

## KEY: NUMBER, GEOMETRY, STATISTICS and MEASUREMENT

AUTUMN TERM, SPRING TERM and SUIMMER TERM

| Week | Unit | Lesson titles | Domain | National Curriculum Pupils should be taught to: |
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| 1 | Unit 1 Numbers 1 to 10 | Lesson 1 - Sorting objects | Number - number and place value | - Identify and represent numbers using objects and pictorial representation including the number line and use the language of: equal to, more than, less than (fewer), most, least. |
|  |  | Lesson 2 - Counting objects to 10 | Number - number and place value | - Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number. |
|  |  | Lesson 3 - Represent number to 10 | Number - number and place value | - Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number. |
|  |  | Lesson 4 - Count objects from a larger group. | Number - number and place value | - Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number. |
| 2 |  | Lesson 5 - Count on from any number | Number - number and place value | - Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number. |
|  |  | Lesson 6 - One more | Number - number and place value | - Given a number, identify one more and one less. |
|  |  | Lesson 7 - Count backwards from 10 to 0 | Number - number and place value | - Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number. |
|  |  | Lesson 8 - One less | Number - number and place value | - Given a number, identify one more and one less. |
| 3 |  | Lesson 9 - Compare groups | Number - number and place value | - Identify and represent numbers using objects and pictorial representation including the number line and use the language of equal to, more than, less than (fewer), most, least. |
|  |  | Lesson 10 - Fewer or more? | Number - number and place value | - Identify and represent numbers using objects and pictorial representation including the number line and use the language of equal to, more than, less than (fewer), most, least. |
|  |  | Lesson 11 - <,> or = | Number - number and place value | - Identify and represent numbers using objects and pictorial representation including the number line and use the language of equal to, more than, less than (fewer), most, least. |
|  |  | Lesson 12 - Compare numbers | Number - number and place value | - Identify and represent numbers using objects and pictorial representation including the number line and use the language of equal to, more than, less than (fewer), most, least. |

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| 4 |  | Lesson 13 - Order object and numbers | Number - number and place value | - Identify and represent numbers using objects and pictorial representation including the number line and use the language of equal to, more than, less than (fewer), most, least. |
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|  |  | Lesson 14 The number line | Number - number and place value | - Identify and represent numbers using objects and pictorial representation including the number line and use the language of equal to, more than, less than (fewer), most, least. |
|  | End of Unit Check |  |  |  |
|  | Unit 2 - Partwhole within 10 | Lesson 1- Parts and whole | Number - addition and subtraction | - Identify and represent numbers using objects and pictorial representation including the number line and use the language of equal to, more than, less than (fewer), most, least. |
| 5 |  | Lesson 2 - The partwhole model | Number - addition and subtraction | - Represent and use number bonds and related subtraction facts within 20. |
|  |  | Lesson 3 - Write number sentences | Number - addition and subtraction | - Read, write and interpret mathematical statements involving addition, subtraction and equals sign. |
|  |  | Lesson 4 - Fact Families -addition facts | Number - addition and subtraction | - Read, write and interpret mathematical statements involving addition, subtraction and equals sign |
|  |  | Lesson 5 - Number bonds. | Number - addition and subtraction | - Represent and use number bonds and related subtraction facts within 20. |
| 6 |  | Lesson 6 - Find number bonds | Number - addition and subtraction | - Represent and use number bonds and related subtraction facts within 20. |
|  |  | Lesson 7 - Number bonds to 10. | Number - addition and subtraction | - Represent and use number bonds and related subtraction facts within 20. |
|  | End of Unit Check |  |  |  |
|  | Unit 3 Addition within 10 | Lesson 1 - Add together | Number - addition and subtraction | - Represent and use number bonds and related subtraction facts within 20. |
| 7 |  | Lesson 2 - Add more | Number - addition and subtraction | - Represent and use number bonds and related subtraction facts within 20. |
|  |  | Lesson 3 - Addition problems | Number - addition and subtraction | - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. |
|  |  | Lesson 4 - Find the missing number | Number - addition and subtraction | - Represent and use number bonds and related subtraction facts within 20. |
|  | End of Unit Check |  |  |  |

