number -</i></p> <p>Multiplication & division </p> <p>Fractions </p> <p><i>Measurement (time)</i> </p>

Year 1 Medium Term Plan

Unit 1 Number – Number and place value Number – Addition and subtraction Geometry – Properties of shapes		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Number and place value	Week 1	
<ul style="list-style-type: none"> 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 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 practicing ordering [first, second, third] * 	<ul style="list-style-type: none"> Count, read and write numbers to 20 in numerals Identify numbers to 20 	1
	<ul style="list-style-type: none"> Given a number, identify one more and one less Use the language of more than, less than 	2
	<ul style="list-style-type: none"> Count, read and write numbers to 20 	3
	<ul style="list-style-type: none"> Count to 20, forwards and backwards, beginning with 0 or 1, or from any given number Practice ordering (first, second, third, ...) 	4
Number – Addition and subtraction	Week 2	
<ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 	<ul style="list-style-type: none"> Read and interpret mathematical statements involving addition (+) and equals (=) signs Understand addition as combining two sets of objects Use addition facts within 5 	1
	<ul style="list-style-type: none"> Read and interpret mathematical statements involving addition (+) and equals (=) signs Understand addition as counting on Use addition facts within 5, and then 10 	2
	<ul style="list-style-type: none"> Read and interpret mathematical statements involving subtraction (–) and equals (=) signs Understand subtraction as taking away (counting back) Use subtraction facts within 5 	3
	<ul style="list-style-type: none"> Read and interpret mathematical statements involving subtraction (–) and equals (=) signs Understand subtraction as taking away (counting back) Use subtraction facts within 5, and then 10 	4
Geometry – Properties of shapes	Week 3	
<ul style="list-style-type: none"> recognise and name common 2-D shapes, including: <ul style="list-style-type: none"> – 2-D shapes [for example, rectangles (including squares), circles and triangles] 	<ul style="list-style-type: none"> Recognise and name common 2-d shapes: circles, triangles, squares and rectangles 	1
	<ul style="list-style-type: none"> Recognise and name common 2-d shapes (circles, triangles, squares and rectangles) in different orientations and sizes 	2
	<ul style="list-style-type: none"> Distinguish a variety of triangles from other shapes 	3
	<ul style="list-style-type: none"> Identify rectangles and squares 	4

Unit 7 Number – Addition and subtraction Measurement (length and height)		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Addition and subtraction	Week 1	
<ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	<ul style="list-style-type: none"> Recall addition facts within 5, then 10 	1
	<ul style="list-style-type: none"> Recall subtraction facts within 5, then 10 	2
	<ul style="list-style-type: none"> Recall doubles of numbers to 5 	3
	<ul style="list-style-type: none"> Recall addition facts within 10 and work out the corresponding subtraction facts 	4
<ul style="list-style-type: none"> 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 lengths and heights 	Week 2	
	<ul style="list-style-type: none"> Understand that addition can be done in any order realise the effect of using zero 	1
	<ul style="list-style-type: none"> Understand subtraction as 'finding the difference' 	2
	<ul style="list-style-type: none"> Solve simple addition and subtraction problems within the range 0–10 Solve simple missing number problems involving addition or subtraction 	3
	<ul style="list-style-type: none"> Solve simple addition and subtraction word problems within the range 0–10 	4
Measurement (length and height)	Week 3	
<ul style="list-style-type: none"> 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 lengths and heights 	<ul style="list-style-type: none"> Use mathematical vocabulary to describe and compare lengths 	1
	<ul style="list-style-type: none"> Use mathematical vocabulary to describe and compare heights 	2
	<ul style="list-style-type: none"> Measure lengths, heights and widths using uniform non-standard units 	3
	<ul style="list-style-type: none"> Measure lengths using rulers 	4

* Notes and guidance (non-statutory)

