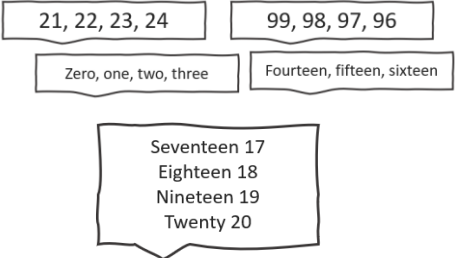
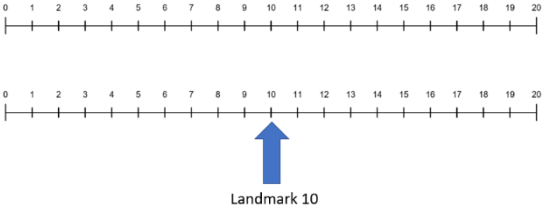
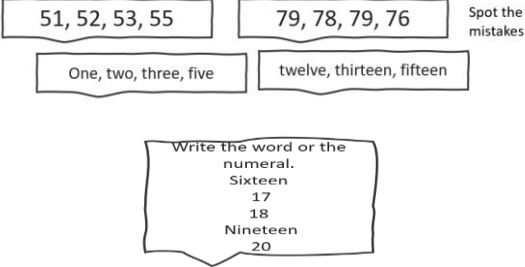
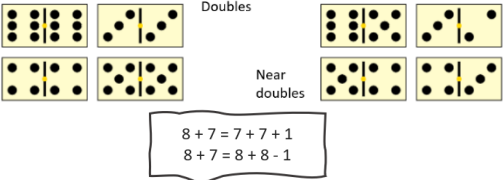
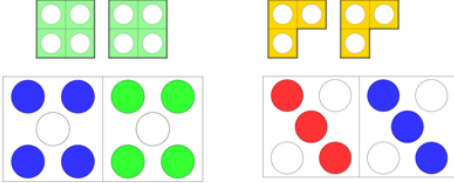
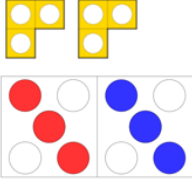
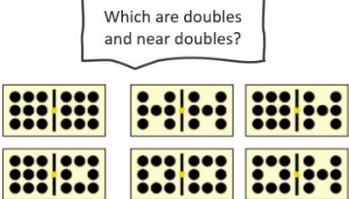
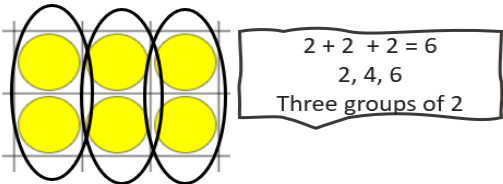

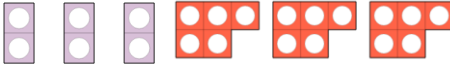

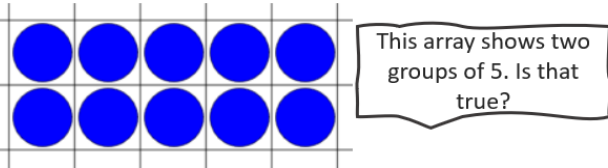


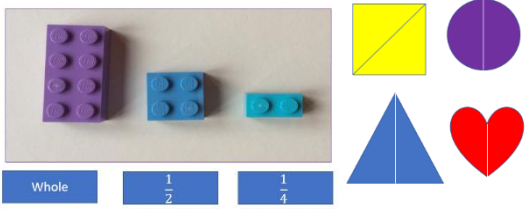
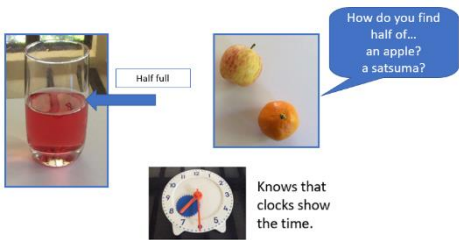
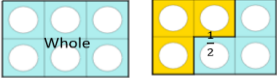


