MathsBeat

Year 1 Medium-term plan 2023-2024

Term 1		
Unit	**NC objectives**	**Content**
Unit 1: Number and Place Value	• 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).	**Week 1: Counting within 50 – tackling 'teens' and 'tys'** • Count to 100, forwards, beginning with 0 or 1, or from any given number. • Count from 100, backwards.
		Week 2: One more, one less – counting on and back • Count, read and write numbers to 100 in numerals. • Identify and represent numbers using objects and pictorial representations including the number track.
		Week 3: Introducing part-part-whole situations • Count, read and write numbers to 100 in numerals • Given a number, identify one more
		Week 4: Part-part whole situations for addition • Given a number, identify one less Identify and represent numbers using objects and pictorial representations including the number track.
Unit 2: Addition and Subtraction	• 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	**Week 5: Part-part-whole situations for subtraction** • Add one-digit numbers to 10. • Solve one-step problems that involve addition, using concrete objects and pictorial representations and numbers to 10. • Represent and use number bonds within 10. • Solve one-step problems that involve addition using concrete objects and pictorial representations and numbers to 10.

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	objects and pictorial representations, and missing number problems such as 7 = ☐ – 9.	**Week 6: Describe and name cubes, cuboids and spheres** • Represent and use number bonds within 10. • Represent and use subtraction facts within 10. Solve one-step problems that involve addition using concrete objects and pictorial representations and numbers to 10.
Unit 3: Geometry: Properties of Shapes	• Recognize and name common 2D and 3D shapes, including: ○ 2D shapes, for example, rectangles (including squares), circles and triangles. ○ 3D shapes, for example, cuboids (including cubes), pyramids and spheres.	**Week 7: Use rules to sort cubes, cuboids and spheres** • Recognize and name common 3D shapes, including for example, cuboids (including cubes), and spheres. • Recognize and name common 2D shapes, including for example, rectangles (including squares), circles and triangles. • Recognize and name common 3D shapes, including for example, cuboids (including cubes), and spheres.
Unit 4: Addition and Subtraction	• 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 = ☐ – 9.	**Week 8: Addition facts** • Represent and use number bonds within 10. • Read, write and interpret mathematical statements involving addition (+) and equals (=) signs. • Solve one-step problems that involve addition, using concrete objects and pictorial representations and numbers to 10.
		Week 9: Subtraction facts • Represent and use subtraction facts within 10. • Read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs. • Subtract one-digit numbers to 10. • Solve one-step problems that involve subtraction, using concrete objects and pictorial representations and numbers to 10.
Unit 5: Measurement	• Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).	**Week 10: Describe and compare lengths and heights** • Compare, describe and solve practical problems for lengths and heights (for example, higher/lower, long/short, longer/shorter, tall/short, taller/shorter, double/half).

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	• Measure and begin to record the following: lengths and heights. • Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening). • Recognize and use language relating to dates including days of the week, weeks, months and years.	• Measure and begin to record lengths and heights.
		Week 11: Put events in time order • Sequence events in chronological order using language (or example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening). • Recognize and use language relating to dates including days of the week, weeks, months and years.
Unit 6: Multiplication and 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.	**Week 12: Solve equal groups problems practically** • Solve one-step problems involving multiplication by calculating the answer using concrete objects.
		Week 13: Solve sharing or equal groups problems practically • Solve one-step problems involving division, by calculating the answer using concrete objects. **ASSESSMENT**

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Term 2		
Unit	**NC objectives**	**Content**
Unit 7: Number and Place Value	• 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.	**Week 1: Developing flexible counting and ordering to 100** • Given a number, identify one more. • Given a number, identify one less. • Read and write numbers from 1 to 20 in words. • Count to and across 100, forwards, beginning from any given number. • Count back from any given number up to 100. • Count in multiples of twos, fives and tens. • Identify and represent numbers using objects and pictorial representations including the number line. • Use the language of: equal to, more than, less than (fewer), most, least.
Unit 8: Measurement	• Recognize and know the value of different denominations of coins and notes.	**Week 2: Working with money** • Recognize and know the value of different denominations of coins and notes.
Unit 9: Addition and Subtraction	• 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 1-digit and 2-digit numbers to 20, including zero. • Solve one-step problems that involve addition and subtraction, using concrete	**Week 3: Adding and subtracting to and from teens by bridging 10** • Add and subtract 1-digit and 2-digit numbers to 20. • Represent and use number bonds within 10. • Represent and use subtraction facts within 10. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and numbers to 20. • Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.
		Week 4: Finding the difference