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Unit 3 Number – Number and place value Number – Multiplication and division Geometry – Position and direction		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Number and place value	Week 1	
<ul style="list-style-type: none"> count in multiples of twos, fives and tens 	• Count in multiples of twos	1
	• Count in multiples of fives	2
	• Count in multiples of tens	3
	• Count in multiples of twos, fives and tens	4
Number – Multiplication and division	Week 2	
<ul style="list-style-type: none"> 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 understand multiplication and division through grouping and sharing small quantities * 	• Make connections between arrays, number patterns and counting in twos	1
	• Make connections between arrays, number patterns and counting in fives	2
	• Make connections between arrays, number patterns and counting in tens	3
	• Understand division through sharing small quantities	4
Geometry – Position and direction	Week 3	
<ul style="list-style-type: none"> describe position, directions and movements, including half, quarter and three-quarter turns 	• Understand and use words relating to direction and movement: left, right, up, down	1
	• Understand and use a range of words relating to position: top, middle, bottom, above, below, between	2
	• Describe movement, and recognise and make whole and half turns	3
	• Describe movement, and recognise and make quarter and three-quarter turns	4

Unit 4 Number – Addition and subtraction Number – Fractions Measurement (money)			
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson	
Number – Addition and subtraction	Week 1		
<ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	• Represent and use addition facts within 10, then 15	1	
	• Represent and use subtraction facts within 10, then 15	2	
	• Solve simple addition and subtraction problems within the range 0–15	3	
	• Solve simple missing number problems involving addition or subtraction	4	
<ul style="list-style-type: none"> solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	• Solve simple addition and subtraction word problems within the range 0–15	4	
	Week 2		
	<ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise and combine halves as parts of a whole * 	• Recognise and find one half, (or $\frac{1}{2}$) of an object or shape	1
		• Understand that a half is one of two equal parts	
<ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise and combine halves as parts of a whole * 	• Recognise and find one half, (or $\frac{1}{2}$) of a quantity	2	
	• Understand that a half is one of two equal parts		
	• Recognise and find one half, (or $\frac{1}{2}$) of a length	3	
	• Understand that a half is one of two equal parts		
<ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes 	• Recognise and combine halves as part of one whole	4	
	Week 3		
	<ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes 	• Recognise and understand the value of 1p, 2p, 5p and 10p coins	1
		• Recognise and understand the value of 20p and 50p coins	2
• Recognise and understand the value of £1 coins and £5 notes		3	
• Solve problems involving money		4	

* Notes and guidance (non-statutory)

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Unit 5 Number – Number and place value Number – Addition and subtraction Geometry – Properties of shapes		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Number and place value	Week 1	
<ul style="list-style-type: none"> 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 recognise and create repeating patterns with objects and with shapes * 	<ul style="list-style-type: none"> Given a number, identify one more and one less Use the language of equal to, more than, less than, (fewer), most, least 	1
	<ul style="list-style-type: none"> Develop recognition of pattern in the number system – odd and even numbers 	2
	<ul style="list-style-type: none"> Recognise and create repeating patterns with objects and with shapes 	3
	<ul style="list-style-type: none"> Recognise and create repeating patterns with objects and with shapes 	4
Number – Addition and subtraction	Week 2	
<ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	<ul style="list-style-type: none"> Solve simple one-step problems that involve addition or subtraction in familiar practical contexts, e.g. money Represent and use addition and related subtraction facts within 20 	1
	<ul style="list-style-type: none"> Solve simple one-step problems that involve addition or subtraction in familiar practical contexts, e.g. money Represent and use addition and related subtraction facts within 20 	2
	<ul style="list-style-type: none"> Solve simple one-step word problems that involve addition in familiar practical contexts, e.g. money Interpret and write mathematical statements involving addition 	3
	<ul style="list-style-type: none"> Solve simple one-step word problems that involve subtraction in familiar practical contexts, e.g. money Interpret and write mathematical statements involving subtraction 	4
Geometry – Properties of shapes	Week 3	
	<ul style="list-style-type: none"> Recognise and name common 3-d shapes (cuboids, cubes, pyramids, spheres, cylinders and cones) in different orientations and sizes 	2
	<ul style="list-style-type: none"> Identify cuboids and cubes 	3
	<ul style="list-style-type: none"> Differentiate between 2-d and 3-d shapes 	4

