Medium term Plans for Spring Years 1/2 Mixed age Range

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
1	***Number and place value*** **Day 1:** One more and one less than 2-digit number. **Day 2**: Find one more/less than any 2-digit number. **Day 3:** Count in 10s from 10. **Day 4:** Count in tens from any number/Estimate a quantity. **Day 5:** Find ten more/less than a 2-digit number.	**Day 1:** 1. Know the number before and after any 2-digit number. **Day 2:** 1. Find one more/less than any 2-digit number. **Day 3:** 1. Count in tens from 10. 2. Find missing multiples of ten in a sequence. **Day 4:** 1. Count on in tens from 10 to 100 and in ones from any number to 100. 2. Fill in missing number sequences of multiples of ten. 3. Make a sensible estimate up to 100 (e.g. choosing from 10, 20, 50 or 100). **Day 5:** 1. Find ten more and ten less than a given number. 2. Recognise and describe what is happening to the multiples of ten on the number grid.	***Number and place value*** **Day 1:** Compare numbers using < and >. **Day 2**: Identify properties of numbers. **Day 3:** Use ordinal numbers. **Day 4:** Round two-digit numbers to nearest multiple of ten. **Day 5:** Round two-digit numbers to nearest multiple of ten.	**Day 1:** 1. Mark two-digit numbers on a landmarked line (labelled in tens). 2. Compare numbers using the symbols < and >. **Day 2:** 1. Identify properties of numbers and use this to sort them. 2. Solve logic problems. **Day 3:** 1. Use ordinal numbers in context up to 10th and beyond. 2. Solve problems using ordinal numbers. **Day 4** 1. Round two-digit numbers to nearest multiple of ten. **Day 5:** 1. Round two-digit numbers to nearest multiple of ten.

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2	***Addition and subtraction*** **Day 1:** Number bonds to 8. **Day 2**: Number bonds to 9. **Day 3:** Find doubles to double 6. **Day 4:** Add three numbers. **Day 5:** Add three numbers.	**Day 1:** 1. Know number bonds to 8 by heart. 2. Write number bonds as number sentences. 3. Know that addition can be done in any order. **Day 2:** 1. Know number bonds to 9 by heart. 2. Write number bonds as a number sentence. 3. Know that addition can be done in any order. **Day 3:** 1. Know how to double a number. 2.Find doubles to double 6 and record as an addition; begin to know by heart. **Day 4:** 1. Add three small numbers, spotting pairs to ten. 2. Understand that changing the order of addition does not change the total. **Day 5:** 1. Add three small numbers, spotting pairs to ten or doubles.	***Addition and subtraction*** **Day 1:** Add a single-digit number to a two-digit number, bridging ten. **Day 2:** Add single-digit number to a 2-digit number, bridging ten. **Day 3:** Subtract a single-digit number from a two-digit number, bridging ten. **Day 4:** Use number facts to add/subtract. **Day 5:** Use number facts or place value to + and – .	**Day 1:** 1. Add a single-digit number to a two-digit number, bridging ten. **Day 2:** 1. Add a single-digit number to a two-digit number, bridging ten. **Day 3:** 1. Subtract a single-digit number from a two-digit number, bridging ten. **Day 4:** 1. Use number facts to add and subtract. **Day 5:** 1. Use number facts or place value to add and subtract.

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3	***Addition and subtraction*** **Day 1:** Know the value of each coin to £1. **Day 2**: Find totals of 2 and 3 coins to 10p. **Day 3:** Find all possibilities by making an ordered list. **Day 4:** Find 10 more than any 2-digit number. **Day 5:** Find 10 less than any 2-digit number.	**Day 1:** 1. Recognise each coin up to £2 2. Know the value of each coin to £2. **Day 2:** 1. Find totals of 2 and 3 coins to 10p. 2. Begin to find what coins can be used to pay a given amount up to 20p. **Day 3:** 1. Find what coins can be used to make a given amount less than 10p. 2. Begin to find all possibilities by making an ordered list. **Day 4:** 1. Count in tens from single-digit numbers. 2. Find 10 more than any 2-digit number less than 90. **Day 5:** 1. Count back tens from 2-digit numbers. 2. Find 10 less than any 2-digit number.	***Addition and subtraction*** **Day 1:** Add 2-digit numbers using a number grid. **Day 2:** Add 2-digit numbers crossing tens barrier. **Day 3:** Add 2-digit numbers. **Day 4:** Subtract 2-digit numbers. **Day 5:** Subtract 2-digit numbers.	**Day 1:** 1. Add 2-digit numbers using a number grid and Spider. **Day 2: 1.** Add 2-digit numbers using the grid. 2. Add 2-digit numbers where the ones will cross the tens barrier using known facts. **Day 3:** 1. Use a landmarked line to add 2-digit numbers. 2. Take bigger jumps when adding using the number line. **Day 4:** 1. Subtract 2-digit numbers using a number grid where the ones do not cross a 10s barrier. **Day 5:** 1. Subtract 2-digit numbers using a landmarked number line.