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| Unit 4- |
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| Subtraction <br> within 10 |


| Lesson 1 - How many <br> left (1) | Number - addition <br> and subtraction | $\bullet$ |
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| Lesson 2 - How many <br> are left? (2) | Number - addition <br> and subtraction | $\bullet$ |
| Lesson $3-$ Breaking <br> apart (1) | Number - addition <br> and subtraction | $\bullet$ |
| Lesson 4 - Breaking <br> apart (2) | Number - addition <br> and subtraction | $\bullet$ |
| Lesson 5 - Fact families | Number - addition <br> and subtraction | $\bullet$ |
| Lesson $6-$ Subtraction <br> on a number line | Number - addition <br> and subtraction | $\bullet$ |
| Lesson 7 - Add or <br> subtract 1 or 2 | Number - addition <br> and subtraction | $\bullet$ |
| Lesson 8 - Solve word <br> problems - addition and <br> subtraction | Number - addition <br> and subtraction | $\bullet$ |

- Represent and use number bonds and related subtraction facts within 20.
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- Represent and use number bonds and related subtraction facts within 20.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representation and missing number problems.
- 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 representation and missing number problems.


## End of Unit Check

Unit 5-2D and 3D shapes

| Lesson 1-Recognising <br> and name 3D shapes | Geometry- <br> Properties of <br> shapes |
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| Lesson 2 - Sort 3D <br> shapes | Geometry- <br> Properties of <br> shapes |
| Lesson 3 - Recognise <br> and name 2D shapes | Geometry- <br> Properties of <br> shapes |
| Lesson 4 - Sort 2D <br> shapes | Geometry- <br> Properties of <br> shapes |
| Lesson 5 - Make <br> patterns with shapes | Geometry- <br> Properties of <br> shapes |

- Recognise and name common 2D and 3D shapes including: 2D shapes (e.g. rectangles, squares, circles and triangles) and 3 D shapes (e.g. cuboids, cubes, pyramids and spheres).
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|  | End of Unit Check |  |  |  |
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|  | Consolidation |  |  |  |
| 12 | Consolidation |  |  |  |
|  | Consolidation |  |  |  |
|  | Consolidation |  |  |  |
|  | Consolidation |  |  |  |
| 1 | Unit 6 Numbers to 20 | Lesson 1 - Count to 20 | Number - number and place value | - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. |
|  |  | Lesson 2 - Understand 10 | Number - number and place value | - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. |
|  |  | Lesson 3-11, 12 and 13 | Number - number and place value | - 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. |
|  |  | Lesson 4 -14, 15 and 16 | Number - number and place value | - 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. |
| 2 |  | $\text { Lesson } 5-17,18 \text { and }$ $19$ | Number - number and place value | - 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. |
|  |  | $\begin{aligned} & \text { Lesson } 6 \text { - Understand } \\ & 20 \end{aligned}$ | Number - number and place value | - 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. |
|  |  | Lesson 7 - One more and one less | Number - number and place value | - 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. |
|  |  | Lesson 8 - The number line to 20 | Number - number and place value | - 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. |
| 3 |  | Lesson 9 - Label number lines | Number - number and place value | - 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. |