Unit 6 Number – Multiplication and division, including Number and place value Measurement (mass)		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Multiplication and division	Week 1	
<ul style="list-style-type: none"> 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 understand multiplication and division through grouping and sharing small quantities * make connections between arrays, number patterns and counting in twos, fives and tens * 	<ul style="list-style-type: none"> Count in multiples of twos 	1
	<ul style="list-style-type: none"> Count in multiples of fives 	2
	<ul style="list-style-type: none"> Count in multiples of tens 	3
	<ul style="list-style-type: none"> Make connections between arrays, number patterns and counting in twos, fives and tens 	4
	Week 2	
Number – Number and place value	<ul style="list-style-type: none"> Understand multiplication through grouping small quantities 	1
	<ul style="list-style-type: none"> Solve simple one-step problems involving multiplication, calculating the answer using concrete objects, pictorial representations and arrays 	2
	<ul style="list-style-type: none"> Understand division through sharing small quantities 	3
<ul style="list-style-type: none"> count in multiples of twos, fives and tens 	<ul style="list-style-type: none"> Solve simple one-step problems involving division, calculating the answer using concrete objects, pictorial representations and arrays 	4
Measurement (mass)	Week 3	
<ul style="list-style-type: none"> compare, describe and solve practical problems for mass or weight [for example, heavy/light, heavier than, lighter than] measure and begin to record mass/weight 	<ul style="list-style-type: none"> Compare and describe the mass or weight of objects 	1
	<ul style="list-style-type: none"> Compare the mass of objects using a balance 	2
	<ul style="list-style-type: none"> Weigh objects and compare weights using uniform non-standard units 	3
	<ul style="list-style-type: none"> Begin to weigh objects using weighing scales, and record weights 	4

* Notes and guidance (non-statutory)

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Unit 7 Number – Addition and subtraction Measurement (time)			
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson	
Number – Addition and subtraction	Week 1		
<ul style="list-style-type: none"> • 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 zero • realise the effect of adding and subtracting zero in order to establish addition and subtraction as related operations * • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	• Recall addition facts for 10	1	
	• Recall doubles of all numbers to 5	2	
	• Identify near doubles using known doubles	3	
	• Recall addition facts within 10	4	
	• Use known addition facts within 10 to derive related facts		
	• Recall subtraction facts within 10	4	
	• Use known subtraction facts within 10 to derive related facts		
	Week 2		
	• Relate addition to counting on	1	
	• Recall addition facts within 10, then 20	2	
• Relate subtraction to 'taking away' (counting back)	3		
• Recall subtraction facts within 10, then 20	4		
• Add and subtract one-digit and two-digit numbers to 20, including zero			
• Solve simple addition and subtraction missing number problems			
• Represent and use addition and subtraction facts within 20			
• Recognise patterns of similar calculations			
• Realise the effect of adding and subtracting zero			
Measurement (time)	Week 3		
<ul style="list-style-type: none"> • 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 	• Identify and use the names of the days of the week and months of the 1 year, and year numbers	1	
	• Sequence events correctly, including seasons of the year, using appropriate language	2	
	• Read and understand times to the hour	3	
	• Read and understand times to the hour and half past the hour	4	

