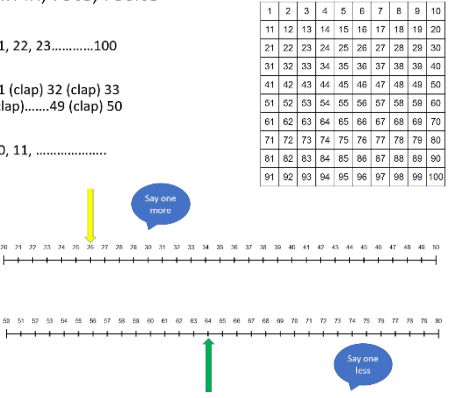
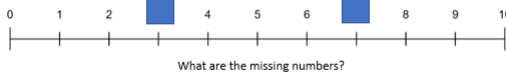
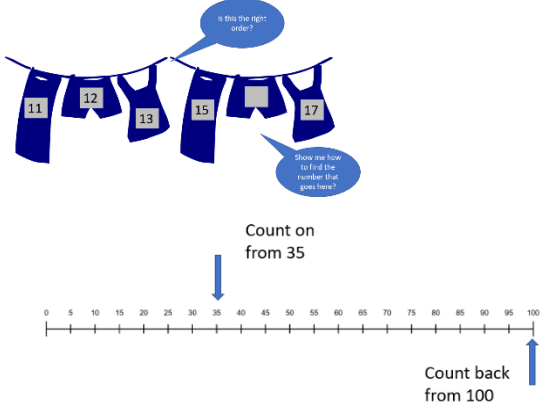
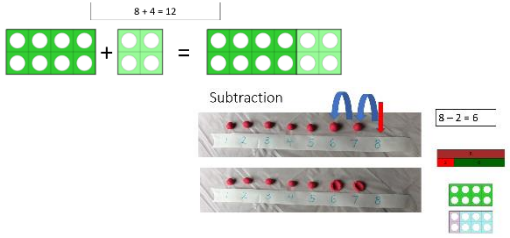
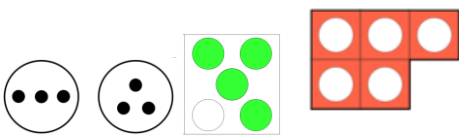
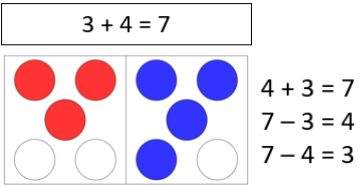
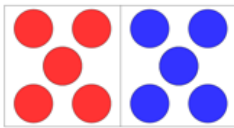


Medium Term Planning: Autumn R/ Y1

WK	Mathematical aspect	Non-negotiable end points	EYFS Curriculum 2021	Y1 Curriculum Knowing more, remembering more
1	Counting	Knows the counting patterns from 1 to 100. Knows that counting can go forwards or backwards in order.	Enjoys reciting numbers from 0 to 10 and back from 10 to 0. Counts items beyond 10.	Knows how to count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
	<p>Join in, rote, recite</p> <ul style="list-style-type: none"> • 21, 22, 23.....100 • 31 (clap) 32 (clap) 33 (clap).....49 (clap) 50 • 10, 11, 		<p>Join in, rote, recite</p> <ul style="list-style-type: none"> • 7, 8, 9.....20 • 1 (clap) 2 (clap) 3 (clap).....9 (clap) 10 • 10, 9, 	
2	Addition and subtraction To understand the operations of + and -	Knows that addition makes a larger total. Knows that subtraction reduces the amount.	Subitises: e.g., instantly recognising under 5 objects without counting. Subitises numbers to 4 or 5.	Knows how to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

