

Mathematics Medium Term Overview: Year 1



<p>T1 Week 1 Place value- numbers in different representations</p>	<p>T1 Week 2 Place value- 10s and 1s</p>	<p>T1 Week 3 Numbers- comparing and ordering</p>	<p>T1 Week 4 Fractions-- whole part relationships</p>	<p>T1 Week 5 Mental Calculation</p>	<p>T1 Week 6 Mental calculation</p>	<p>T1 Week 7 Working towards the written method for addition.</p>	<p>T1 Week 8 Working towards the written method for subtraction.</p>
<p>T2 Week 1 Linking addition and subtraction with problem solving.</p>	<p>T2 Week 2 Multiplication: Repeated addition/subtraction</p>	<p>T2 Week 3 Multiplication: Arrays to make table facts</p>	<p>T2 Week 4 Multiplication: Exploring arrays for writing table facts</p>	<p>T2 Week 5 Repeated addition and subtraction. Link to doubling and halving.</p>	<p>T2 Week 6 2D Shape</p>	<p>T2 Week 7 3D shape</p>	<p>T2 Week 8 Assessment, reinforcement, rehearsal etc. of what has been covered so far</p>
<p>T3 Week 1 Place value as in term one including one more one less.</p>	<p>T3 Week 2 Place value as in term 1. Link to money and length.</p>	<p>T3 Week 3 Fractions as in term one. Focus on quarters.</p>	<p>T3 Week 4 Number: Bridging through 10.</p>	<p>T3 Week 5 Mental Calculation</p>	<p>T3 Week 6 Reinforcing written calculation methods for addition and subtraction</p>	<p>T3 Week 7 Consolidating previous learning.</p>	<p>T3 Week 8 Assessment, reinforcement, rehearsal etc. of what has been covered so far</p>
<p>T4 Week 1 Mental calculation as in term 2 in different contexts.</p>	<p>T4 Week 2 Multiplication table patterns.</p>	<p>T4 Week 3 Multiplication- Commutativity through arrays.</p>	<p>T4 Week 4 Multiplication- Repeated subtraction taking away groups.</p>	<p>T4 Week 5 Repeated addition and subtraction as in term 2</p>	<p>T4 Week 6 3D Shapes</p>	<p>T4 Week 7 Position, direction and movement.</p>	<p>T4 Week 8 Assessment, reinforcement, rehearsal etc. of what has been covered so far</p>
<p>T5 Week 1 Place Value as in Term 1 and Term 3 including 10 more and 10 less.</p>	<p>T5 Week 2 Place value</p>	<p>T5 Week 3 Fractions. Equivalences.</p>	<p>T5 Week 4 Mental calculation strategies within different contexts</p>	<p>T5 Week 5 Consolidation of addition within different context</p>	<p>T5 Week 6 Consolidation of subtraction within different context</p>	<p>T5 Week 7 Consolidation of addition and subtraction within different contexts</p>	<p>T5 Week 8 Assessment, reinforcement, rehearsal etc. of what has been covered so far</p>
<p>T6 Week 1 Consolidation of mental calculation strategies as Terms 2 and 4</p>	<p>T6 Week 2 Consolidation of mental calculation strategies as Terms 2 and 4</p>	<p>T6 Week 3 Consolidation of multiplication and division</p>	<p>T6 Week 4 Consolidation of sharing</p>	<p>T6 Week 5 Consolidation of repeated addition and subtraction.</p>	<p>T6 Week 6 Consolidation of 2D and 3D shape including problem solving</p>	<p>T6 Week 7 Consolidation of position, direction and movement</p>	<p>T6 Week 8 Assessment, reinforcement, rehearsal etc. of what has been covered so far</p>

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Four main areas:

Reasoning and Mastery of Number: **Autumn 1; Spring 1 and Summer 1**

Reasoning and Mastery of Addition and Subtraction: **Autumn 1; Spring 1 and Summer 1**

Reasoning and Mastery of Multiplication and Division: **Autumn 2; Spring 2 and Summer 2**

Reasoning and Mastery of Geometry: **Autumn 2; Spring 2 and Summer 2**

Fractions, Statistics and Measurement are all integrated within these four main blocks. These are highlighted in Red and are essential that they are taught in that week to ensure coverage. These elements will be monitored to ensure they happen in these weeks.

