

Yr 1 - Autumn – 2024/2025

Measurement:

- Find everyday opportunities to develop understanding of the passing of time (hours) and 'time' language (yesterday, today, tomorrow, morning, afternoon, evening)
- Ensure comparative language is used regularly (quicker, slower, earlier, later)
- Know the days of the week, introduce months and dates.

	Wk 1, 2, 3		WK 4 and 5		Wk 6	Wk 7 and 8	Wk 9, 10, 11		Wk 12, 13, 14 and 15	
	Number and Place Value, Addition and subtraction				Measurement	Addition & subtraction	Multiplication & Division	Fractions & Geometry	Number & Place value	Addition & subtraction
	Unit 1.1 – Secure				Unit 1.2 - Secure		Unit 1.3 – Secure		Unit 1.4 – Secure	
Fluency Focus	<p>Revise ELG Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts).</p>	<p>Revise ELG - Have a deep understanding of numbers to 10, including the composition of each number. Read, write and order numbers to 10 (numerals)</p>	<p>Read, write and order numbers to 20 (numerals).</p>	<p>Revise ELG – Subitise (recognise quantities without counting) up to 5.</p>	<p>Partition 6 and 7 into two parts in different ways using concrete objects (e.g. 2-coloured counters or 2-coloured multi-link bars). Record pictorially, using part/part whole model and in number sentences.</p>	<ul style="list-style-type: none"> • Secure counting in 1's forwards from any given number up to 50. (<i>Focus crossing 10's</i>) • Secure counting backwards (<i>focus</i>) from a given number up to 20. • 1 more and 1 less than any number up to 50. 	<ul style="list-style-type: none"> • Revise ELG – Explore and represent patterns within numbers up to 10, including evens and odds and how quantities can be distributed equally. • Explore all numbers that can be halved up to 10. Link to odd /even and use to predict if numbers can be halved equally. 	<ul style="list-style-type: none"> • Count reliably and confidently in 2's (Variation incl 2p, dice etc) 	<ul style="list-style-type: none"> • Continue to develop quick recall (<i>ideally without reference to rhymes, counting or other aids</i>) number bonds up to 7 (<i>including subtraction facts</i>). (<i>Focus on subtraction facts.</i>) 	<ul style="list-style-type: none"> • Derive, explore, explain and investigate the partitions for 8,9 and 10 • Write associated addition and subtraction number facts.
Bold = NC Statements I can statements from HIASM TP	<ul style="list-style-type: none"> • Count to and across 100 forwards and backwards, beginning with 0 or 1, or from any given number. I can count to at least 50 forwards and backwards from 10. I can count in 10s to 50. • Read numbers from 1 to 20 in numerals. • Given a number, identify one more and one less. I can find one more or one less. I can solve problems in a context, finding 1 more or 1 less. • Identify and represent numbers using objects, and pictorial representations. I can use objects and pictures to represent a number. I can place number on a number line. • Sequence events in chronological order using language such as before, and, after, next and first. I can order numbers, compare numbers, order events in my day 		<p>Secure</p> <ul style="list-style-type: none"> • Represent and use number bonds and related subtraction facts within 20. I can partition numbers up to 5. Record pictorially and in number sentence. <p>Teach</p> <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 = ? - 9 I can solve problems using partitioning. <p>Milestone = I can add and subtract one-digit.</p>	<ul style="list-style-type: none"> • Count to and across 100 forwards and backwards, beginning with 0 and 1, from any given number. I can count in 1s, 10s. I can count in 1ps and 10ps. • Recognise and know the value of different denominations of coins and notes. e.g. 1p and 10p coins. Include £10 notes for counting in 10s. • Compare, describe and solve practical problems for lengths and heights (e.g. long/short; longer/shorter; tall/short; double/half.) using non-standard units. I can compare lengths and heights. I can use cubes to compare lengths. 	<p>Secure</p> <ul style="list-style-type: none"> • I can partition numbers up to 7. (e.g. 2-coloured counters or 2-coloured multi-link bars). Record pictorially. (<i>note double 3 is 6</i>) <p>Teach</p> <ul style="list-style-type: none"> • Represent and use number bonds and related subtraction facts within 20. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Record partitions using part-whole diagrams alongside number sentences. I can solve problems using partitioning. 	<ul style="list-style-type: none"> • Count in multiples of 2s, 5s and 10s. I can count in 2's • Recognise and name a half as one of two equal parts of an object, shape, or quantity. I can share equally. I can share into two equal groups. I can recognise odd and even numbers. 	<ul style="list-style-type: none"> • Recognise and name common 2D and 3D shapes including: 2D shapes (e.g. Rectangles (including squares), circles and triangles). I can recognise and name 2d shapes. • Recognise and name a half as one of two equal parts of an object, shape, or quantity. I can recognise half of a shape. 	<ul style="list-style-type: none"> • Count to and across 100 forwards and backwards, beginning with 0 or 1, or from any given number. I can read and represent teen numbers. I can estimate position of numbers on a number line. • Count in multiples of 2s, 5s and 10s. • Given a number, identify one more and one less. I can find one more and one less. 	<ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+) and subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20. I can partition 6,7, 8, and 9. • Solve one-step problems that involve addition and subtractions, using concrete objects and pictorial representations and missing numbers such as 7 = ? - 9. I can solve addition and subtraction problems. 	
ELG 11 Number	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 					ELG 12 Numerical Patterns	<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 			