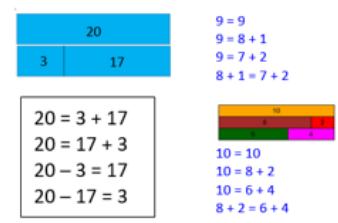
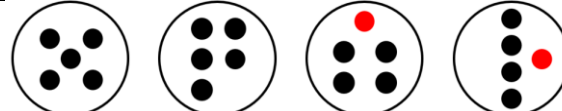
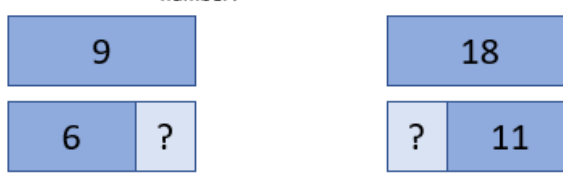
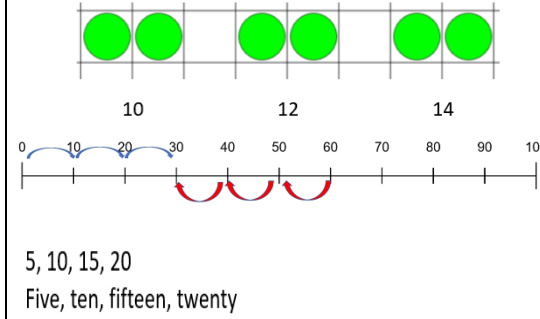
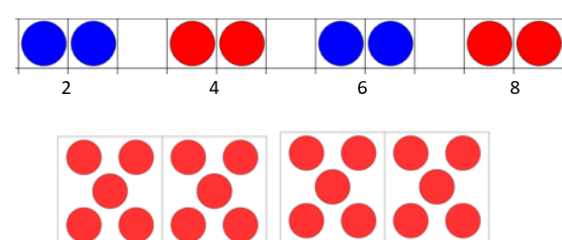
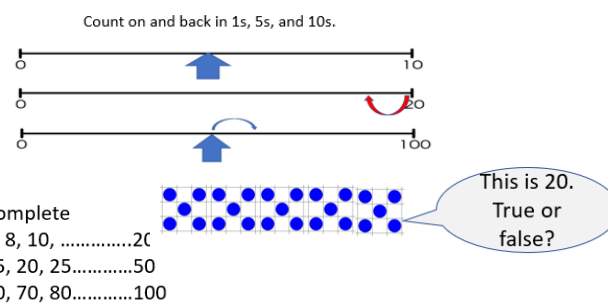
Medium Term Planning: Autumn R/ Y1

				 <p style="text-align: right;">What are the facts for 5, 6 and 11?</p>
Mathematical aspect	Non-negotiable end points	EYFS Curriculum	Y1 Curriculum Knowing more, remembering more	
3	Addition and subtraction. Knowledge of operations	Knows the operation required and calculates using counting and known facts.	Knows how to automatically recall number bonds for numbers 0-5 and <i>for 10</i> , including corresponding partitioning facts.	
Links to calculation policy mental methods:		 <p style="text-align: center;">What are the bonds to 5? 10?</p>		<p> $15 + 1 = 16$ $12 + \square = 12$ $16 - 0 = 16$ $15 + 2 = 17$ $12 + 2 = \square$ $16 - 1 = 15$ $15 + 3 = ?$ $12 + \square = 15$ $16 - 2 = 13$ $15 + 4 = ?$ $15 + 5 = 20$ $16 - 5 = 11$ </p> <p style="text-align: right;">Spot the mistake</p>
4	Addition totals to 20	Knows how to count on to find totals to 20. Knows the effect of zero.	Knows how to automatically the recall double facts up 5+5	
				<p>Using concrete objects.</p>
				<p>Knows how to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Knows how to represent and use number bonds and related subtraction facts within 20.</p>

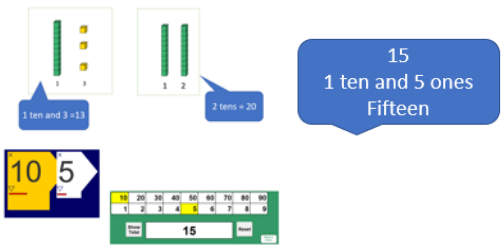
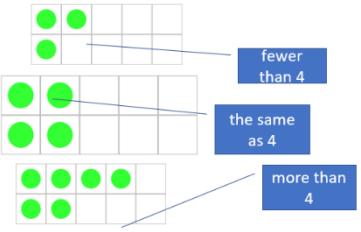
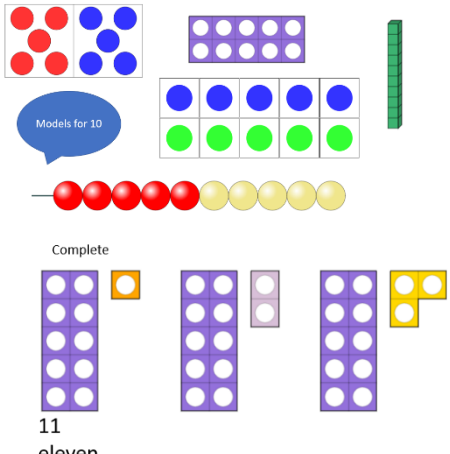
Medium Term Planning: Autumn R/ Y1