	Overall Weekly outcome
	Statutory Content to be taught during specific weeks week
	Possible Enrichment activities
<p>Target Tracker Statements in red text for Terms 1-5. Term 6 focus use missing targets within each unit</p>	



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<p>As part of starter activities, or activities in the morning maths meeting, count in steps of 1 from 0 and 1 from any number forward and backward across 100, count in multiples of 2s, 5s and 10s and in fractional steps of $\frac{1}{2}$. As they count in 1s, 2s, 5s, and 10s link to odd and even numbers.</p> <p>Days of the week, months of the year.</p> <p>Sequencing events in time using appropriate vocabulary.</p> <p>Telling the time on a clock, focusing on o'clock and minutes past the hour in multiples of 5 linking to counting in multiples of 5.</p>							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Reasoning and Mastery of Number				Reasoning and Mastery of Addition and Subtraction			
<p style="text-align: center;">Vocabulary:</p> <p>Number, count on, count back, more, less, many, few, odd, even, pair, ones, tens, value, order, units, exchange, digit, 'teen' numbers, the same as, many as, equal to, half, quarter, half a length, quantity, set of objects, two equal part, four equal parts, measure, size, compare, guess, estimate.</p> <p style="text-align: center;">Mental Arithmetic Focus Addition.</p>				<p style="text-align: center;">Vocabulary:</p> <p>Add, more, plus, make, sum, total, altogether, more, inverse, equals, double, halve, half, subtract, take away, minus, left, fewer, less, difference, number bonds.</p> <p style="text-align: center;">Mental Arithmetic Focus Subtraction.</p>			

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Term 1	Consolidate single digit numbers	Reinforce and rehearse 2-digit numbers	Link previous weeks on place value to measurement	Fractions	Mental Calculation	Mental calculation	Working towards the written method for addition	Working towards the written method for subtraction.
	<p>Showing single digit numbers in different representations. Use objects and pictorial representations</p> <p>To count, write and order numbers to 10</p> <p>Make different representations of single-digit numbers using numicon shapes, cubes, fingers, bead string to 20, lollipop sticks etc.</p> <p>Make displays and posters of these</p>	<p>Place Value 10s and 1s</p> <p>Place Value Grids & Digit cards</p> <p>Zero as place holder</p> <p>Demonstrate tens and ones in different ways: money (10p and 1p), lollipop sticks, numicon, dienes, tower of cube (10s in one colour and ones in another)</p> <p>Making numbers from 10 to 20 using these. Again, make a display and photographic posters</p> <p>Move on to numbers to 100. Lots of different representations as above plus 100 square, metre stick, 100 bead strings</p>	<p>To order and compare numbers and objects using greater than, less than, equals.</p> <p>Reinforce equals as same as and equivalent to</p> <p>To order numbers to 10 and know which number is greater or less in value. Compare numbers using one more and one less</p> <p>Practice this within context of length, mass capacity & volume</p>	<p>Focus on half explore half of numbers, quantities, time (hour), turns and shapes (where shapes have fractions shown that are not the same shape) at the same time</p> <p>Whole/part relationship (birds and faces), link to sharing model of division</p> <p>Problem solving using the bar model (as in guide)</p>	<p>To focus on finding many different ways to a construct number and then use objects to make number pairs to 10</p> <p>Use Numicon for this. Get children to make number pairs using cubes and recording using pictures and numerals, e.g. 3 yellow cubes and 3 blue cubes, 3 + 3 = 6. Do this with coloured squares of paper</p> <p>Children make number sentence using these as with cubes, stick in their books and write the appropriate number statement</p>	<p>To focus on doubling and halving using practical objects</p> <p>To double and halve numbers practically using dominoes, cubes, counters, mirrors etc.</p> <p>Time differences and durations in whole hours</p> <p>To estimate an amount of time using seconds, minutes and hours</p>	<p>Focus on - single digits + single digits to 20 using practical objects</p> <p>Use Numicon, cubes, counters etc.</p> <p>Use subtraction as a check for addition and each time discuss commutativity, e.g. 3 + 4 = 4 + 3, same answer different calculation</p> <p>Practice this within context of money length</p>	<p>Focus on single digit - single digit using practical objects</p> <p>Use Numicon, cubes, counters etc.</p> <p>Use addition as a check. Discuss commutativity practically</p> <p>Practice this within context of money, length and time</p>

