## St Andrew's **Mathematics** *Framework 2014*
Year 1 Medium term plan: autumn term

EVERY DAY: Practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of + and – facts)	
Count reliably up to 30 objects.	Recall pairs of numbers which total 10.
Count on in tens from zero.	Recall addition doubles up to 10+10.
Recall addition and subtraction facts up to 5.	Order at least 2 numbers up to 20.
Read and write numerals to at least 20.	Identify tens and units in 2-digit numbers.

Days	Topic	Objectives: children will be taught to
5	**NUMBER** **Number and place value**	Count reliably at least 30 objects. Know and use cardinal (1,2,3) and ordinal (1st, 2nd, 3rd) numbers. Read and write numerals from 1 to at least 20. Know what each digit in a two-digit number represents. Partition a 'teens' number into tens and ones.
10	**NUMBER** **Addition and Subtraction** Understanding + and – Mental calculation strategies (+ and –) Money and 'real life' problems Making decisions	Understand the operation of addition; recognise that addition can be done in any order. Understand the operation of subtraction (as take away) Begin to use +, - and = signs to record mental calculations in a number sentence. Recognise all coins up to 50p. Find totals up to 20p. Choose and use the appropriate number operation and mental strategy to solve problems.
5	**MEASURES** **Length** **Time**	Order familiar events (using terms such as before, after, next, first, today, yesterday). Order days of the week. Compare two, then more, lengths using direct comparison. Measure lengths using uniform non-standard units and standard units (metres, centimeters).
5	**GEOMETRY** **Properties of Shape** **Position, direction and movement**	Use everyday language to describe features of familiar 2-D and 3-D shapes. Make and describe models, patterns and pictures using construction kits. Recognise simple patterns. Use one or more shapes to make repeating patterns. Use everyday language to describe a position (e.g. left, right, top, middle, bottom, up, down).

Count reliably up to 30 objects.	Recall pairs of numbers which total 10
Count on in ones and tens from any small number.	Recall addition doubles up to 10+10.
Recall addition and subtraction facts up to 5.	Order at least 2 numbers up to 20.
Read and write numerals to at least 20.	Identify tens and units in 2-digit numbers.

Days	Topic	Objectives
5	**NUMBER** **Patterns and Estimating**	Say the number that is one more or less than a given number to 20. Solve mathematical problems. Recognise and predict from simple patterns and relationships. Say the number that is 10 more than any given number to 20. Give a sensible estimate of up to 30 objects.
10	**NUMBER** **Addition and Subtraction** Understanding + and – Mental calculation strategies (+ and –) Money and 'real life' problems Making decisions	Add and subtract 1-digit and 2-digit numbers to 20. Recognise addition as 'how many more'. Recognise subtraction as 'difference'. Use patterns of similar calculations. Choose and use the appropriate number operation (counting, add, subtract) and mental strategies to solve simple problems.
3	**NUMBER** **Fractions**	Recognise, name and write one half as one of two equal parts of an object, shape or quantity
5	**MEASURES** **Time** **Mass**	Solve simple problems involving length or time. Know days of the week. Read time to hour on analogue clocks. Compare two, then more, masses using direct comparison. Measure mass using uniform non-standard and standard units (kilograms, grams).
3	**STATISTICS**	Solve a problem by sorting information using objects or pictures.(ICT/science)

Year 1 Medium term plan: spring term

EVERY DAY: Practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of + and – facts)	
Count reliably up to 30 objects.	Count on in twos from zero.
Count on in ones and tens from any small number.	Count in steps of 5 from zero to 20 or more and then back again.
Recall addition and subtraction facts up to 10.	Recall pairs of numbers which total 20
Recall addition doubles to at least 10+10.	Sort odd and even numbers.

days	Topic	Objectives: children will be taught to
5	**NUMBER** **Number and place value**	Read and write numbers from 1 to 20 in numerals and words. Recognise odd and even numbers to 20. Know what each digit in a two-digit number represents. Partition larger two-digit numbers into a multiple of ten and ones. Say the number that is 1 or 10 more or less than any given number to 20. Compare two familiar numbers, say which is more or less.
10	**NUMBER** **Addition and Subtraction** Understanding + and – Mental calculation strategies (+ and –) Money and 'real life' problems Making decisions	Understand the operations of addition and subtraction and the related vocabulary. Add and subtract 1-digit and 2-digit numbers to 20. Represent and use number bonds and related subtraction facts within 20. Identify near doubles using doubles already known. Recognise all coins and equivalent values. Find totals. Choose and use the appropriate number operation and mental strategy to solve problems.
5	**MEASURES** **Length** **Capacity**	Suggest suitable standard units and measuring equipment to estimate, then measure length. Compare two, then more, capacities using direct comparisons. Measure capacity using uniform non-standard units and standard units (litres, millilitres).
5	**GEOMETRY** **Properties of Shape** **Position, direction and movement**	Use everyday language to describe features of familiar 2-D and 3-D shapes (e.g. referring to shapes with flat faces, number of facts or corners, number of sides). Make and describe models, patterns and pictures (using everyday materials such as plasticine). Use everyday language to describe position and direction (e.g. above, between, around, forwards, backwards, inside, outside). Use one or more shapes to make patterns, describe repeating patterns. Predict from simple patterns and suggest extensions. Describe positions, directions and movements involving half, quarter and three quarter turns (ICT cross curricular)