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4	***Measure*** **Day 1:** Compare weights using direct comparison; **Day 2**: Compare weights using direct comparison. **Day 3:** Use non-standard units to measure weight. **Day 4:** Tell the time to the hour and half hour. **Day 5:** Tell the time to the half hour.	**Day 1:** 1. Compare weights using direct comparison. 2. Order different weights. **Day 2:** 1. Compare weights using direct comparison. 2. Estimate and find objects that are heavier and lighter. **Day 3:** 1. Use uniform non-standard units to measure weight. 2. Estimate how heavy an object is using uniform non-standard units. **Day 4:** 1. Tell the time to the hour and half hour. 2. Describe what would be happening at different times of the day. **Day 5:** 1. Tell the time to the half hour. 2. Find the time half an hour later.	***Measure*** **Day 1:** Measure weight using uniform non-standard units. **Day 2:** Know that weight can be measured in kg and g. **Day 3:** Compare objects with the 100g and kg weight. **Day 4:** Know how long 15, 30 and 60 seconds are. **Day 5:** Have a sense of the length of a minute.	**Day 1:** 1. Compare weights and measure weight using uniform non-standard units. **Day 2:** 1. Know that weight can be measured in kg and g. 2. Measure weights to the nearest 100g using 100g weights. **Day 3:** 1. Compare objects with the 100g and kg weights and develop a sense of how heavy these weights are. **Day 4:** 1. Telling the time to the quarters. 2. Have an idea of the length of 15, 30 and 60 seconds. **Day 5:** 1. Have a sense of the length of a minute. 2. Time events in minutes.

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5	***Multiplication and division*** **Day 1:** Learn to count in 2s. **Day 2**: Recognise odd/even numbers. **Day 3:** Sorting numbers onto diagrams. **Day 4:** Double numbers up to 12. **Day 5:** Find half of numbers up to 24.	**Day 1:** 1. Count in 2s from different starting numbers. 2. Recognise a sequence and continue it. **Day 2:** 1. Recognise odd and even numbers up to 20. 2. Sort numbers up to 20 into odd and even. **Day 3:** 1. Using prior knowledge of numbers sort them onto Venn diagrams and into tables. 2. Explain how and why they have sorted them in that way. **Day 4:** 1. Double numbers up to 20. 2. Explain what they are doing by doubling. **Day 5:** 1. Halve numbers up to 20. 2. Understand why it is tricky to halve odd numbers.	***Multiplication and division*** **Day 1:** Recognise multiples of 2, 5 and 10. **Day 2:** Record multiplication facts for the 5 times table. **Day 3:** Begin to relate multiplication with division. **Day 4:** Understand grouping as one model of division. **Day 5:** Solve a word problem.	**Day 1:** 1. Count in 2s, 5s and 10s from any number to 100. 2. Recognise multiples of 2, 5 and 10. 3. Describe patterns. 4. Begin to investigate general statements. **Day 2:** 1. Understand multiplication as repeated addition. 2. Record multiplication facts for the 5 times table. **Day 3:** 1. Use multiplication and division sentences to describe an array and groups of numbers on a number line. **Day 4:** 1. Understand grouping and lots of as one model of division. 2. Begin to understand that division can leave some left over. **Day 5:** 1. Imagine what action would be needed to solve a word problem and decide what calculation is necessary (multiplication or division).

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6	***Number and fractions*** **Day 1:** Show a two-digit number, combining groups of ten and one. **Day 2**: Know what each digit means in a 2-digit number. **Day 3:** Compare two numbers less than 100. **Day 4:** Give a number between two neighbouring multiples of 10. **Day 5:** Investigate place value in 2-digit numbers.	**Day 1:** 1. Show a two-digit number by combining groups of ten and one. 2. Know what each digit means in a 2-digit number. **Day 2:** 1. Know what each digit means in a 2-digit number. 2. Estimate a number of objects and group in tens when counting to check. **Day 3:** 1. Compare two numbers less than 100, say which is more or less **Day 4:** 1. Give a number between two neighbouring multiples of 10. **Day 5:** 1. Investigate and make 2-digit numbers and say what each of the digits represents. 2. Begin to record findings in a systematic way.	***Number and fractions*** **Day 1:** Compare two 2-digit numbers. **Day 2:** Rounding to the nearest 10. **Day 3:** Finding a half and a quarter. **Day 4:** Find ½ and ¼. **Day 5:** Find ½, ¼ and 1/3 of amounts.	**Day 1:** 1.Make comparisons about two 2-digit numbers. 2.Describe properties of numbers and locate numbers on a number line. 3. Find a number in between 2 given numbers. **Day 2:** 1.Understand why and how we round numbers. 2. Round numbers to the nearest 10. **Day 3:** 1. Find ½ and ¼ of amounts by sharing objects between groups of 2 and 4. **Day 4:** 1. Find ½ and ¼ by sharing and by using some number facts. **Day 5:** 1. Find ½, ¼ and 1/3 of amounts by sharing and using number facts.

