



## Marston Thorold Mathematics Medium Term Plan Y1 / Y2 2018-19

WEEK	WEEK BEGINNING	AUTUMN TERM	Y1	Y2
1	04.09.18	<b>Number</b> Number and Place Value	<ul style="list-style-type: none"> <li>- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>-count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>-given a number, identify one more and one less</li> <li>-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</li> <li>-read and write numbers from 1 to 20 in numerals and words.</li> <li>- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li><b>Focus on meaning of symbols</b></li> <li>- represent and use number bonds and related subtraction facts within 20</li> <li><b>Very practical</b></li> <li>- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations</li> <li>- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>- recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>-compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]</li> <li>- measure and begin to record time (hours, minutes, seconds)</li> <li>-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.</li> <li>- recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> </ul>	<ul style="list-style-type: none"> <li>- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>- recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>- identify, represent and estimate numbers using different representations, including the number line</li> <li>- compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>- read and write numbers to at least 100 in numerals and in words</li> <li>- use place value and number facts to solve problems.</li> <li>- solve problems with addition and subtraction:</li> <li>- using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>- applying their increasing knowledge of mental and written methods</li> <li>- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>- add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>- a two-digit number and ones- → a two-digit number and tens</li> <li>- adding three one-digit numbers</li> </ul> </li> <li>- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> <li>-compare and sequence intervals of time</li> <li>- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>- know the number of minutes in an hour and the number of hours in a day.</li> <li>- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li> <li><b>Focus on meaning of symbols</b></li> <li><b>Link to repeated addition / subtraction</b></li> <li>- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> <li>- recognise, find, name and write fractions 1/4, ½, 2/4 and 3/4 of a length, shape, set of objects or quantity</li> </ul>
2	10.09.18	<b>Number</b> Number and Place Value		
3	17.09.18	<b>Number</b> Number and Place Value		
4	24.09.18	<b>Number</b> Addition and Subtraction		
5	01.10.18	<b>Number</b> Addition and Subtraction		
6	08.10.18	<b>Measurement</b>		
7	15.10.18	<b>Measurement</b>		
8	30.10.18	<b>Number</b> Multiplication and Division	<ul style="list-style-type: none"> <li>- 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.</li> <li>- recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> </ul>	<ul style="list-style-type: none"> <li>- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li> <li><b>Focus on meaning of symbols</b></li> <li><b>Link to repeated addition / subtraction</b></li> <li>- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> <li>- recognise, find, name and write fractions 1/4, ½, 2/4 and 3/4 of a length, shape, set of objects or quantity</li> </ul>
9	05.11.18	<b>Number</b> Multiplication and Division		
10	12.11.18	<b>Number</b> Fractions		
11	19.11.18	<b>Number</b>		



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			Fractions	- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	- recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .
12	26.11.18		Statistics (Y2) Number Number & Place Value (Y1)	- 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.	- interpret simple pictograms and simple tables - answer simple questions by counting the number of objects in each category and sorting the categories by quantity - answer questions about totalling and comparing categorical data.
13	03.12.18		Geometry Position and Direction	- describe position, direction and movement, including whole, half, quarter turns.	- order and arrange combinations of mathematical objects in patterns and sequences - use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
14	10.12.18		Geometry Properties of Shape	- 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].	- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] - compare and sort common 2-D and 3-D shapes and everyday objects.
15	17.12.18		Geometry Properties of Shape		