Spring – 2024/2025

- Consolidate generic measurements from top of Autumn Medium Term plan.
- Measurement: Find everyday opportunities to tell the time (hours and half-hours)

Wk 1, 2, 3	Wk 4	Wk 5	Wk 6 and 7	Wk 8, 9 and 10	Wk 11 and 12
Addition & Subtraction	Measurement Time & mass	Fractions and Geometry	Multiplication & Division	Number and Place Value Subtraction and Addition	Addition & subtraction with money
<i>Unit 1.5 - Develop</i>		<i>Unit 1.6 – Develop</i>		<i>Unit 1.7 – Develop</i>	
<ul style="list-style-type: none"> • Confidently and fluently, recall all number bonds to 10. (Quick recall not count on fingers) 	<ul style="list-style-type: none"> • Count in 5's linked to time using clock faces. 	<ul style="list-style-type: none"> • Count in 2's and 10's confidently from zero noticing and exploring patterns. 	<ul style="list-style-type: none"> • Count to at least 100 forwards, from any given number. • Count back from any number up to 50. • Identify one more and one less up to 100. (not 1 less than a tens number) 	<ul style="list-style-type: none"> • Confidently and fluently, recall all number bonds to 10. (Focus on subtraction facts) • Develop fluency in addition and subtraction facts within 10. (1NF-2) 	<ul style="list-style-type: none"> • Count 10's confidently from zero noticing and exploring patterns. • Use this to count in 10's from any given number.
<ul style="list-style-type: none"> • Read numbers from 1 to 20 in numerals and words. • Identify and represent numbers using objects and pictorial representations including the use of the numberline and use language of: equal to, more than, less than (fewer) most, least. <i>I can count and order numbers.</i> <i>I can represent teen numbers.</i> • Represent and use numberbonds and related subtraction facts within 20. <i>I can partition 6,7,8,9.</i> <i>I can use numberbonds to partition in different ways.</i> <i>I can use number bonds and related subtraction facts.</i> • Read, write and interpret mathematical statements involving addition(+) subtraction (-) and equals (=) signs <i>I can use numberbonds to 10.</i> • Solve one-step problems that involve addition, using concrete objects and pictorial representations and missing number problems such as $7 = ? - 9$ <i>I can solve one step problems.</i> <i>I can use numberbonds to solve 1 step problems.,</i> 	<ul style="list-style-type: none"> • Tell the time to the hour and half past the hour and draw hands on a clock-face to show these times. <i>I can tell the time to the hour. I can tell the time to half past the hour.</i> • Compare and describe and Solve practical problems for: mass or weight (heavy/light; heavier than/ lighter than) <i>I can compare and describe mass.</i> 	<ul style="list-style-type: none"> • Recognise and name common 2D and 3D shapes including: 2D Rectangles (including squares) circles, and triangles 3D Cuboids (including cubes) pyramids and spheres. <i>I can recognise and name 2D shapes.</i> • Recognise and name a half as one of two equal parts of a shape • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <i>I can recognise half and a quarter of a shape</i> <i>I can solve fraction of shape problems.</i> 	<ul style="list-style-type: none"> • Count in multiples of twos, fives and tens. <i>I can count in multiples of two.</i> • 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. <i>I can solve multiplication one-step problems.</i> <i>I can solve division one-step problems.</i> <p>Assessment <i>I can count in multiples of tens.</i></p>	<ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Given a number, identify one more and one less. <i>I can find one more and one less.</i> <i>I can find 10 more.</i> • Represent and use numberbonds and related subtraction facts within 20. <i>I can use numberbonds to 10.</i> • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. <i>I can solve one-step addition and subtraction problems.</i> <i>I can reason using known facts.</i> <i>I can problem solve using number bonds to 10.</i> • Count in multiples of twos, fives and tens. <i>I can count in tens</i> 	<ul style="list-style-type: none"> • Count to at least 100 forwards, 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. <i>I can count in 10's</i> • Recognise and know the value of different denominations of coins and notes. <i>I can recognise and know the value of different coins.</i> <i>I can represent 'teens' numbers using coins.</i> <i>I can count in coins.</i> <i>I can compare amounts.</i> <i>I can order amounts.</i> • Given a number, identify one more and one less. <i>I can identify one more.</i> • Represent and use numberbonds and related subtraction facts within 20. <i>I can use numberbonds to solve money problems.</i>