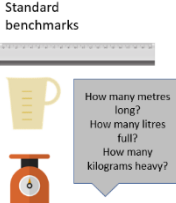
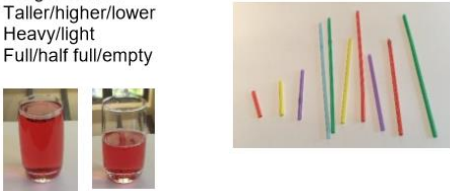


## Mathematics Medium Term Planning: Spring R/ Y1

W K	Mathematical aspect	Non-negotiable end points	EYFS Curriculum	Y1 Curriculum Knowing more, remembering more
1	Counting: reading and writing number patterns	Knows the counting patterns from 1 to 100. Knows how to say, read and write numbers correctly.	Knows and understands numbers to 10 and 20, linking names of numbers, numerals, their value, and their position in the counting order.	Knows how to count to and across 100, forwards, backwards, beginning with 0 or 1, or from any given number. Knows how to count, read and write numbers to 100 in numerals. Knows how to read and write numbers from 1 to 20 in numerals and words.
				
2	Doubles and near doubles.	Knows doubles up to 20. Knows that near doubles are 'one more/less than' in one number.	Knows doubles to 5 + 5 Knows doubling means the same number added.	Knows how to represent and use number bonds and related subtraction facts within 20. Knows doubles and near doubles when adding and subtracting one-digit and two-digit numbers to 20, including zero.
				

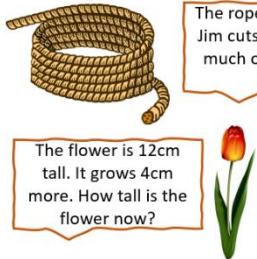
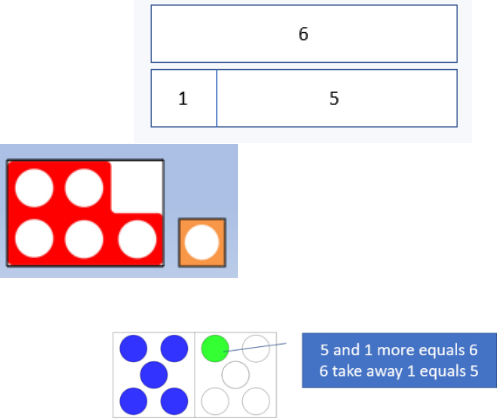

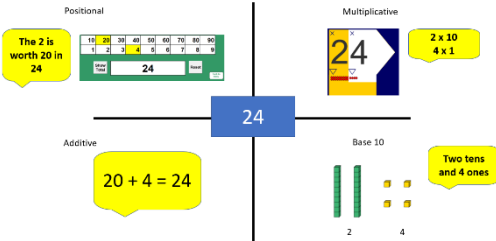
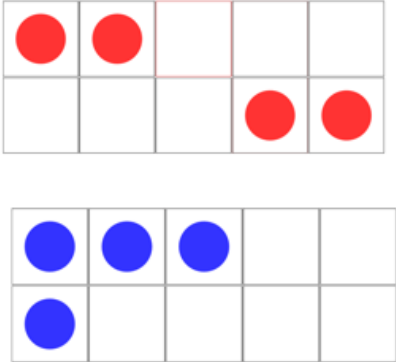
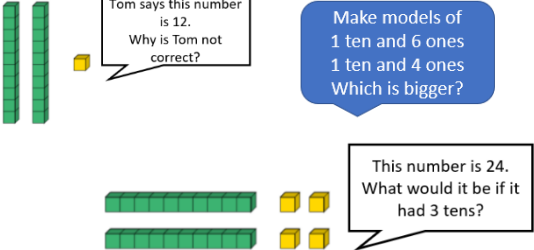
## Mathematics Medium Term Planning: Spring R/ Y1