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|  |  | Lesson 10 - Estimate on a number line | Number - number and place value | - 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. |
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|  |  | Lesson 11 - Compare numbers to 20 | Number - number and place value | - 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. |
|  |  | Lesson 12 - Order numbers to 20 | Number - number and place value | - Count to and across 100, forwards and backwards, beginning with 0 or 1 , or from any given number. |
| 4 | End of Unit Check |  |  |  |
|  | Unit 7Addition and subtraction within 20 | Lesson 1 - Add by counting on within 20 | Number - addition and subtraction | - Add and subtract one-digit and two-digit numbers to 20, including zero. |
|  |  | Lesson 2 - Add ones using number bonds | Number - addition and subtraction | - Represent and use number bonds and related subtraction facts within 20. |
|  |  | Lesson 3 - Find and make number bonds to 20 | Number - addition and subtraction | - Represent and use number bonds and related subtraction facts within 20. |
| 5 |  | Lesson 4 - Doubles | Number - addition and subtraction | - Represent and use number bonds and related subtraction facts within 20. |
|  |  | Lesson 5 - Near doubles | Number - addition and subtraction | - Represent and use number bonds and related subtraction facts within 20. |
|  |  | Lesson 6 - Subtract ones using number bonds | Number - addition and subtraction | - Add and subtract one-digit and two-digit numbers to 20, including zero. |
|  |  | Lesson 7 - Subtraction <br> - counting back | Number - addition and subtraction | - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. |
| 6 |  | Lesson 8 - Subtraction <br> - finding the difference | Number - addition and subtraction | - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. |
|  |  | Lesson 9 - Related facts | Number - addition and subtraction | - Represent and use number bonds and related subtraction facts within 20. |
|  |  | Lesson 10 - Missing number problems | Number - addition and subtraction | - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. |
|  |  | Lesson 11 - Solve word and picture problems addition and subtraction | Number - addition and subtraction | - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. |

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| 7 | End of Unit Check |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Unit 8Numbers to 50 | Lesson 1 - Count to 50 | Number - number and place value | - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. |
|  |  | Lesson 2 - Numbers to 50 | Number - number and place value | - Count to and across 100, forwards and backwards, beginning with 0 or 1 , or from any given number. |
|  |  | Lesson 3 - 20, 30, 40 and 50 | Number - number and place value | - 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. |
| 8 |  | Lesson 4 - Count by making groups of 10s | Number - number and place value | - 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. |
|  |  | Lesson 5 - Groups of 10s and 1s | Number - number and place value | - 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. |
|  |  | Lesson 6 - Partition into 10s and 1s | Number - number and place value | - 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. |
|  |  | Lesson 7 - One more, one less | Number - number and place value | - Given a number, identify one more and one less. |
| 9 | End of Unit Check |  |  |  |
|  | Unit 9 Introducing length and height | Lesson 1 - Compare lengths and heights | Measurement | - Compare, describe and solve practical problems for: - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). |
|  |  | Lesson 2 - Measure length (non-standard units of measure) | Measurement | - Measure and begin to record the following: - lengths and heights. |
|  |  | Lesson 3 - Measure length (using a ruler) | Measurement | - Measure and begin to record the following: - lengths and heights. |
| 10 |  | Lesson 4 - Solve word problems - length | Measurement | - Compare, describe and solve practical problems for: - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). |
|  | End of Unit Check |  |  |  |
|  | Consolidation |  |  |  |

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|  | Unit 10 Introducing weight and volume | Lesson 1 - Heavier and lighter | Measurement | - Compare, describe and solve practical problems for: mass/weight (for example, heavy/light, heavier than, lighter than). |
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| 11 |  | Lesson 2 - Measure mass | Measurement | - Measure and begin to record the following: - mass/weight. |
|  |  | Lesson 3 - Compare mass | Measurement | - Compare, describe and solve practical problems for: mass/weight (for example, heavy/light, heavier than, lighter than). |
|  |  | Lesson 4 - Full and empty | Measurement | - Compare, describe and solve practical problems for: - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) - time (for example, quicker, slower, earlier, later). |
|  |  | Lesson 5 - Measure capacity | Measurement | - Measure and begin to record the following: -capacity and volume. |
| 12 |  | Lesson 6 - Compare capacity | Measurement | - Compare, describe and solve practical problems for: - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) - time (for example, quicker, slower, earlier, later). |
|  |  | Lesson 7 - Solve word problems - mass and capacity | Measurement | - Compare, describe and solve practical problems for: - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) - time (for example, quicker, slower, earlier, later). |
|  | End of Unit Check |  |  |  |
|  | Consolidation |  |  |  |
| 1 | Unit 11 Multiplication and division | Lesson 1 - Count in 2s | Number multiplication and division | - Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (multiples of twos, fives and tens). |
|  |  | Lesson 2 - Count in 10s | Number multiplication and division | - Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (multiples of twos, fives and tens). |
|  |  | Lesson 3 - Count in 5s | Number multiplication and division | - Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (multiples of twos, fives and tens). |
|  |  | Lesson 4 - Make equal groups | Number 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. |

