Manor Church of England Infant School Medium Term Planning: **Maths (Year 1)**
Term: **Autumn**

Week	Domain	Mental / Oral Objectives	Y1 Objectives	Key Vocabulary	Resources
Autumn 1					
1	Number – number and place value	Counting forwards and backwards from 20 Ordering numbers 1:1 counting Number formation	• count to and across 20, forwards and backwards • count, read and write numbers to 20 in numerals • 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	Forwards, backwards, numerals, represent, pictorial, number line, equal to, more than, less than (fewer), most, least	Objects, Numicon,
	Measurement		• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years	before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening, dates, including days of the week, weeks, months and years	
2	Number – number and place value		• count to and across 30, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 30 in numerals; count in multiples of tens	Forwards, backwards, numerals, represent, pictorial, number line, equal to, more than, less than (fewer), most, least	Objects, Numicon

			• 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		
	Geometry – properties of shape		• recognise and name common 2-D, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles]	rectangles (including squares), circles and triangles	shapes
3	Number – number and place value	Counting forwards and backwards from 30 Ordering numbers 1:1 counting Number formation Counting in 10s	• count to and across 30, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 30 in numerals; count in multiples of 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	Forwards, backwards, numerals, represent, pictorial, number line, equal to, more than, less than (fewer), most, least	Objects, Numicon
	Measurement		• recognise and know the value of different denominations of coins and notes	Coins, notes, pence, pound	coins
4	addition		• read, write and interpret mathematical statements involving addition (+) and equals (=) signs	Add, altogether, more, bigger, adding, sum, plus, make	Objects, Numicon

			• 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		
	Measurement		• tell the time to the hour and draw the hands on a clock face to show these times.	clock, hands, hour, minute, o'clock	clocks
5	addition		• read, write and interpret mathematical statements involving addition (+) and equals (=) signs • represent and use number bonds 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	Add, altogether, more, bigger, adding, sum, plus, make	Objects, Numicon
	Measurement		• compare and describe lengths [for example, long/short, longer/shorter, double/half]	long/short, longer/shorter, double/half, shorter, shortest, longer, shorter	Measuring snakes
6	subtraction		• read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs • 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	Subtract, smaller, take away, less, difference between, leave, minus	Objects, Numicon

	Measurement		• compare, describe and solve practical problems for: heights [for example, tall/short, double/half]	tall/short, double/half, taller, tallest, shorter, shortest	Objects
7	subtraction		• read, write and interpret mathematical statements involving 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	Subtract, smaller, take away, less, difference between, leave, minus	Objects, Numicon
	Number – fractions		• recognise, find and name a half as one of two equal parts of an object, shape or quantity	Half, equal, parts	Shapes
Autumn 2					
1	Number – number and place value	Counting forwards and backwards from 50. Ordering numbers	• count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 30 in numerals; count in multiples of 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	Forwards, backwards, numerals, represent, pictorial, number line, equal to, more than, less than (fewer), most, least	Objects, Numicon, number lines, dienes, 10s frames, number racks

		Counting in 10s Number bonds to 5	language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals		
	Measurement		• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years	before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening, dates, including days of the week, weeks, months and years	
2	Number – number and place value		• count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 50 in numerals; count in multiples of 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 • represent and use number bonds and related subtraction facts within 10	Forwards, backwards, numerals, represent, pictorial, number line, equal to, more than, less than (fewer), most, least	Objects, Numicon, number lines, dienes, 10s frames, number racks
	Measurement		• recognise and know the value of different denominations of coins and notes	Money, pence, pound, coin, note, p, £, amount	Coins, notes, Numicon
3	addition	Counting forwards and	• read, write and interpret mathematical statements involving addition (+) and equals (=) signs	Add, altogether, more, bigger, adding, sum, plus, make	Objects, Numicon, dienes

		backwards from 50. Counting in 10s Counting in 5s Counting in 2s Number bonds to 5	• 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, using concrete objects and pictorial representations		
	Measurement		• tell the time to the hour and half past the hour and move the hands on a clock face to show these times.	clock, hands, hour, minute, half past, o'clock	clocks
4	addition		• read, write and interpret mathematical statements involving addition (+) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition, using concrete objects and pictorial representations	Add, altogether, more, bigger, adding, sum, plus, make	Number lines, dienes, rulers
	Measurement		• compare, describe and solve practical problems for: lengths [for example, long/short, longer/shorter, double/half] • measure and begin to record the following: lengths	long/short, longer/shorter, double/half, shorter, shortest, longer, shorter	Measuring snakes, objects to measure with (cubes)
5	subtraction		• read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • subtract one-digit and two-digit numbers to 20, including zero	Subtract, smaller, take away, less, difference between, leave, minus	Objects, Numicon, dienes

			• solve one-step problems that involve subtraction, using concrete objects and pictorial representations		
	Measurement		• compare, describe and solve practical problems for: heights [for example, tall/short, taller/shorter, double/half] • measure and begin to record the following: heights	long/short, longer/shorter, double/half, shorter, shortest, longer, shorter	objects to measure with (cubes)
6	subtraction		• read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve subtraction, using concrete objects and pictorial representations	Subtract, smaller, take away, less, difference between, leave, minus	Dienes, number lines, rulers
	Number – fractions		• recognise, find and name a half as one of two equal parts of an object, shape or quantity	Half, equal, parts	Shapes, objects, Numicon
7	Division		• solve one-step problems involving division, by calculating the answer using concrete objects and pictorial representations with the support of the teacher	Share, divide, divided by, shared between, share equally, equal groups of	Objects, sorting rings, bowls
	Geometry – properties of shape		• recognise and name common 3-D shapes including: • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	cuboids (including cubes), pyramids, spheres, cone,	3D shapes