	Mathematical aspect	Non-negotiable end points	EYFS Curriculum	Y1 Curriculum Knowing more, remembering more
3	Multiplication & Division: Grouping and sharing	Knows that doubles are two groups of the same number. Knows that equal groups can be represented as an array.	Knows how to count in twos and fives.	Knows how to solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
	 <p>Double the number of ladybirds.</p> 	 <p>Counting in 2s      Counting in 5s</p> 	 <p>Using concrete objects.</p>	
4	Fractions: equal parts, relative to the whole	Knows that halves are two equal parts of a whole. Knows that quarters are 4 equal parts of a whole.	Knows the concepts of full, half full. Knows that apples and oranges are halved differently.	Knows how to recognise, find and name a half as one of two equal parts of an object, shape or quantity

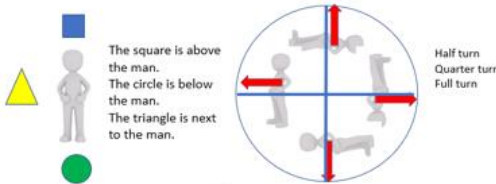
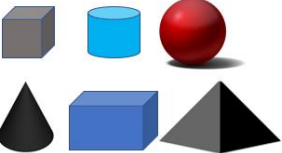


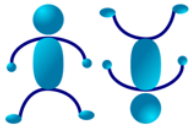
# Mathematics Medium Term Planning: Spring R/ Y1

	 <p>Whole     <math>\frac{1}{2}</math>     <math>\frac{1}{4}</math></p> <p>8     4     2</p>		 <p>Half full</p> <p>How do you find half of... an apple? a satsuma?</p> <p>Knows that clocks show the time.</p>	<p>How many ways can you show <math>\frac{1}{2}</math>?</p>  <p>Whole</p> <p><math>\frac{1}{2}</math></p> <p>How many ways can you show <math>\frac{1}{4}</math>?</p>  <p><math>\frac{1}{4}</math></p>
5	<p>Measurement: Nonstandard and standard units</p>	<p>Know how to measure a length, a mass and a capacity in nonstandard units then standard units.</p>	<p>Knows and can use everyday language to talk about size, weight, capacity.</p>	<p>Knows how to compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>lengths and heights (long/short, longer/shorter, tall/short, double/half)</li> <li>mass or weight (heavy/light, heavier than, lighter than)</li> <li>capacity/volume (full/empty, more than, less than, quarter)</li> </ul>
	<p>Non standard benchmarks</p>  <p>Standard benchmarks</p> 	<p>Longer/shorter Taller/higher/lower Heavy/light Full/half full/empty</p> 	<p>Find items that are lighter/heavier than the apple.</p>  <p>Which bottle holds the most?</p> <p>Which is longest?</p> 	
6	<p>Addition and subtraction to 20 including measures.</p>	<p>Knows that addition and subtraction are inverse operations. Knows fact families to 10 then 20.</p>	<p>Automatically recall number bonds for numbers 0-5 and for 10, including corresponding partitioning facts.</p>	<p>Knows how to represent and use number bonds and related subtraction facts within 20. Knows how to solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></p>

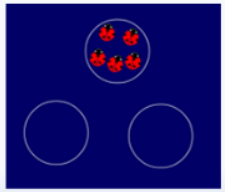
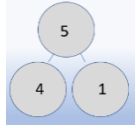
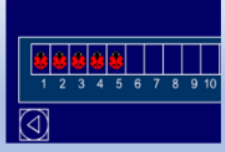


