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# Year 1

# Medium-term plan: Autumn Term 1st half

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| **TOPIC** | **Weeks** | **Learning objectives**  Our children need to be able to:: |
| **NUMBER** **SENSE** | 1–3 | **Number, place value and rounding*** count to and across 100, forwards and backwards, beginning with 0 or 1
* count, read and write numbers to 100 in numerals
* 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

**Measurement*** compare, describe and solve practical problems for:

- lengths and heights [for example, long / short, longer / shorter, tall / short, double / half]- mass or weight [for example, heavy / light, heavier than, lighter than]- capacity / volume [for example, full / empty, more than, less than, half, half full, quarter]* recognise and use language relating to dates, including days of the week, weeks, months and years.
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| **Success criteria**Pupils can represent and explain what happens when counting forwards and backwards in ones and can compare two measures and describe the relationship. |
| 4–6 | **Number and place value*** given a number, identify one more and one less

**Addition and subtraction*** 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 representations, and missing number problems such as such as 7 = □ –9

**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.
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| **Success criteria**Pupils can solve addition and subtraction problems using their knowledge of one more and one less and number bonds. |

**Year 1**

# Medium-term plan: Autumn Term 2nd half

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| **TOPIC** | **Weeks** | **Learning objectives**  Our children need to be able to:: |
| **REASONING WITH GEOMETRY** | 7–8 | **Geometry: properties of shapes*** recognise and name common 2-D and 3-D shapes, including:- 2-D shapes [for example, rectangles (including squares), circles and triangles]- 3-D shapes [for example, cuboids (including cubes),pyramids and spheres]

**Geometry: position and direction*** describe position, direction and movement.
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| **Success criteria**Pupils can recognize and identify shapes in their environment and justify their thinking. |
| **NUMBER** **SENSE** | 9–10 | **Number and place value*** count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
* count, read and write numbers to 100 in numerals
* 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

**Measurement*** compare, describe and solve practical problems for:

- lengths and heights [for example, long/short, longer/ shorter, tall/short, double/half]- mass or weight [for example, heavy/light, heavier than, lighter than]- capacity/volume [for example, full/empty, more than, less than, half, half full, quarter]- time [for example, quicker, slower, earlier, later]* recognise and use language relating to dates, including days of the week, weeks, months and years.
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| **Success criteria**Pupils can represent and explain how they know one more or one less than any given number and read and compare numbers under 100. |
| **REASONING WITH****ADDITION** | 11–12 | **Number and place value*** count to and across 100, forwards and backwards,
* beginning with 0 or 1, or from any given number
* given a number, identify one more and one less

**Addition and subtraction*** represent and use number bonds and related subtraction facts within 20
* solve one-step problems that involve addition and subtraction, using concrete objects and pictorialrepresentations, and missing number problems such as 7 = □–9.
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| **Success criteria**Pupils can solve addition and subtraction problems using their number bonds for ten to derive bonds for 20 and their knowledge of one more and one less. |