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# Year 1

# Medium-term plan: Spring Term 1st half

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| **TOPIC** | **Weeks** | **Learning objectives**  Our children need to be able to: |
| **NUMBER** **SENSE** | 13–15 | **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; count in multiples of twos and 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

**Measurement*** recognise and know the value of different denominations of coins and notes.
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| **Success criteria**Pupils can represent and explain what happens when counting in two and tens and connect this with adding and subtracting two and ten. They can explain how they know which numbers are multiples of ten and which are multiples of two.  |
| **REASONING WITH** **MULTIPLICATION** | 16–18 | **Number and place value*** count, read and write numbers to 100 in numerals; count in multiples of twos and tens

**Multiplication and division*** solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

**Measurement*** recognise and know the value of different denominations of coins and notes.
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| **Success criteria**Pupils can represent and explain how to solve problems involving multiplying and dividing by two and ten, with support.  |

**Year 1**

# Medium-term plan: Spring Term 2nd half

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| **TOPIC** | **Weeks** | **Learning objectives**  Our children need to be able to: |
| **NUMBER** **SENSE** | 19-21 | 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; count in multiples of twos and tens
* given a number, identify one more and one less
* identify and represent numbers using objects and pictorial representations including the number line, anduse the language of: equal to, more than, less than (fewer), most, least

Measurement* measure and begin to record the following:

– lengths and heights– mass/weight– capacity and volume* recognise and know the value of different denominations of coins and notes.
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| Success criteriaPupils can represent and explain how to use their counting to measure lengths, weights and capacities.  |
| **REASONING**WITHADDITION | 22–23 | 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* read, write and interpret mathematical statements involving addition (+), 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, and missing number problems 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, represent and record addition and subtraction problems, appropriately choosing and using their number facts and counting (using numbers up to 20). |

| **REASONING****WITH** **GEOMETRY** | 24–25 | **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 recognise and identify shapes in their environment and justify their thinking and create simple repeating patterns.  |