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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 pictorial representations, 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. |