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Target Tracker Statements	<u>Number and Place Value</u>	<u>Number and Place Value</u>	<u>Number and Place Value</u>	<u>Fractions</u>	<u>Addition and Subtraction</u>	<u>Addition and Subtraction</u>	<u>Addition and Subtraction</u>	
	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Identify and represent numbers using objects and pictorial representations.</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Identify and represent numbers using objects and pictorial representations.</p> <p>Partition and combine numbers using apparatus if required.</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Identify one more and one less of a given number.</p> <p><u>Measurement</u></p> <p>Compare, describe and solve practical problems for mass/weight.</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Identify and represent numbers using objects and pictorial representations.</p> <p>Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Represent and use number bonds within 20.</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Identify and represent numbers using objects and pictorial representations.</p> <p>Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Represent and use subtraction facts within 20.</p> <p><u>Measurement</u></p> <p>Compare, describe and solve practical problems for time.</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Add one-digit and two-digit numbers to 20, including zero.</p> <p><u>Measurement</u></p> <p>Compare, describe and solve practical problems for lengths and heights.</p> <p>Recognise and know the value of different denominations of coins and notes.</p>	

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Reasoning and Mastery of Addition and Subtraction		Reasoning and Mastery of Multiplication and Division			Reasoning and Mastery of Geometry		
	<p style="text-align: center;">Vocabulary: Add, more, plus, make, sum, total, altogether, more, inverse, equals, double, halve, half, subtract, take away, minus, left, fewer, less, difference, number bonds.</p> <p style="text-align: center;">Mental Arithmetic Focus Subtraction.</p>		<p style="text-align: center;">Vocabulary: Multiply, arrays, repeated addition, odd, even, lots of, groups of, times, divide, left over, equal groups, sharing and doubling.</p> <p style="text-align: center;">Mental Arithmetic Focus Multiplication</p>			<p style="text-align: center;">Vocabulary: Shape, pattern, flat, curved, straight, round, hollow, solid, corner, face, side, edge, sort, 2D, circle, triangle, square, rectangle, 3D shapes, cube, cuboid, pyramid, sphere, cone, cylinder.</p> <p style="text-align: center;">Mental Arithmetic Focus Division</p>		

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<p>Term 2</p>	<p>Linking addition and subtraction by doing both in the same week.</p> <p>To focus on addition and subtraction in a practical context finding totals and differences and solving problems</p>	<p>Repeated addition of multiplication tables, e.g. $2 + 2 + 2$, $5 + 5 + 5$, $10 + 10 + 10$</p> <p>Repeated subtraction of multiplication tables, e.g. $50 - 10 - 10 - 10 - 10 - 10$</p>	<p>Tables facts For $1x$ and $10x$. Lots of chanting. Use clock idea.</p> <p>To focus on showing the relationship between repeated addition and multiplication using arrays</p> <p>For example $2 \times 3 = 2 + 2 + 2$.</p>	<p>Explorations of different arrays for tables facts</p> <p>To focus on making their own arrays to work out multiplication statements.</p> <p>To use lots of different representations, egg boxes, drawers, classroom stuff.</p>	<p>Repeated addition and subtraction.</p> <p>To focus on doubling and halving numbers in varying context using manipulatives</p> <p>Work within the context of measure – half as much, twice as many</p>	<p>2D shape</p> <p>To focus on drawing and making different 2D shapes according to the number of sides.</p> <p>Developing an understanding of regular and irregular shapes and identifying them from drawings.</p> <p>Use 2D shapes to do repeating patterns and sorting</p>	<p>3D shape</p> <p>To focus on using plasticine to make 3D shapes such as sphere, cube, cuboid.</p> <p>Use other manipulatives for square based pyramid.</p> <p>Look at 3D shapes cones and cylinder-faces, vertices and edges.</p> <p>Explore shapes of the faces – what 2D shapes can the see.</p> <p>Shape in the environment</p> <p>Sorting shapes into Venn and Carroll diagrams</p>	<p>Assessment or reinforcement and consolidation of key concepts</p>
	<p>Problem solving, introducing the bar model to show relationship between addition and subtraction.</p>	<p>Focus on getting children to use repeated addition to work out multiplication sums practically.</p> <p>Children to use concrete objects such as cubes, counters etc. CPA approach- concrete, pictorial and abstract.</p>	<p>Making arrays for tables facts, 1, 2, 5, 10.</p> <p>Ice cream cube activity using interlocking cubes. Make block charts. If one cube = 1, one cube = 2 and so on.</p>	<p>Solve a one-step problem involving a multiplication using concrete, pictorial representations and arrays</p>				

