# chuckery_jpeg.jpg

# Year 1

# Medium-term plan: Summer Term 1st half

|  |  |  |
| --- | --- | --- |
| **TOPIC** | **Weeks** | **Learning objectives**  Our children need to be able to: |
| **NUMBER**  **SENSE** | 26–28 | **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, fives 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 * read and write numbers from 1 to 20 in numerals and words   **Measurement**   * measure and begin to record the following:   – lengths and heights  – mass/weight  – capacity and volume  – time (hours, minutes, seconds)   * recognise and know the value of different denominations of coins and notes |
|  |
| **Success criteria**  Pupils can represent and explain what happens when counting in different steps and connect this with adding  and subtracting and measuring. They can explain how they know which numbers are multiples of two, five and ten. |
| **REASONING**  **WITH**  **ADDITION** | 29–31 | **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 |
|  |  |
| **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). |

**Year 1**

# Medium-term plan: Summer Term 2nd half

|  |  |  |
| --- | --- | --- |
| **TOPIC** | **Weeks** | **Learning objectives**  Our children need to be able to: |
| **REASONING WITH MULTIPLICATION** | 32–34 | **Number and place value**   * count, read and write numbers to 100 in numerals, count in multiples of twos, fives 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   **Fractions**   * recognise, find and name a half as one of two equal parts of an object, shape or quantity * recognise, find and name a quarter as one of four equal parts of an object, shape or quantity   **Measurement**   * recognise and know the value of different denominations of coins and notes * tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. |
|  |  |
| **Success criteria**  Pupils can represent and explain what happens when doubling and halving in the context of both discrete objects and continuous measures. They can show and tell the time,  on an analogue clock, on the hour and half past. |
| **REASONING**  **WITH GEOMETRY** | 35–36 | **Fractions**   * recognise, find and name a half as one of two equal parts of an object, shape or quantity * recognise, find and name a quarter as one of four equal parts of an object, shape or quantity   **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, including whole, half, quarter and three-quarter turns |
|  |  |
| **Success criteria**  Pupils can use their understanding of halves and quarters to talk about shapes and movement (turns) and solve related problems. |