Unit 8 Number – Number and place value Number – Fractions Measurement (volume and capacity)		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Number and place value	Week 1	
<ul style="list-style-type: none"> • 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 • 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 	• Read and write numbers from 1 to 20 in numerals and words	1
	• Recognise place value in numbers to 20	2
	• Identify and represent numbers using objects and pictorial representations	3
	• Use the language of equal to, more than, less than (fewer), most, least	4
• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number		
Number – Fractions	Week 2	
<ul style="list-style-type: none"> • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity • recognise and combine quarters as parts of a whole * 	• Recognise and find one quarter, (or $\frac{1}{4}$) of an object or shape	1
	• Understand that a quarter is one of four equal parts	2
	• Recognise and find one quarter, (or $\frac{1}{4}$) of a quantity	3
	• Understand that a quarter is one of four equal parts	4
	• Recognise and find one quarter, (or $\frac{1}{4}$) of a length	
	• Understand that a quarter is one of four equal parts	
	• Recognise and combine quarters as part of one whole	
Measurement (volume and capacity)	Week 3	
<ul style="list-style-type: none"> • compare, describe and solve practical problems for mass or weight capacity/volume [for example, full/empty, more than, less than, quarter] • measure and begin to record capacity and volume 	• Use mathematical vocabulary to describe and compare capacity/volume	1
	• Measure capacity using uniform non-standard measures	2
	• Measure capacity using uniform non-standard measures	3

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• Measure capacity using the standard unit – litre
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* Notes and guidance (non-statutory)

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Unit 9 Number – Number and place value Number – Addition and subtraction Geometry – Position and direction		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Number and place value	Week 1	
<ul style="list-style-type: none"> 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 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 recognise place value in numbers beyond 20 * 	<ul style="list-style-type: none"> Read and write numbers from 1 to 20 in numerals and words 	1
	<ul style="list-style-type: none"> Recognise place value in numbers beyond 20 	2
	<ul style="list-style-type: none"> Practice counting beyond 20, to indicate a quantity 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 	3
	<ul style="list-style-type: none"> 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 	4
Number – Addition and subtraction	Week 2	
<ul style="list-style-type: none"> 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 zero realise the effect of adding and subtracting zero in order to establish addition and subtraction as related operations * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	<ul style="list-style-type: none"> Recall doubles of all numbers to 10 	1
	<ul style="list-style-type: none"> Identify near doubles, using doubles already known 	2
	<ul style="list-style-type: none"> Understand addition as counting on Understand that addition can be done in any order Solve one-step problems that involve addition 	3
	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Use known addition and subtraction facts to 10 and 20 to derive related facts Realise the effect of adding and subtracting zero in order to establish addition and subtraction as related operations 	4
Geometry – Position and direction	Week 3	
<ul style="list-style-type: none"> describe position, directions and movements, including half, quarter and three-quarter turns 	<ul style="list-style-type: none"> Understand and use a range of words relating to position: on top of, underneath, in front of, behind, inside, outside 	1
	<ul style="list-style-type: none"> Understand and use a range of words relating to position: around, near, close, far 	2
	<ul style="list-style-type: none"> Understand and use a range of words relating to direction and movement: left, right, forwards and backwards 	3
	<ul style="list-style-type: none"> Describe movement, and recognise and make whole, half, quarter and three-quarter turns 	4

Unit 10 Number – Multiplication and division, including Number and place value Measurement (length and height)		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Multiplication and division	Week 1	
<ul style="list-style-type: none"> 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 understand multiplication and division through grouping and sharing small quantities * make connections between arrays, number patterns and counting in twos, fives and tens * 	<ul style="list-style-type: none"> Count in multiples of twos 	1
	<ul style="list-style-type: none"> Make connections between arrays, number patterns and counting in twos 	2
	<ul style="list-style-type: none"> Count in multiples of fives and tens 	3
	<ul style="list-style-type: none"> Make connections between arrays, number patterns and counting in fives and tens 	4
Number – Number and place value	Week 2	
<ul style="list-style-type: none"> count in multiples of twos, fives and tens 	<ul style="list-style-type: none"> Understand multiplication through grouping small quantities 	1
	<ul style="list-style-type: none"> Solve simple one-step problems involving multiplication, calculating the answer using concrete objects, pictorial representations and arrays 	2
	<ul style="list-style-type: none"> Understand division through sharing small quantities 	3
	<ul style="list-style-type: none"> Solve simple one-step problems involving division, calculating the answer using concrete objects, pictorial representations and arrays 	4
Measurement (length and height)	Week 3	