<p>Target Tracker Statements</p>	<p><u>Addition and subtraction</u></p> <p>Add one digit and two digit numbers to 20, including zero.</p> <p>Subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.</p>	<p><u>Multiplication and Division</u></p> <p>Count in multiples of twos, fives and tens from 0.</p> <p>Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays.</p>	<p><u>Multiplication and Division</u></p> <p>Count in multiples of twos, fives and tens from 0.</p> <p>Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays.</p>	<p><u>Multiplication and Division</u></p> <p>Count in multiples of twos, fives and tens from 0.</p> <p>Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays.</p>	<p><u>Multiplication and Division</u></p> <p>Count in multiples of twos, fives and tens from 0.</p> <p>Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays.</p> <p><u>Measurement</u></p> <p>Compare, describe and solve practical problems for capacity and volume.</p>	<p><u>Properties of Shape</u></p> <p>Recognise and name common 2-D shapes.</p>	<p><u>Properties of Shape</u></p> <p>Recognise and name common 3-D shapes.</p>	
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Reasoning and Mastery of Number				Reasoning and Mastery of Addition and Subtraction			
	<p style="text-align: center;">Vocabulary: Number, count on, count back, more, less, many, few, odd, even, pair, ones, tens, value, order, units, exchange, digit, 'teen' numbers, the same as, many as, equal to, half, quarter, half a length, quantity, set of objects, two equal part, four equal parts, , measure, size, compare, guess, estimate.</p> <p style="text-align: center;">Mental Arithmetic Focus Addition.</p>				<p style="text-align: center;">Vocabulary: Add, more, plus, make, sum, total, altogether, more, inverse, equals, double, halve, half, subtract, take away, minus, left, fewer, less, difference, number bonds.</p> <p style="text-align: center;">Mental Arithmetic Focus Subtraction.</p>			