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
7	***Measures and addition and subtraction*** **Day 1:** Measuring objects in cubes. **Day 2**: Measuring lengths of string in cubes. **Day 3:** Find a difference in lengths using cubes. **Day 4:** Find a difference in heights. **Day 5:** Investigate differences between towers of cubes.	**Day 1:** 1. Measure objects accurately using cubes. 2. Compare lengths. **Day 2:** 1.Measure lengths of string in cubes, including wiggly lines. **Day 3:** 1. Estimate and compare lengths. 2. Find the difference in length using uniform, non-standard units (cubes). **Day 4:** 1. Find the difference between two towers of cubes. 2. Measure height using uniform, non-standard units (cubes). **Day 5:** 1. Find towers that have a difference of 3. 2. Begin to use a systematic way of going about investigating a problem. 3. Recognise patterns.	***Measures and addition and subtraction*** **Day 1:** Adding two-digit numbers using the 1–100 grid. **Day 2:** Adding two-digit numbers. **Day 3:** Subtracting two-digit numbers. **Day 4:** Find change from 50p. **Day 5:** Find change by counting up to find a difference.	**Day 1:** 1. Add 2-digit numbers using a number grid and spider to add the tens and then the ones. 2.Write addition number sentences. **Day 2:** 1. Add 2-digit numbers using a number grid and spider to add the tens and then the ones. 2. Add, crossing the tens barrier. **Day 3:** 1. Subtract 2-digit numbers where the number being subtracted has fewer ones than the number being subtracted from. 2. Use a number grid and spider to take away tens first and then ones. **Day 4:** 1. Find change from 50p using pairs to ten. **Day 5:** 1. Find change by counting up to find a difference.

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8	***Measures and data*** **Day 1:** Compare capacities, by direct comparison. **Day 2**: Estimate, measure, compare capacities. **Day 3:** Estimate, measure capacities. **Day 4:** Create a block graph. **Day 5:** Draw pictograms.	**Day 1:** 1. Compare and discuss capacities, by direct comparison. 2. Understand the vocabulary relating to capacity. **Day 2:** 1. Estimate, measure and compare capacities, using cups. 2. Use a uniform, non-standard unit to measure capacity. 3. Order capacities from smallest to greatest. **Day 3:** 1. Estimate, measure and compare capacities, using cups. 2. Use a uniform, non-standard unit to measure capacity. 3. Find containers that hold a greater capacity and order different capacities. **Day 4:** 1. Understand how to read a pictogram. 2. Create a pictogram and write a sentence describing what it shows. **Day 5:** 1. Create a block graph and analyse the results.	***Measures and data*** **Day 1:** Measure liquid in uniform non-standard units (cupfuls). **Day 2:** Measure liquid in litres. **Day 3:** Estimate more/less than a litre. **Day 4:** Draw/interpret a block graph. **Day 5:** Draw and interpret a pictogram.	**Day 1:** 1. Estimate and measure capacity in cupfuls. **Day 2:** 1. Begin to have a sense of a litre and make comparisons between other amounts. **Day 3:** 1. Estimate which containers holds more or less than a litre. **Day 4:** 1. Draw and interpret a block graph. **Day 5:** 1. Draw and interpret a pictogram.

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9	***Addition and subtraction*** **Day 1:** Split 8 and 9 into pairs and memorise the bonds. **Day 2**: Relate addition and subtraction number facts. **Day 3:** Adding doubles/near doubles. **Day 4:** Add 10 to 2-digit numbers. **Day 5:** Subtract small multiples of 10.	**Day 1:** 1. Find addition pairs to 7, 8, 9 and 10. 2. Record the number pairs as addition number sentences. **Day 2:** 1. Relate addition and subtraction number bonds by discussing the relationship between the numbers used. 2. Write the corresponding subtraction number sentences. **Day 3:** 1. Find doubles to double 6. 2. Use these facts to work out near doubles. **Day 4:** 1. Add 10, 20 or 30 to any 2-digit number (answers less than 100). **Day 5:** 1. Subtract 10, 20 or 30 from 2-digit numbers.	***Multiplication and division*** **Day 1:** Work out multiplication/division using models. **Day 2:** Multiply and divide using models. **Day 3:** Draw arrays, create multiplication problems. **Day 4:** Draw arrays, make up division problems. **Day 5:** Solve division/multiplication word problems.	**Day 1:** 1. Understand arrays and the facts that can be found from them. 2. Work out multiplication/division using beaded lines and ringing groups or lots. **Day 2:** 1. Work out multiplication/division using beaded lines and drawing hops. **Day 3:** 1. Draw arrays and create their own multiplication word problems. 2. Use beaded lines/landmarked lines to work out multiplication problems. **Day 4:** 1. Draw arrays and create their own division word problems. 2. Understand that division is the inverse of multiplication. **Day 5:** 1. Sort word problems into division and multiplication. 2. Understand that division is the inverse of multiplication and use this to check answers.