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<ul style="list-style-type: none"> • compare, describe and solve practical problems for: <ul style="list-style-type: none"> – lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] – mass/weight [for example, heavy/light, heavier than, lighter than] • measure and begin to record lengths and heights 	• Measure using a standard 30 cm ruler and understand what a metre rule is	1
	• Estimate and measure objects	2
	• Solve problems involving mass	3
	• Solve problems involving mass	4

* Notes and guidance (non-statutory)

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Unit 11 Number – Addition and subtraction Geometry – Properties of shapes			
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson	
Number – Addition and subtraction	Week 1		
<ul style="list-style-type: none"> • 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 zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	<ul style="list-style-type: none"> • Recall addition and subtraction facts to 20 	1	
	<ul style="list-style-type: none"> • Recognise patterns of similar calculations • Realise the effect of adding and subtracting zero 	2	
	<ul style="list-style-type: none"> • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems 	3	
	<ul style="list-style-type: none"> • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems 	4	
	Week 2		
	<ul style="list-style-type: none"> • Add and subtract one-digit and two-digit numbers to 20, including zero 	1	
	<ul style="list-style-type: none"> • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations 	2	
	<ul style="list-style-type: none"> • Represent and use addition and related subtraction facts within 20 	3	
	<ul style="list-style-type: none"> • Add and subtract one-digit and two-digit numbers to 20, including zero 	4	
Geometry – Properties of shapes	Week 3		
<ul style="list-style-type: none"> • recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> – 2-D shapes [for example, rectangles (including squares), circles and triangles] – 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] 	<ul style="list-style-type: none"> • Make patterns using 2-d shapes: circle, triangle, square and rectangle 	1	
	<ul style="list-style-type: none"> • Recognise, name and sort common 2-d shapes in real life: circles, triangles, squares and rectangles 	2	
	<ul style="list-style-type: none"> • Make patterns and models using 3-d shapes: cuboids, cubes, pyramids, spheres, cylinders and cones 	3	
	<ul style="list-style-type: none"> • Recognise, name and sort common 3-d shapes in real life: cuboids, cubes, pyramids, spheres, cylinders and cones 	4	

Unit 12 Number – Multiplication and division Number – Fractions Measurement (time)		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Multiplication and division	Week 1	
<ul style="list-style-type: none"> • 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 • double numbers and quantities * • find simple fractions of objects, numbers and quantities * 	<ul style="list-style-type: none"> • Double numbers and quantities 	1
	<ul style="list-style-type: none"> • Find simple fractions of objects, numbers and quantities – halves 	2
	<ul style="list-style-type: none"> • Find simple fractions of objects, numbers and quantities – quarters 	3
	<ul style="list-style-type: none"> • Double numbers and quantities • Find simple fractions of objects, numbers and quantities – halves and quarters 	4
Number – Fractions	Week 2	
<ul style="list-style-type: none"> • 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 • connect halves and quarters to the equal sharing and grouping of sets of objects and to measures * • recognise and combine halves and quarters as parts of a whole * 	<ul style="list-style-type: none"> • Recognise and find one half of an object or shape • Recognise and find one quarter of an object or shape 	1
	<ul style="list-style-type: none"> • Recognise and find one half of a quantity • Recognise and find one quarter of a quantity 	2
	<ul style="list-style-type: none"> • Understand that two halves or four quarters are equal to one whole • Understand that two quarters are equal to one half 	3
	<ul style="list-style-type: none"> • Connect halves and quarters to the equal sharing and grouping of sets of objects and to measures 	4
Measurement (time)	Week 3	
<ul style="list-style-type: none"> • compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] • measure and begin to record time (hours, minutes, seconds) • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times 	<ul style="list-style-type: none"> • Read and order times to the hour and half past the hour 	1
	<ul style="list-style-type: none"> • Draw hands on clocks to show and compare times 	2
	<ul style="list-style-type: none"> • Begin to understand how long a second, a minute and an hour is 	3
	<ul style="list-style-type: none"> • Solve problems related to time 	4

Year 1 Medium Term Plan

* Notes and guidance (non-statutory)