Order a set of numbers to 20.		Count in twos from and back to zero	
Count on in ones and tens from any small number.		Count in steps of 5 from zero to 20 or more.	
Recall addition and subtraction facts up to at least 10.		Recall addition doubles up to at least 10+10.	
Find small 'differences'		Recall pairs of numbers which total 20	

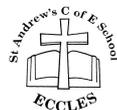| 5	**NUMBER** **Patterns and estimating**	Solve mathematical problems or puzzles. Suggest extensions 'What if?' 'What could I try next?' Understand the vocabulary of comparing and ordering numbers, including ordinal numbers to at least 20. Give a sensible estimate of a number of objects and check by counting (up to 50 objects). Recognise and extend number sequences with differences of 1,2 or 3.
8	**NUMBER** **Addition and Subtraction** Understanding + and – Mental calculation strategies Money and 'real life' problems	Partition into 5 and a bit when adding 6, 7, 8 or 9. Bridge through 10 when adding single-digit numbers. Find totals, give change. Work out how to pay an amount by using smaller coins. Solve simple mathematical problems or puzzles. Explain methods orally. Choose and use the appropriate number operation and mental strategy to solve problem.
4	**NUMBER** **Multiplication and Division** Understanding X & ÷	Recognize and use X & ÷ in mathematical statements. Calculate answers to X & ÷ using concrete objects
3	**NUMBER** **Fractions**	Recognise, name and write one quarter and three quarters parts of an object, shape or quantity
4	**MEASURES** **Time** **Mass**	Order months of the year. Order the seasons Solve simple problems involving mass or time. Suggest suitable standard units and measuring equipment to estimate, then measure, mass.
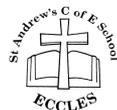
3	STATISTICS	Solve a problem by sorting information using objects or pictures.(ICT/science)
		Solve a problem by sorting classifying and organising information in a list or simple table.

Year 1 Medium term plan: summer term

EVERY DAY: Practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of + and – facts)	
Recall addition and subtraction facts up to at least 10. Find small 'differences' Find doubles and corresponding halves. Recognise multiples of 2, 5 and 10 to the 10th multiple.	Count in fives from and back to zero Recall pairs of numbers which total 20. Order a set of numbers to 20 Count from zero to and across 100 forwards and backwards from any given number.

days	Topic	Objectives: children will be taught to
5	**NUMBER** **Number and place value**	Read and write numbers to 100 in numerals. Recognise odd and even numbers to 20 as 'every other number'. Say the number that is one or ten more or less than a given number to 30. Compare two familiar numbers, say which is more or less, and give a number that lies between them.
10	**NUMBER** **Addition and Subtraction** Understanding + and – Mental calculation strategies (+ and –) Money and 'real life' problems Making decisions	Use +, - and = signs to record mental calculations in a number sentence. Recognise and use Δ or ? to stand for an unknown number. Use number facts add/subtract pair of numbers in range 0 to 20. Find totals, give change from up to 20p and work out how to pay using smaller coins. Choose and use the appropriate number operation and mental strategy to solve problems.
2	**MEASURES** **Capacity**	Suggest suitable uniform standard units and measuring equipment to estimate, then measure capacity
6	**GEOMETRY** **Properties of Shape** **Position, direction and movement**	Recognise symmetry in shapes. Fold shapes in half, then make them into symmetrical patterns. Use the vocabulary of halves and quarters in context. Begin to relate solid shapes to pictures of them. Investigate general statements about shapes. Use one or more shapes to make describe position, direction and movement. Identify objects that turn about a point (e.g. scissors) or about a line (e.g. a door); recognise and make whole, half, quarter and three-quarter turns. Use everyday language to describe position, direction and movement.

Find small 'differences' Count in steps of three from zero. Count from zero to and across 100 forwards and backwards from any given number. Sort odd and even numbers.	Recall addition and subtraction facts up to at least 10. Recognise multiples of 2, 5 and 10 to the 10th multiple. Count in steps of 5 from zero to 20 or more. Find doubles and corresponding halves.

days	Topic	Objectives
3	**NUMBER** **Patterns and estimating**	Recognise and extend number sequences with differences of 1,2 or 3. Investigate a general statement about familiar numbers by finding examples that satisfy it. Explain methods and reasoning orally Order numbers to at least 50 and position them on a number track.
8	**NUMBER** **Addition and Subtraction** Understanding + and – Mental calculation strategies (+ and –) Money and 'real life' problems Making decisions	Add more than two numbers. Use number facts to add/subtract pair of numbers within range 0 to 20. Add by adjusting (add 9 to a single digit number by adding 10 then subtracting 1). Bridge through 20 when adding a single-digit number. Choose and use the appropriate number operation and mental strategies to solve simple money or 'real life' problems using counting, addition or subtraction, halving or doubling.
5	**NUMBER** **Multiplication and Division** Understanding X & ÷	Solve practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups. Solve word problems involving simple multiplication and division (with teacher support).
3	**NUMBER** **Fractions**	Find one half, one quarter and three quarters as a shape or quantity.

3	**MEASURES** **Time** **Capacity**	Solve simple problems involving time or capacity. Read time to half hour on analogue clocks.
3	**STATISTICS**	Solve a problem by organising information in a block graph or pictogram (ICT/science) Discuss and explain results