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<p>Term 3</p>	<p>Term 1 week one, reinforce different ways to show single digit into double digits numbers. From a varying points</p> <p>Represent ordering numbers Focus on finding one more and one less to numbers up to 50</p> <p>Make the link to ordinal numbers in real life context.</p> <p>To read and write numbers in numerals and words</p>	<p>Place Value as in term 1 with tens and ones.</p> <p>Recap place value of 2 digit numbers using Dienes and manipulatives in real life situations</p> <p>One/ten more/less</p> <p>Focus on recognising the value of coins.</p> <p>Link place value practically to money and length</p>	<p>Fractions</p> <p>Start counting in steps of 5</p> <p>Representing halves and quarters in varying contexts</p> <p>Recap half with strips and then find what happens when you halve a strip twice – quarters</p> <p>Focus on quarters of different things (time, turn, shape, quantities, money, numbers etc.)</p> <p>Problem solving with fractions using the bar model</p>	<p>Mental calculation strategies as in Term 1</p> <p>To group numbers efficiently using near 10s and mental partitioning</p> <p>Use of strategies to speed up mental calculation</p> <p>Introduce these: adding 9 by adding 10 and subtracting 1, using known number facts, bridging through 10</p> <p>Solving missing number problems using bar model for addition and subtraction</p>	<p>Mental calculation</p> <p>Finding time and money differences between two given times or two different amounts</p> <p>Link to and durations and money etc.</p> <p>Focus on telling the time to the hour, half an hour and draw the hands on a clock face to show these times</p> <p>Children to use small clocks to make the time to the hour, half and hour and then record this by drawing the correct time in the books.</p>	<p>Addition and subtraction statements</p> <p>Focus on addition and subtraction of single digits and tens.</p> <p>Link to measurement of length</p> <p>Reinforce links to addition and subtraction using bar model.</p>	<p>Written statements for addition and subtraction. Consolidating previous learning.</p> <p>Interpret mathematical statements involving addition and subtraction</p> <p>Do this through links to money, frequency tables, bar charts and pictograms (use these as a starting point)</p>	<p>Assessment or reinforcement and consolidation of key concepts</p>
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<p>Target Tracker Statements</p>	<p><u>Number and Place Value</u></p> <p>Count and read numbers to 100 in numerals.</p> <p>Identify one more and one less of a given number.</p> <p>Read and write numbers from 1 to 20 in numerals.</p> <p>Read and write numbers from 1 to 20 in words.</p>	<p><u>Number and Place Value</u></p> <p>Partition and combine numbers using apparatus if required</p> <p>Identify one more and one less of a given number.</p> <p><u>Measurement</u></p> <p>Recognise and know the value of different denominations of coins and notes.</p>	<p><u>Fractions</u></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p><u>Number and Place Value</u></p> <p>Use counting strategies to solve problems.</p> <p>Partition and combine numbers using apparatus if required</p> <p>Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.</p>	<p><u>Addition and Subtraction</u></p> <p>Sequence events in chronological order using language.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p><u>Measurement</u></p> <p>Recognise and know the value of different denominations of coins and notes.</p>	<p><u>Addition and Subtraction</u></p> <p>Add one-digit and two-digit numbers to 20, including zero.</p> <p>Subtract one-digit and two-digit numbers to 20, including zero.</p> <p><u>Measurement</u></p> <p>Compare, describe and solve practical problems for lengths and heights</p> <p>Measure and begin to record length/height.</p>	<p><u>Addition and Subtraction</u></p> <p>Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.</p>	
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Reasoning and Mastery of Multiplication and Division				Reasoning and Mastery of Geometry			
	<p style="text-align: center;">Vocabulary: Multiply, arrays, repeated addition, odd, even, lots of, groups of, times, divide, left over, equal groups, sharing and doubling.</p> <p style="text-align: center;">Mental Arithmetic Focus Multiplication</p>				<p style="text-align: center;">Vocabulary: Shape, pattern, flat, curved, straight, round, hollow, solid, corner, vertices, face, side, edge, sort, 2D, circle, triangle, square, rectangle, 3D shapes, cube, cuboid, pyramid, sphere, cone, cylinder.</p> <p style="text-align: center;">Mental Arithmetic Focus Division</p>			