Summer – 2024/2025

- Consolidate generic measurements statements covered

Wk 1	Wk 2 and 3	Wk 4	Wk 5,6 and 7	Wk 8 and 9	Wk 10	Wk 11	Wk 12 and 13
Addition & Subtraction with mass	Multiplication and Division	Geometry	Number and Place Value Addition and Subtraction	Fractions with Multiplication and Division	Measurement Capacity and Volume	Measurement Time	Geometry
<i>Unit 1.9 – Embed</i>	<i>Unit 1.10 - Embed</i>	<i>Unit 1.11 - Embed</i>	<i>Unit 1.12 - Embed</i>	<i>Unit 1.13 – Deepen</i>	<i>Unit 1.14 – Deepen</i>		<i>Unit 1.15 – Deepen</i>
<ul style="list-style-type: none"> Derive, explore, explain and investigate the number bonds for 13,14 and 15 	<ul style="list-style-type: none"> Count in multiples of 2s, 5s and 10s. 1NF-2 – Develop fluency within addition and subtraction facts within 10. 	<ul style="list-style-type: none"> Given a number, identify one more and one less up to and across 100. (explicitly crossing 10's and 100's) 	<ul style="list-style-type: none"> Confidently and fluently, recall all number bonds to 10 and 20. (Quick recall not count on fingers) 	Consolidation of any fluency objectives needed based on AfL			
<ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> Mass or weight (e.g. heavy/light; heavier than/lighter than) <p><i>I can use the language of heavier and lighter.</i> <i>I can compare mass.</i></p> Measure and begin to record mass and weight. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. <i>I can measure and compare mass.</i> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as $7 = ? - 9$ 	<ul style="list-style-type: none"> Count in multiples of 2s, 5s and 10s. <i>I can count in multiples of fives and tens.</i> 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. <i>I can solve problems involving grouping. I can count in multiples of fives to solve problems.</i> <i>I can count in multiples of twos and tens to solve problems</i> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. <i>I can find half of a quantity.</i> 	<ul style="list-style-type: none"> Recognise and name 2-D and 3-D shapes including: 2-D Shapes (e.g. rectangles (including squares), circle and triangles). 3-D Shapes (e.g. cuboids (including cubes), pyramids and spheres) <i>I can recognise and name 2-D Shapes. I can recognise and name 3-d Shapes I can compare 3D Shapes.</i> Describe position, directions and movements, including half, quarter and three-quarter turns. <i>I can arrange 3D shapes. I can describe position, directions and movements.</i> 	<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 <i>I can find one more and one less on of a given number.</i> 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. <i>I can position numbers on a number line. I can position 'nearly numbers' on a number line.</i> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs 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 $7 = \Delta - 9$ <i>I can use number bonds to 10 and 20 to solve problems.</i> 	<ul style="list-style-type: none"> Count in multiples of 2s, 5s and 10s. <i>I can count forwards, backwards and beginning from any multiple.</i> 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. <i>I can solve one-step multiplication problems. I can solve one-step division problems by grouping.</i> 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. <i>I can identify equal and unequal parts. I can find a quarter of a shape. I can find quarter of a quantity.</i> 	<ul style="list-style-type: none"> Compare, describe and solve practical problems for: Capacity / volume (full/empty, more than/less than, quarter) Mass or Weight (e.g. heavy/light, heavier than, lighter than) <i>I can compare and describe mass. I can compare and describe capacity.</i> Measure and begin to record the following: <ul style="list-style-type: none"> Capacity and volume. Mass and weight. <p><i>I can solve practical problems for capacity. I can solve practical problems for capacity using fractional language.</i></p> 	<ul style="list-style-type: none"> Measure and begin to record the following: <ul style="list-style-type: none"> Time (Hours, minutes, seconds) Compare, describe and solve practical problems for: <ul style="list-style-type: none"> Time (quicker, slower, earlier, later) <p><i>I can solve practical problems for time.</i></p> Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. <i>I can sequence events</i> Recognise and use language relating to dates, including days of the week, weeks, and years. Tell the time to the hour and half past the hour and draw the hands on a clock. <i>I can tell the time to the nearest hour and half past the hour. I can draw the hands on a clock face.</i> 	<ul style="list-style-type: none"> Recognise and name 2-D and 3-D shapes including: 2-D Shapes (e.g. rectangles (including squares), circle and triangles). 3-D Shapes (e.g. cuboids (including cubes), pyramids and spheres) <i>I can recognise name and match 2D Shapes. I can recognise, name and match 3D Shapes.</i> Describe position, directions and movements, including half, quarter and three-quarter turns. <i>I can describe position. I can describe directions and movements.</i>