

# St. John's Maths Medium Term Planning

## Year 1 Yearly Overview

Red objectives are essential; these should be prioritised within planning and revisited throughout the year. They are core learning on which the new curriculum is based. All objectives need to be taught and, where possible, combine objectives so that application is stressed, e.g. number bonds and money.

Number: Number and Place Value					
Counting		Identifying, representing and estimating numbers		Reading and writing numbers	Comparing numbers
Count to and across 100, forwards & 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 & represent numbers using objects and pictorial representations including the number line		read and write numbers from 1 to 20 in numerals and words.	Given a number, identify one more and one less, and use language of: equal to, more than, less than (fewer), most, least
Number: Addition and Subtraction					
Number bonds	Mental Calculation	Written Calculations, Inverse operations, estimating & checking answers		Problem solving	
Represent and use number bonds and related subtraction facts within 20	Add and subtract 1-digit and 2-digit numbers to 20, including zero	Read, write and interpret mathematical statements involving addition (+), subtraction (−) equals (=) signs		Solve one-step problems that involve addition and subtraction, using concrete objects & pictorial representations and missing number problems	
Number: Multiplication and Division			Number: Fractions		
Multiplication and division facts			Counting in fractional steps		Recognising fractions
(Introduce multiplication as repeated addition and division as repeated subtraction) Solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations & arrays with teacher support			Recognise, find and name a half as 1 of 2 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
Measurement					
Comparing and estimating			Measuring and calculating		
Compare, describe and solve practical problems for lengths and heights	Compare, describe and solve practical problems for mass/weight	Compare, describe and solve practical problems for capacity and volume	Measure and begin to record mass/weight	Measure and begin to record lengths and heights	Measure and begin to record capacity and volume
Telling the time				Money	
Sequence events in chronological order using language, e.g. morning, afternoon...	Recognise & use language relating to dates, incl. days of the week, weeks, months/years	Compare, describe and solve practical problems for time	Tell the time to the hour/ half past and draw hands on a clock face to show these times	Measure and begin to record the following: time (hours, minutes, seconds)	Recognise and know the value of different denominations of coins and notes. (Compare, describe and solve practical problems)
Geometry: Properties of Shape			Geometry: Position and Direction		
Identifying shapes and their properties			Position, direction and movement		
Recognise and name common 2-D (E.g. circles, rectangles, triangles)	Recognise and name common 3-D shapes (E.g. spheres, cuboids, pyramids)		Describe position, direction and movement, including whole, half, quarter and three-quarter turns.		

Examples of what each objective looks like are available on NCETM's website, (National Centre for the excellence of teaching in maths), [www.ncetm.org.uk](http://www.ncetm.org.uk). Click on: New National Curriculum 2014 blue box – National Curriculum Resource Tool - select appropriate year group and area – click on exemplification.

## Suggested Yearly Pacer

### Year 1

Addition and subtraction do not appear until Autumn 2 to ensure pupils are secure with counting and place value before applying them to calculation. Similarly, multiplication and division are not taught until addition and subtraction have been established.

Please take all opportunities to draw objectives together rather than teach discretely. The aims of fluency, reasoning and problem solving should be embedded in all teaching.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2	Summer 2
<b>Number</b>		<b>Number</b>		<b>Number</b>	
Number and Place Value	Number and Place Value  Addition and Subtraction	Number and Place Value  Addition and Subtraction  Multiplication and Division	Number and Place Value  Addition and Subtraction  Fractions	Number and Place Value  Addition and Subtraction  Multiplication and Division  Fractions	Number and Place Value  Addition and Subtraction  Fractions
<b>Measurement</b>		<b>Measurement</b>		<b>Measurement</b>	
Money  Length	Time	Money  Capacity	Time  Length	Money  Mass	Time  Length
<b>Geometry</b>		<b>Geometry</b>		<b>Geometry</b>	
Shape	Position and Direction		Position and Direction		Shape