Week	Y1: Main focus of teaching/activities	Outcomes	Y2: Main focus of teaching/activities	Outcomes
10	***Addition and subtraction*** **Day 1:** Number bonds to 10. **Day 2**: Bridge ten with bead strings/beaded lines. **Day 3:** Add amounts, bridging 10p. **Day 4:** Use pairs to 10 to add numbers by bridging 10. **Day 5:** Sort calculations to help work them out.	**Day 1:** Know all number bonds to 10. **Day 2:** 1. Use pairs to ten to bridge ten with the support of bead strings and beaded lines. **Day 3:** 1. Use pairs to ten to bridge ten with the support of money lines. 2. Add coins and amounts which total more than 10p. **Day 4:** 1.Use pairs to ten to bridge ten with the support of beaded lines. **Day 5:** 1. Sort calculations according to whether they will bridge ten or not. 2. Choose the most effective method for working out additions.	***Addition and subtraction*** **Day 1:** Add five 1-digit numbers. **Day 2:** Sort additions to help work them out. **Day 3:** Sort subtractions according to how they can be worked out. **Day 4:** Subtract 2-digit numbers. **Day 5:** Solve word problems using addition or subtraction.	**Day 1:** 1. Add 5 small numbers spotting pairs to 10 or doubles. **Day 2:** 1. Sort additions according to whether they are known facts or need to be worked out. 2. Work out additions using different methods. **Day 3:** 1. Sort subtractions according to whether they are known facts or need to be worked out. 2. Work out subtractions using different methods. **Day 4:** 1. Subtracting two two-digit numbers (where units are smaller in the number being taken away) using the grid and Spider. **Day 5:** 1. Decide whether a word problem requires addition or subtraction to solve it. 2. Solve addition/subtraction word problems using Spider and number grid.

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11	***Mental addition/subtraction and money*** **Day 1:** Find ways to pay up to 20p. **Day 2**: Find totals of single-digit prices. **Day 3:** Add 10p and 20p to amounts of money. **Day 4:** Find change from 10p. **Day 5:** Finding the difference.	**Day 1:** 1. Find ways to pay up to 10p. **Day 2:** 1. Find totals of single-digit prices using known facts or counting on, including bridging 10p. **Day 3:** 1. Add 10p and 20p to 2-digit prices, answers less than £1. **Day 4:** 1. Find change from 10p by counting on and using number bonds. **Day 5:** 1. Find the difference between amounts of money less than 20p, with a difference of 5p or less.	***Mental addition/subtraction and money*** **Day 1:** Subtract by finding the difference. **Day 2:** Use a landmarked line to find the difference. **Day 3:** Subtract by finding the difference. **Day 4:** Making two-digit amounts using coins. **Day 5:** Adding two-digit money amounts.	**Day 1:** 1. Subtract two-digit numbers lying either side of a multiple of 10 by counting up. **Day 2:** 1 Subtract two-digit numbers lying either side of a multiple of 10 by counting up and finding the difference using a landmarked line. 2. Begin to sort subtractions choosing either to find the difference (counting up) or counting back. **Day 3:** 1. Use finding the difference to subtract amounts. 2. Use a number square to support. **Day 4:** 1. Recognise coins. 2. Use coins to make 2-digit amounts. **Day 5:** 1. Add two-digit money amounts using partitioning.

Title of topic – colour code (see below)

GREEN – Place Value or number
ORANGE – Addition or subtraction
PURPLE – Multiplication or division (inc. scaling or square/cube numbers or multiples and factors...)
GREY – Fractions or decimals or percentages or ratio
BLUE – shape or measures or data
BROWN – Algebra

The Hamilton plans do provide resources for practice of the relevant algorithms, skills and the reinforcement of crucial understandings. However, some teachers may prefer to use textbooks as an additional source of practice. We have agreed with Pearson, the publisher of Abacus, that we can reference the Abacus textbooks and that they will do a special deal if any Hamilton users wish to purchase a set of these textbooks. These are new books, written specifically to match the new National Curriculum. Any schools wishing to follow this up should go to this webpage:
http://www.pearsonschoolsandfecolleges.co.uk/Primary/GlobalPages/AbacusFriendsofHamiltonTrust/SpecialOfferforFriendsofHamiltonTrust.aspx