# Mathematics Medium Term Planning: Spring R/ Y1

 <p>The rope is 15m long. Jim cuts off 7m. How much of the rope is left?</p> <p>The flower is 12cm tall. It grows 4cm more. How tall is the flower now?</p>	 <p>6</p> <p>1 5</p> <p>5 and 1 more equals 6 6 take away 1 equals 5</p>	 <p>16</p> <p>9 ?</p> <p>16 seeds are planted. 9 grew. How many did not?</p> <p>The sunflower is 20cm high. The rose is half as tall. How tall is the rose?</p>
<p>7</p> <p>Counting: ordering and number sense and place value.</p> <p>Count to 100 in 1s, 2s, 10s and 5s.</p> <p>Knows the base ten values of two-digit numbers.</p>	<p>Knows how to subitise (recognise quantities without counting) up to 5.</p>	<p>Knows how to count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens.</p> <p>Knows how to 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.</p>
 <p>Positional</p> <p>The 2 is worth 20 in 24</p> <p>Multiplicative</p> <p><math>2 \times 10</math> <math>4 \times 1</math></p> <p>Additive</p> <p><math>20 + 4 = 24</math></p> <p>Base 10</p> <p>Two tens and 4 ones</p>		 <p>Tom says this number is 12. Why is Tom not correct?</p> <p>Make models of 1 ten and 6 ones 1 ten and 4 ones Which is bigger?</p> <p>This number is 24. What would it be if it had 3 tens?</p>




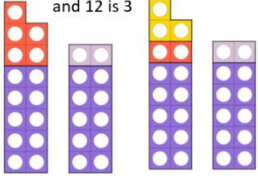
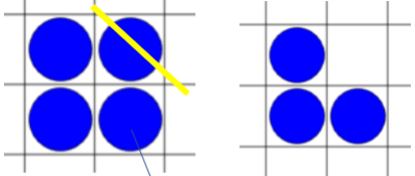
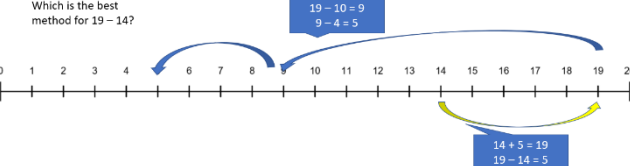
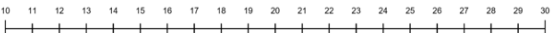
## Mathematics Medium Term Planning: Spring R/ Y1

8	<p>Geometry: names of shapes, position and movement</p>	<p>Knows that shapes can be placed in different locations.</p>	<p>Knows characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Knows how to describe position, directions and movements, including half, quarter and three- quarter turns.</p>
	 <p>The square is above the man. The circle is below the man. The triangle is next to the man.</p> <p>Half turn Quarter turn Full turn</p>	<p>What is the same and what is different?</p>   <p>Name the shape.</p>	 <p>Name the shapes and where they are to the man.</p>  <p>Describe how the stick man has changed position.</p>	
9	<p>Developing mental strategies for addition</p>	<p>Knows the operation required and calculates using counting and known facts, including bridging the 10.</p>	<p>Knows that adding increases the quantity. Automatically recall number bonds for num- bers 0-5 and <i>for 10</i>, including corresponding partitioning facts.</p>	<p>To solve one-step problems that involve addition using concrete objects and pictorial representations, and missing number problems.</p>

# Mathematics Medium Term Planning: Spring R/ Y1

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justify-content: space-between;"> <div style="border: 1px solid gray; padding: 5px; background-color: #e0e0e0;"> <p>Add</p> <p>15 + 4 =</p> <p>16 + 6 =</p> <p>17 + 8 =</p> </div> <div style="border: 1px solid gray; padding: 5px; background-color: #e0e0e0; transform: rotate(-15deg);"> <p>Bridge the 10</p> </div> <div style="border: 1px solid gray; padding: 5px; background-color: #e0e0e0;"> <p>Spot the mistake</p> <p>18 + 4 = 18 + 2 + 2</p> <p>13 + 9 = 13 + 7 + 3</p> <p>17 + 8 = 17 + 3 + 5</p> </div> </div> <div style="border: 1px solid blue; padding: 10px; background-color: #4a86e8; color: white; margin-top: 20px; text-align: center;"> <p>Mo buys 14 grapes and 8 apples. How much fruit did he buy?</p> </div> 
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<p>10</p> <p>Subtraction as take away &amp; difference (counting on and back)</p>	<p>Knows the most efficient method. Counting back is 'take away' and counting on is 'find the difference'.</p>	<p>Knows that subtraction makes the quantity smaller.</p>	<p>Knows how to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Knows how to represent and use number bonds and related subtraction facts within 20.</p> <p>Knows how to add and subtract one-digit and two-digit numbers to 20, including zero.</p>																																																																																																																																																																																																																																																																																															