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WEEK	WEEK BEGINNING	SPRING TERM	Y1	Y2			
1	07.01.19	Number Number and Place Value	<ul style="list-style-type: none"> <li>- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>-count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>-given a number, identify one more and one less</li> <li>-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</li> <li>-read and write numbers from 1 to 20 in numerals and words.</li> </ul>	<ul style="list-style-type: none"> <li>- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>- recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>- identify, represent and estimate numbers using different representations, including the number line</li> <li>- compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>- read and write numbers to at least 100 in numerals and in words</li> <li>- use place value and number facts to solve problems.</li> </ul>			
2	14.01.19						
3	21.01.19				Measurement	<ul style="list-style-type: none"> <li>- recognise and know the value of different denominations of coins and notes</li> </ul>	<ul style="list-style-type: none"> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>- find different combinations of coins that equal the same amounts of money</li> <li>- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>
4	28.01.19				Measurement	<ul style="list-style-type: none"> <li>-compare, describe and solve practical problems for:</li> <li>- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>- measure and begin to record the following:</li> <li>- lengths and heights</li> </ul>	<ul style="list-style-type: none"> <li>- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>- compare and order lengths, and record the results using &gt;, &lt; and =</li> </ul>
5	04.02.19				Number Addition and Subtraction	<ul style="list-style-type: none"> <li>- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>- represent and use number bonds and related subtraction facts within 20</li> <li>- add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> </ul>	<ul style="list-style-type: none"> <li>- solve problems with addition and subtraction:</li> <li>- using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>- applying their increasing knowledge of mental and written methods</li> <li>- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>- add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>- a two-digit number and ones</li> <li>- a two-digit number and tens</li> <li>- two two-digit numbers</li> </ul> </li> <li>- adding three one-digit numbers</li> <li>- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>
6	11.02.19				Number Addition and Subtraction		
7	25.02.19	Number Multiplication and Division	<ul style="list-style-type: none"> <li>-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.</li> </ul>	<ul style="list-style-type: none"> <li>- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another</li> </ul>			
8	04.03.19				Number Multiplication and Division		



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					cannot - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
9	11.03.19		<b>Number Fractions</b>	- recognise, find and name a half as one of two equal parts of an object, shape or quantity	- recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{2}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
10	18.03.19		<b>Number Fractions</b>	- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	- write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .
11	25.03.19		<b>Geometry Position and Direction</b>	- describe position, direction and movement, including whole, half, quarter and three-quarter turns.	- order and arrange combinations of mathematical objects in patterns and sequences - use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
12	01.04.19		<b>Geometry Properties of Shape</b>	- 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].	- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] - compare and sort common 2-D and 3-D shapes and everyday objects.



## Marston Thorold Mathematics Medium Term Plan Y1 / Y2 2018-19

WEEK	WEEK BEGINNING	SUMMER TERM		Y1	Y2		
1	23.04.19		Number Number and Place Value	<ul style="list-style-type: none"> <li>- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>-count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>-given a number, identify one more and one less</li> <li>-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</li> <li>-read and write numbers from 1 to 20 in numerals and words.</li> </ul>			
2	29.04.19		Measurement Measurement	<ul style="list-style-type: none"> <li>-compare, describe and solve practical problems for:</li> <li>-mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>- measure and begin to record the following:</li> <li>- mass/weight</li> <li>- capacity and volume</li> </ul>		choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels - compare and order mass, volume/capacity and record the results using >, < and =	
3	06.05.19		Number Addition and Subtraction	<ul style="list-style-type: none"> <li>- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>- represent and use number bonds and related subtraction facts within 20</li> <li>- add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> </ul>			<ul style="list-style-type: none"> <li>- solve problems with addition and subtraction:</li> <li>- using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>- applying their increasing knowledge of mental and written methods</li> <li>- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:               <ul style="list-style-type: none"> <li>- a two-digit number and ones</li> <li>- a two-digit number and tens</li> <li>- two two-digit numbers</li> <li>- adding three one-digit numbers</li> </ul> </li> <li>- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>
4	13.05.19		Number Addition and Subtraction				
5	20.05.19		Number Addition and Subtraction				
6	03.06.19	Number Number and Place Value	Number Multiplication and Division	<ul style="list-style-type: none"> <li>-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.</li> </ul>	<ul style="list-style-type: none"> <li>- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li> <li>- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>		
7	10.06.19		Number Multiplication and Division				
8	17.06.19		Number			<ul style="list-style-type: none"> <li>- recognise, find and name a half as one of</li> </ul>	<ul style="list-style-type: none"> <li>- recognise, find, name and write fractions</li> </ul>



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			Fractions	two equal parts of an object, shape or quantity	1/3, 1/4, 1/2 and 3/4 of a length, shape, set of objects or quantity
9	24.06.19		<b>Number</b> Fractions	- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	- write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.
10	01.07.19		<b>Geometry</b> Properties of Shape	- 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].	- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] - compare and sort common 2-D and 3-D shapes and everyday objects.
11	08.07.19		<b>Geometry</b> Position and Direction	- describe position, direction and movement, including whole, half, quarter and three-quarter turns.	- order and arrange combinations of mathematical objects in patterns and sequences - use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
12	15.07.19		<b>Statistics (Y2)</b> <b>Number</b> Number & Place Value (Y1)	- 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.	- interpret and construct simple pictograms, tally charts, block diagrams and simple tables - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity - ask and answer questions about totalling and comparing categorical data.