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	objects and pictorial representations, and missing number problems such as 7 = ☐ – 9.	• Add and subtract 1-digit and 2-digit numbers to 20. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and numbers to 20. • Solve missing number problems such as 7 = ☐ – 9 (within 10).
		Week 5: Adding and subtracting within 20 • Represent and use number bonds within 20. • Represent and use subtraction facts within 20. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and numbers to 20.
Unit 10: Fractions	• Recognize, find and name a half as one of two equal parts of an object, shape or quantity. • Recognize, find and name a quarter as one of four equal parts of an object, shape or quantity.	**Week 6: What does a half or a quarter look and feel like?** • Recognize, find and name a half as one of two equal parts of an object, shape or quantity. • Recognize, find and name a quarter as one of four equal parts of an object, shape or quantity.
Unit 11: Geometry: Position and Direction	• Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	**Week 7: Respond to and use the language of position, direction and movement** • Describe position and direction. • Describe movement including whole, half, quarter and three-quarter turns.
Unit 12: Multiplication and 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.	**Week 8: Solving multiplication from arrays problems** • Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. •
		Week 9: Solving, practically, division from arrays problems • Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

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		• 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.

Unit 13: Measurement	• Compare, describe and solve practical problems for:
	  ○ mass/weight (for example, heavy/light, heavier than, lighter than)
	  ○ time (for example, quicker, slower, earlier, later).
	• Measure and begin to record the following:
	  ○ mass/weight
	  ○ 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).
	• Recognize 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.
		Week 10: Measuring mass (weight)
		• Compare, describe and solve practical problems for mass/weight (for example, heavy/light, heavier than, lighter than).
		• Measure and begin to record mass/weight.
		Week 11: Time as the duration of events
		• Compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later).
		• Measure and begin to record 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).
		• Recognize 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.

	Assessment and consolidation	

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Term 3		
Unit	**NC objectives**	**Content**
Unit 14: Number and place value	• 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. • 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. • Given a number, identify one more and one less.	**Week 1: Developing flexible counting and number ordering to 100** • Read and write numbers from 1 to 20 in words. • Count to and across 100, forwards, beginning from any given number. • Count back from any given number up to 100. • Identify and represent numbers using objects and pictorial representations, including the number line. • Use the language of: equal to, more than, less than (fewer), most, least. • Given a number, identify one more. • Given a number, identify one less.
Unit 15: Addition and subtraction	• 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 1-digit and 2-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 = ☐ – 9.	**Week 2: Deepening addition and subtraction strategies** • Add and subtract 1-digit and 2-digit numbers to 20. • Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. • Represent and use number bonds within 20. • Represent and use subtraction facts within 20. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and numbers to 20. **Week 3: Solving change-unknown problems** • Solve missing number problems such as 7 = ☐ – 9 (within 20).

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		• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. • Represent and use number bonds within 20. • Represent and use subtraction facts within 20. • Add and subtract 1-digit and 2-digit numbers to 20, including zero.

Unit 16: Geometry: Properties of Shapes	• Recognize and name common 2D and 3D shapes, including:
	  ○ 2D shapes, for example, rectangles (including squares), circles and triangles.
	  ○ 3D shapes, for example, cuboids (including cubes), pyramids and spheres.
		Week 4: Properties of shapes
		• Recognize and name common 3D shapes, including pyramids.
		• Recognize and name common 2D shapes, including for example, rectangles (including squares), circles, hexagons and triangles.

Unit 17: Measurement	• Compare, describe and solve practical problems for:
	  ○ lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)
	  ○ capacity and volume (for example, full/empty, more than, less than, half, half full, quarter).
	• Measure and begin to record the following:
	  ○ lengths and heights
	  ○ capacity and volume.
		Week 5: Measuring volume and capacity
		• Compare, describe and solve practical problems for capacity and volume (for example, full/empty, more than, less than, half, half full, quarter).
		• Measure and begin to record capacity and volume.

		Week 6: Measuring length and height • Measure and begin to record lengths and heights.
Unit 18: Multiplication and 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.	**Week 7: Solving multiplication problems using arrays** • Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
		Week 8: Solving multiplication and division problems • Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

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		• Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Unit 19: Fractions	• Recognize, find and name a half as one of two equal parts of an object, shape or quantity. • Recognize, find and name a quarter as one of four equal parts of an object, shape or quantity.	**Week 9: Representing and finding halves and quarters** • Recognize, find and name a half as one of two equal parts of an object, shape or quantity. • Recognize, find and name a quarter as one of four equal parts of an object, shape or quantity.
		Week 10: Halves and quarters are all around us • Recognize, find and name a half as one of two equal parts of an object, shape or quantity. • Recognize, find and name a quarter as one of four equal parts of an object, shape or quantity.
	Assessment and consolidation	