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<p>6 less than 10 is 4.</p> <p><b>Count out, then count how many are left. Remove from the set.</b>  <math>7 - 4 = 3</math></p>  <p><b>Count back on a number track.</b>  <math>15 - 6 = 9</math></p>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p><b>Difference between.</b></p> <math>13 - 8 = \underline{\quad}</math>  <math>8 + \underline{\quad} = 13</math></div>  <p>The difference between 15 and 12 is 3</p> 	 <div style="border: 1px solid blue; background-color: #4a7ebb; color: white; padding: 5px; text-align: center; margin: 10px auto; width: fit-content;"> <p>4 counters take away 1 counter leaves 3</p> </div>	<p>Which is the best method for <math>19 - 14</math>?</p>  <div style="border: 1px solid gray; background-color: #cccccc; padding: 10px; margin: 20px auto; width: fit-content;"> <p>Subtract</p> <math>25 - 8 =</math>  <math>16 - 7 =</math>  <math>27 + 23 =</math></div> 	
<p>11 Measurement: using measuring equipment</p>	<p>Knows the correct measuring equipment for length, mass and capacity</p>	<p>Know how to compare a length, a mass and a capacity.</p>	<p>Knows how to measure and begin to record the following:</p> <ul style="list-style-type: none"> <li>● lengths and heights</li> <li>● mass/weight</li> <li>● capacity and volume</li> </ul>

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<p>Measuring equipment</p> <table border="1"> <tr> <td>Length/height</td> <td>Ruler, metre stick, tape measure</td> <td>m, cm</td> </tr> <tr> <td>Capacity</td> <td>Measuring jug</td> <td>L, ml</td> </tr> <tr> <td>Mass</td> <td>Balance scales</td> <td>Kg, g</td> </tr> </table> <p>Rulers and tape measures for length and height. Measuring jugs for capacity. Balance scales for mass.</p>	Length/height	Ruler, metre stick, tape measure	m, cm	Capacity	Measuring jug	L, ml	Mass	Balance scales	Kg, g		<p>Find items that are lighter/heavier than the apple.</p> <p>Which bottle holds the most?</p> <p>Which is longest?</p>	<p>Find the mass of the orange.</p> <p>How many glasses will this bottle fill?</p> <p>Jack says the door is 2m high. Jill says it is 1m high. Who is closest?</p>
Length/height	Ruler, metre stick, tape measure	m, cm										
Capacity	Measuring jug	L, ml										
Mass	Balance scales	Kg, g										
<p>Multiplication &amp; division using money</p>	<p>Knows how to multiply and divide with money using the value of the coins.</p>	<p>Knows that money pays for items. Knows coins have different values.</p>	<p>Knows how to solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher in the context of money.</p>									
<p>12</p> <p>4 groups of 20p = 80p</p> <p>2 groups of 10p = 20p</p> <p>How much do I have?</p> <p>True or false? I have 20p</p> <p>What is the same and what is different about these coins/notes?</p>		<p>ONE POUND 1</p> <p>TEN PENCE 10</p> <p>ONE PENCE 1</p> <p>Play shop</p>	<p>How much more do I need to have 30p?</p> <p>Four friends share the money. How much do they each get?</p>									