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| 2 |  | Lesson 5 - Add equal groups | Number 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. |
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|  |  | Lesson 6 - Make arrays | Number 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. |
|  |  | Lesson 7 - Make doubles | Number 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. |
|  |  | Lesson 8 - Make equal groups - grouping | Number 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. |
| 3 |  | Lesson 9 - Make equal groups - sharing | Number 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. |
|  | End of Unit Check |  |  |  |
|  | Consolidation |  |  |  |
|  | Unit 12 Halves and quarters | Lesson 1 - Recognise and find a half of a shape | Number- fractions | - Recognise, find and name a half as one of two equal parts of an object, shape or quantity. |
| 4 |  | Lesson 2 - Recognise and find a half of a quantity | Number- fractions | - Recognise, find and name a half as one of two equal parts of an object, shape or quantity. |
|  |  | Lesson 3 - Recognise and find a quarter of a shape | Number- fractions | - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. |
|  |  | Lesson 4 - Recognise and find a quarter of a quantity | Number- fractions | - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. |
|  | End of Unit Check |  |  |  |
|  | Consolidation |  |  |  |

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| 5 | Unit 13 Position and direction | Lesson 1 - Describe turns | Geometry position and direction | - Describe position, direction and movement, including whole, half, quarter and three-quarter turns. |
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|  |  | Lesson 2 - Describe position - left and right | Geometry position and direction | - Non statutory guidance: Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. |
|  |  | Lesson 3 - Describe position - forwards and backwards | Geometry position and direction | - Non statutory guidance: Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. |
| 6 |  | Lesson 4 - Describe position - above and below | Geometry position and direction | - Non statutory guidance: Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. |
|  |  | Lesson 5 - Ordinal numbers | Geometry position and direction | - Non statutory guidance: Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. |
|  | End of Unit Check |  |  |  |
|  | Consolidation |  |  |  |
| 7 | Unit 14 Numbers to 100 | Lesson 1 - Count from 50 to100 | Number - number and place value | - Count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. |
|  |  | Lesson $2-10$ s to 100 | Number - number and place value | - Count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. |
|  |  | Lesson 3 - Partition into 10s and 1s | Number - number and place value | - 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. |
|  |  | Lesson 4 - Number line to 100 | Number - number and place value | - 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. |
| 8 |  | Lesson 5 - One more and one less | Number - number and place value | - Given a number, identify one more and one less. |

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|  |  | Lesson 6 - Compare numbers | Number - number and place value | - 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. |
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|  | End of Unit Check |  |  |  |
|  | Consolidation |  |  |  |
| 9 | Consolidation |  |  |  |
|  | Unit 15 Money | Lesson 1 - Recognising coins | Measurement | - Recognise and know the value of different denominations of coins and notes. |
|  |  | Lesson 2 - Recognising notes | Measurement | - Recognise and know the value of different denominations of coins and notes. |
|  |  | Lesson 3 - Counting in coins | Measurement | - Recognise and know the value of different denominations of coins and notes. |
| 10 | End of Unit Check |  |  |  |
|  | Consolidation |  |  |  |
|  | Unit 16 - <br> Time | Lesson 1 - Before and after | Measurement | - Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening). |
|  |  | - Lesson 2 - Days of the week | Measurement | - Recognise and use language relating to dates, including days of the week, weeks, months and years. |
| 11 |  | - Lesson 3 - Months of the year | Measurement | - Recognise and use language relating to dates, including days of the week, weeks, months and years. |
|  |  | Lesson 4 - Tell the time to the half hour | Measurement | - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. |
|  |  | Lesson 5 - tell the time to the half hour | Measurement | - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. |
|  | End of Unit Check |  |  |  |
| 12 | Consolidation |  |  |  |
|  | Consolidation |  |  |  |
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