		Knows doubles to 10 + 10.		Knows how to add one-digit and two-digit numbers to 20 (9 + 9) including zero.
	Mathematical aspect	Non-negotiable end points	EYFS Curriculum	Y1 Curriculum Knowing more, remembering more
5	Geometry: properties of shape	Know the mathematical names of 2d and 3d shapes.	Knows characteristics of everyday objects and shapes and uses mathematical language to describe them.	Knows how to recognise and name common 2D and 3D shapes, including: 2D shapes (rectangles (including squares), circles and triangles) 3D shapes (cuboids (including cubes), pyramids and spheres).
				<p>What is the same and what is different?</p> <p>Name the shape.</p>
6	Addition and subtraction to 20	Knows that addition 'undoes' subtraction and vice versa. Knows fact families to 10 then 20.	In their play and exploration children are beginning to learn that numbers are made up (composed) of smaller numbers.	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

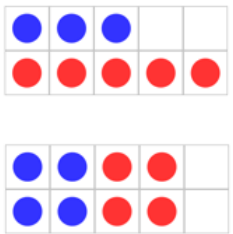
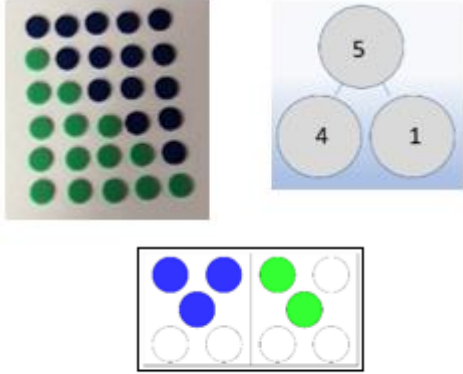
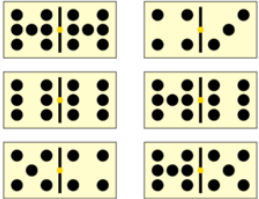
Medium Term Planning: Autumn R/ Y1

		Shows awareness that numbers are made up (composed) of smaller numbers.	pictorial representations, and missing number problems such as $7 = \square - 9$	
			<p>How would you find the missing number?</p> 	
	Mathematical aspect	Non-negotiable end points	EYFS Curriculum	Y1 Curriculum Knowing more, remembering more
7	Counting, ordering and number sense	Counts to 100 in 1s, 2s, 10s and 5s. Knows small quantities that do not need counting.	Knows how to count in twos. Can subitise to 5.	Knows how to count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Knows how to count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens.
			<p>Count on and back in 1s, 5s, and 10s.</p>  <p>Complete 6, 8, 10,20 15, 20, 25.....50 60, 70, 80.....100</p>	

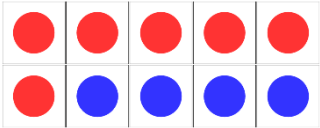



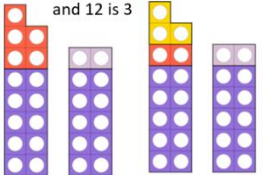
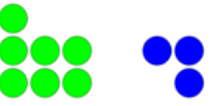

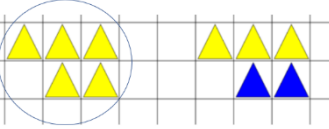

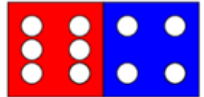
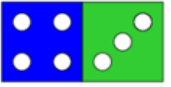


Medium Term Planning: Autumn R/ Y1

8	Place value and comparing quantities and numbers	Knows that 1 ten is ten ones as a base ten value. Knows how the teen numbers are built.	Compares two small groups of up to 5 objects, saying when there are the same number of objects in each group. Compares number names and symbols, showing interest in large numbers.	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. Can read and write numbers from 1 to 20 in numerals and words.
 <p>1 ten and 3 ones = 13 2 tens = 20 15 1 ten and 5 ones Fifteen</p>		 <p>fewer than 4 the same as 4 more than 4</p>	 <p>Models for 10 Complete 11 eleven</p>	
	Mathematical aspect	Non-negotiable end points	EYFS Curriculum	Y1 Curriculum Knowing more, remembering more
9	Developing mental strategies for addition	Knows the operation required and calculates using counting and known facts, including doubles.	Knows number structures to 5. Knows and understands equality, inequality. Knows that numbers can be partitioned and re-combined.	To solve one-step problems that involve addition using concrete objects and pictorial representations, and missing number problems.