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<p>Term 4</p>	<p>Mental Calculation as in term 2 in different contexts</p> <p>Focus on missing number problems showing children the relationship between addition and subtraction</p> <p>Link to measurement-practical activities with money and length</p>	<p>Introduce the 5x table by counting in steps of five, linking to commutativity</p> <p>Focus on tables patterns for 2s and 5s and identify odd and even numbers</p> <p>Using Numicon, for multiplying by two and 5 and 10 and 1</p> <p>Can they make generalisations? Do all this with Numicon.</p>	<p>Reinforce and rehearse Term 2 – arrays for single digit by single digit. Include 2 and 5 as the multiplier.</p> <p>Focus on commutativity through arrays exploring 2s, 5s and 10s.</p> <p>Statistics- pictograms (symbols represent 2, 5 etc.) and bar graphs with divisions with in multiples of 2 and 5 etc.</p>	<p>Introduce the concept of grouping – repeated subtraction linking back to term 2 additive reasoning.</p> <p>Recap arrays made in previous week and link to repeated subtraction taking away groups.</p>	<p>Sharing model through fractions and repeated addition and subtraction as in term 2 within the context of measures.</p> <p>Focus on sharing between 2, 5 and 10 using concrete objects.</p> <p>Familiarising the children with these fractions. Scaling find $\frac{1}{2}$ the size, twice the size, a quarter of the size and four times the size.</p> <p>Do through number money, length etc.</p>	<p>3D shapes</p> <p>Focus on making different 3D shapes from card (just cubes or cuboids) and Identify shapes of faces</p> <p>Look at different types of pyramids and prisms</p>	<p>Position direction and movement</p> <p>Focus on half and quarter turns using practical objects.</p> <p>Link to fractions</p> <p>Lot of physically moving themselves and objects.</p>	<p>Assessment or reinforcement and consolidation of key concepts</p>
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<p>Target Tracker Statements</p>	<p><u>Addition and subtraction</u></p> <p>Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.</p> <p><u>Measurement</u></p> <p>Compare, describe and solve practical problems for lengths and heights</p> <p>Recognise and know the value of different denominations of coins and notes.</p>	<p><u>Multiplication and Division</u></p> <p>Count in multiples of twos, fives and tens from 0.</p> <p>Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays.</p>	<p><u>Multiplication and Division</u></p> <p>Count in multiples of twos, fives and tens from 0.</p> <p>Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays.</p>	<p><u>Multiplication and Division</u></p> <p>Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays.</p> <p>Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays.</p>	<p><u>Multiplication and Division</u></p> <p>Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays.</p> <p>Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays.</p> <p><u>Measurement</u></p> <p>Compare, describe and solve practical problems for lengths and heights</p> <p>Recognise and know the value of different denominations of coins and notes.</p>	<p><u>Properties of Shape</u></p> <p>Recognise and name common 3-D shapes.</p>	<p><u>Position, Direction and Movement</u></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>	
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Reasoning and Mastery of Number				Reasoning and Mastery of Addition and Subtraction			
	<p style="text-align: center;">Vocabulary: Number, count on, count back, more, less, many, few, odd, even, pair, ones, tens, value, order, units, exchange, digit, 'teen' numbers, the same as, many as, equal to, half, quarter, half a length, quantity, set of objects, two equal part, four equal parts, , measure, size, compare, guess, estimate.</p> <p style="text-align: center;">Mental Arithmetic Focus Addition.</p>				<p style="text-align: center;">Vocabulary: Add, more, plus, make, sum, total, altogether, more, inverse, equals, double, halve, half, subtract, take away, minus, left, fewer, less, difference, number bonds.</p> <p style="text-align: center;">Mental Arithmetic Focus Subtraction.</p>			

