

John Fletcher of Madeley Primary School  
 Medium term planning – New Curriculum 2014

Year 1

Summer Term

| Mathematical aspect |   | Curriculum statement   |
|---------------------|---|--|
| U & A               | Week 1<br>Addition and subtraction to 20                            | <ul style="list-style-type: none"> <li>● To represent and use number bonds and related subtraction facts within 20.</li> <li>● To add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>   |
| U & A               | Week 2 & 3<br>Fractions: discrete and continuous wholes             | <ul style="list-style-type: none"> <li>● To recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>● To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>   |
| U & A               | Week 4<br>Multiplication & Division Arrays                          | <ul style="list-style-type: none"> <li>● 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.</li> </ul>   |
| U & A               | Week 5<br>Measurement   | <ul style="list-style-type: none"> <li>● To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</li> <li>● To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>● To measure and begin to record the following:               <ul style="list-style-type: none"> <li>● lengths and heights</li> <li>● mass/weight</li> <li>● capacity and volume</li> <li>● time (hours, minutes, seconds).</li> </ul> </li> </ul> |
| U & A               | Week 6<br>Geometry: position and direction                          | <ul style="list-style-type: none"> <li>● To describe position, directions and movements, including half, quarter and three- quarter turns.</li> </ul>  |
| U & A               | Week 7<br>Counting, ordering and comparison, visualising quantities | <ul style="list-style-type: none"> <li>● To count, read and write numbers to 100 in numerals, count in different multiples including ones, twos, fives and tens.</li> <li>● When given a number, identify one more and one less.<br/> <i>Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.</i> </li> </ul>   |

John Fletcher of Madeley Primary School  
Medium term planning – New Curriculum 2014

|             |                    |  |  |
|-------------|--------------------|--|--|
| U<br>&<br>A | Week<br>8          | Addition and subtraction:<br>trios and equality      | <ul style="list-style-type: none"> <li>● To add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>   |
| U<br>&<br>A | Week<br>9          | Geometry: properties of<br>shapes                    | <p>To recognise and name common 2D and 3D shapes, including:</p> <ul style="list-style-type: none"> <li>● 2D shapes (rectangles (including squares), circles and triangles)</li> <li>● 3D shapes (cuboids (including cubes), pyramids and spheres).</li> </ul>   |
| U<br>&<br>A | Week<br>10         | Calculation: all four operations                     | <ul style="list-style-type: none"> <li>● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> <li>● 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.</li> </ul>   |
| U<br>&<br>A | Week<br>11 &<br>12 | Measurement<br>time and using standard<br>units<br>: | <ul style="list-style-type: none"> <li>● To compare, describe and solve practical problems for: <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> <li>● time (quicker, slower, earlier, later).</li> </ul> </li> <li>● To measure and begin to record the following: <ul style="list-style-type: none"> <li>● lengths and heights</li> <li>● mass/weight</li> <li>● capacity and volume</li> <li>● time (hours, minutes, seconds).</li> </ul> </li> <li>● To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</li> </ul> |