Medium Term Planning: Autumn R/ Y1

	 <div style="border: 1px solid black; padding: 5px; margin: 5px;"> $5 + 3 = 8$ $8 = 3 + 5$ </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> Double 4 is 8 $4 + 4 = 8$ </div>		 <p style="text-align: center;">$3 + 2 = 5$</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Better, best</p> $16 + 3 = 16 + 1 + 1 + 1$ $16 + 3 = 10 + 6 + 3$ $8 + 7 = 8 + 2 + 5$ $8 + 7 = 8 + 8 - 1$ </div> <div style="width: 45%;"> <p>Odd one out</p> $5 + 7 =$ $9 + 10 =$ $13 + 7 =$ </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">  <div style="border: 1px solid blue; border-radius: 50%; padding: 10px; background-color: #e0f0ff;"> Add the dominoes. Which is the best method? </div> </div>
10	<p>Mathematical aspect</p> <p>Subtraction as take away & difference (counting on and back)</p>	<p>Non-negotiable end points</p> <p>Knows that counting back is 'take away' and counting on is 'find the difference'.</p>	<p>EYFS Curriculum</p> <p>Knows the language of 'more' and 'fewer' to compare two sets of objects Knows how to use the vocabulary involved in adding and subtracting.</p>	<p>Y1 Curriculum Knowing more, remembering more</p> <p>Knows how to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Knows how to represent and use number bonds and related subtraction facts within 20. Knows how to add and subtract one-digit and two-digit numbers to 20, including zero.</p>

Medium Term Planning: Autumn R/ Y1

<p>6 less than 10 is 4.</p>  <p>Count out, then count how many are left. Remove from the set. $7 - 4 = 3$</p>  <p>Count back on a number track. $15 - 6 = 9$</p>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Difference between.</p> <p>$13 - 8 = \underline{\quad}$</p> <p>$8 + \underline{\quad} = 13$</p> </div>  <p style="text-align: center;">The difference between 15 and 12 is 3</p> 	 <p style="text-align: center;">more fewer</p>   <p style="text-align: center;">The difference between 3 and 2 is 1.</p> <p>Remove two from the set.</p>  <p style="text-align: center;">3 are left.</p>	 <p>What is the difference between these dice?</p> <p>The difference between the two dice is 2</p>   <p style="text-align: center;">Show $17 - 8$ on the number line</p>  <p style="text-align: center;">Choose to count on or count back</p> <p style="text-align: center;"> $17 - 3 =$ $17 - 15 =$ $13 - 8 =$ $13 - 11 =$ </p>
	EYFS Curriculum	Y1 Curriculum
Mathematical aspect	Non-negotiable end points	Knowing more, remembering more
<p>11 12</p> <p>Measurement: time and money</p>	<p>Knows days of the week and the months of the year.</p> <p>Knows the coins and notes by their value, size and colour.</p>	<p>Knows that time passes and recognises routines.</p> <p>Knows the date and month of their birthday.</p> <p>Knows that money is used to buy items.</p> <p>Knows how to compare, describe time (quicker, slower, earlier, later).</p> <p>Knows and recognises the value of different denominations of coins and notes.</p>

Medium Term Planning: Autumn R/ Y1

<p>Sunday Monday Tuesday Wednesday Thursday Friday Saturday</p> <table border="1"> <tr><td>January</td></tr> <tr><td>February</td></tr> <tr><td>March</td></tr> <tr><td>April</td></tr> <tr><td>May</td></tr> <tr><td>June</td></tr> <tr><td>July</td></tr> <tr><td>August</td></tr> <tr><td>September</td></tr> <tr><td>October</td></tr> <tr><td>November</td></tr> <tr><td>December</td></tr> </table> <p>Days of the week. Months of the year</p> <p>Today Yesterday Tomorrow Playtime Lunchtime Home time</p>	January	February	March	April	May	June	July	August	September	October	November	December	<p>Before and after</p>	<table border="1"> <tr><td>January</td></tr> <tr><td> </td></tr> <tr><td>March</td></tr> <tr><td>April</td></tr> <tr><td> </td></tr> <tr><td>June</td></tr> <tr><td>July</td></tr> <tr><td>August</td></tr> <tr><td> </td></tr> <tr><td>October</td></tr> <tr><td>November</td></tr> <tr><td>December</td></tr> </table> <p>Put May February and September in the right order.</p> <p>Today is Monday. So yesterday was.... and tomorrow will be....</p>	January		March	April		June	July	August		October	November	December
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<p>Knows the coins by size, colour and value</p> <p>Knows the notes by size, colour and value</p>	<p>Money pays for things</p> <p>Coins are different sizes and colours</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>																								