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<p>Term 5</p>	<p>Place Value as in Term 1 and Term 3, focusing on 10s and 1s using lots of different representations.</p> <p>Focus on one more/less 10 more/less 2 more/less 20 more/less to numbers up to 100</p> <p>Count, read and write numbers to 100 in numerals</p> <p>Link to measurement-practical activities with money and length, ordering and comparing, rounding, greater than, less than, equals</p>	<p>Continuation of previous week mass, capacity and volume</p> <p>Focus on comparing and describing mass, volume and capacity using practical objects and pictorial representations</p> <p>To use jugs, cups, bottles etc.</p>	<p>Fractions</p> <p>Link $\frac{1}{4}$ and $\frac{1}{2}$.</p> <p>To focus on equivalences to the whole and use quarters and halves to explore different ways to make one</p> <p>Finding halves and quarters of different things</p> <p>Bar model problems, paper strip problems.</p>	<p>Consolidation of mental calculation strategies within different contexts, including time</p> <p>Recap telling the time to the hour and half an hour</p> <p>Focus on sequencing the events in order of time using the terms next, before and after etc. to describe the order of events.</p> <p>Calendars- learn days of the week, months of the year and put them in order</p> <p>Compare time using language slower, quicker, earlier etc.</p>	<p>Consolidation of addition of single digits</p> <p>Move towards 2-digit + 10 within different contexts</p> <p>Focus on 2-digit + 2-digit using dienes and other practical objects</p> <p>Introduce the concept of exchange</p>	<p>Consolidation of subtraction of single digits</p> <p>Move towards 2-digit - 10 within different contexts</p> <p>Focus on 2-digit -2-digit using dienes and other practical objects</p> <p>Introduce the concept of exchange</p>	<p>Reinforcing and picking up on what hasn't been covered in previous two weeks</p> <p>Teaching addition and subtraction in the same week to ensure that the children see the links between them within different contexts</p>	<p>Assessment or reinforcement and consolidation of key concepts</p>
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<p>Target Tracker Statements</p>	<p><u>Number and Place Value</u></p> <p>Count and write numbers to 100 in numerals.</p> <p><u>Measurement</u></p> <p>Compare, describe and solve practical problems for lengths and heights.</p> <p>Recognise and know the value of different denominations of coins and notes.</p>	<p><u>Number and Place Value</u></p> <p>Compare, describe and solve practical problems for mass/weight.</p> <p>Measure and begin to record mass/weight.</p> <p>Measure and begin to record capacity and volume.</p>	<p><u>Fractions</u></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p><u>Fractions</u></p> <p>Sequence events in chronological order using language.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p><u>Addition and subtraction</u></p> <p>Add one digit and two digit numbers to 20, including zero.</p> <p>Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.</p>	<p><u>Addition and subtraction</u></p> <p>Subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.</p>	<p><u>Addition and subtraction</u></p> <p>Add one digit and two digit numbers to 20, including zero.</p> <p>Subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.</p>	
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Mathematics Medium Term Overview: Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Reasoning and Mastery of Multiplication and Division				Reasoning and Mastery of Geometry			
	<p>Vocabulary: Multiply, arrays, repeated addition, odd, even, lots of, groups of, times, divide, left over, equal groups, sharing and doubling.</p> <p>Mental Arithmetic Focus Multiplication</p>				<p>Vocabulary: Shape, pattern, flat, curved, straight, round, hollow, solid, corner, vertices, face, side, edge, sort, 2D, circle, triangle, square, rectangle, 3D shapes, cube, cuboid, pyramid, sphere, cone, cylinder.</p> <p>Mental Arithmetic Focus Division</p>			

Mathematics Medium Term Overview: Year 1

<p>Term 6</p>	<p>Consolidation of mental calculation strategies as Terms 2 and 4</p> <p>Use of mental calculations and recording.</p> <p>Use of bar model and reasoning</p> <p>Link to Length</p> <p>Capacity and mass</p> <p>Time and time durations</p> <p>Solve problems comparing the value of numbers</p>	<p>Consolidation of mental calculation strategies as Terms 2 and 4</p> <p>Use of mental calculations and recording.</p> <p>Use of bar model and reasoning</p> <p>Link to Time and time durations</p> <p>Solve addition and subtraction problems</p>	<p>Consolidation of arrays for multiplication and division</p> <p>Use arrays to solve one-step problems involving multiplication</p> <p>Link to measurement</p> <p>Investigate number patterns for 2, 5 and 10.</p>	<p>Consolidation of sharing</p> <p>Use arrays to solve one-step problems involving division</p> <p>Link to measurement</p> <p>Problem solving and missing number problems</p>	<p>Consolidation of repeated addition and subtraction</p> <p>Identifying halves and quarters in objects and shapes with progression from term 2 and 4.</p> <p>Link to Fractions</p> <p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p>	<p>Consolidation of 3D and 2D shape including problem solving</p> <p>Describing properties with progression from term 2 and 4, including problem solving.</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p>	<p>Consolidation of position, direction and movement</p> <p>Focus on whole and three quarter turns.</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p>	<p>Assessment or reinforcement and consolidation of key concepts</p>
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