



Uplands Infants Maths Medium Term Plan 2022/2023 Year 1

National Curriculum Statutory Requirements

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.

Number – 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 0.

Solve one- step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.

Number – Multiplication and Division

Solve one- step problems involving multiplication and division, by calculating the answer using concrete object, pictorial representations and arrays with the support of the teacher.

Number Fractions

Recognise and name a half as 1 of 2 equal parts of an object, shape or quantity.

Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.

Measurement

Compare, describe and solve practical problems for:

- Lengths and heights
- Mass/ weight
- Capacity and volume
- Time

Measure and begin to record the following:

- Lengths and heights
- Mass/ weight
- Capacity and volume
- Time
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using language

Recognise and use language relating to dates, including days of the week, weeks, months and years

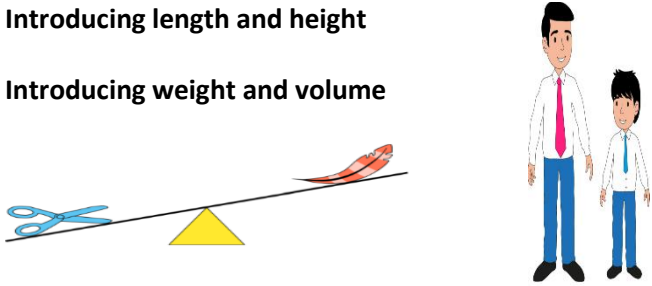

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Geometry (properties of shape / Position and direction)

Recognise and name common 2D and 3D shapes.

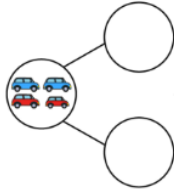
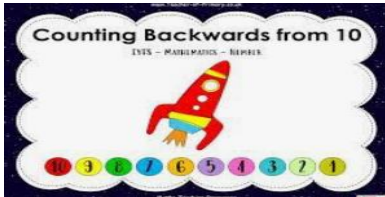
Describe position, direction and movement, including whole, half, quarter and three quarter turns.

Autumn Term 1

Duration	Key Concepts	Lesson overview	Vocabulary and Sentence Stems/Stem sentences
Week 1 –3	Number and place value	Assessment and recap	<p>Use a full sentence to describe the completed count as a total e.g '1,2,3,4. There are four bears'</p> <p>I have.... because the last number I said was.....</p> <p>There is one tens andones</p> <p>The one means 1 ten and the means..... ones.</p>
Week 4	Measurement	<p>Introducing length and height</p> <p>Introducing weight and volume</p> 	<p>The..... is taller/ shorter/ longer / heavier/ lighter than the.....</p> <p>The..... is the same length, weight, height as the</p>
Week 5 6 7	Numbers and place value	<p>Numbers to 10</p> 	There are more/fewer.... than....
Continuous Provision possibilities for Autumn 1	<p>Measuring and ordering lengths of feet, heights dominoes, snap to embed subitising</p> <p>Dressing dolls and teddies in correct sized clothing Making bracelets to fit your wrist</p> <p>Who can make the longest/ tallest.....bridge, water way, towers</p> <p>Who can fit the most in a match box</p> <p>Playing card games requiring you to make families e.g 1-5, more/ less game like 'Play your cards right'</p> <p>Games such as skittles, Hungry hippos/ kerplunk- winner has more than.....</p>		


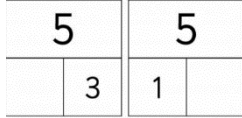
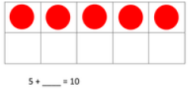
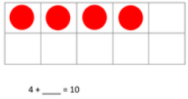
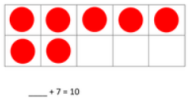
Autumn Term 2

Duration	Key Concepts	Lesson overview	Vocabulary and Sentence Stems/Stem sentences
Week 1	Number and place value	Ready to Progress lessons: Check Point	

<p>Week 2 and 3</p>	<p>Number and place value</p>	<p>Part whole within 10 Partition numbers 1-5 systematically Introduce bar model 5 and a bit model</p>  <p>Count both forwards and backwards</p> 	<p>The whole is always bigger than part of the whole A part is always smaller than its whole It is the whole because we have all of it, none is missing</p> <p>This is not the whole..... because I do not have all of it, some is missing This is not the whole..... because I only have part of it</p> <p>The.... is the whole The.... is a part The whole can be split into lots of parts in lots of different ways</p> <p>There are in the whole group There are in this part of the group is a whole, is a part and is a part</p> <p>.....is 5 and more</p>
<p>Week 4</p>	<p>Geometry</p>	<p>2D and 3D shapes (tessellation in CP) Note: Explore, discuss and compare 2D shapes Explore, discuss and compare 3D shapes Identify 2D shapes within 3D shapes</p>	<p>Naming and describing properties of shapes using correct mathematical vocabulary</p>
<p>Week 5</p>	<p>Number – Addition and subtraction</p>	<p>Ready to Progress: Check Point</p>	
<p>Week 6-7</p>	<p>Number – Addition and Subtraction</p>	<p>Addition and subtraction within 10 Note: Representations: Bar model number line Stress concept of the = sign</p>	<p>There are.... In total Plus means add the parts together I can count on from.... If I know..... then I also know.... (commutativity) Language of number stories</p>

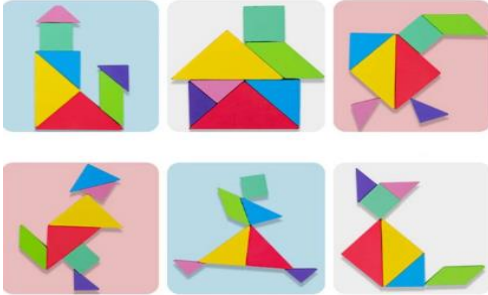
			The.... represents the..... is equal to Plus plus.....is equal to....
Week 8	Number – Addition and Subtraction	Ready to Progress: Check Point	
Continuous Provision possibilities for Autumn 2	Tessellation puzzles , track games using 2 dice- 5 and a bit model – children to create their own games Junk modelling measuring heads for party hats Party prep- how many cups, spoons, plates etc- do we have enough for everyone? Cooking- party food prep printing with shapes and pattern/ picture making using shapes- e.g patterns on clothing, party invites Block play and Construction		

Spring Term 1

Duration	Key Concepts	Lesson overview	Vocabulary and Sentence Stems/Stem sentences
Week 1-2	Number – Addition and Subtraction	Add and subtract 1 from any given number Difference between consecutive numbers Explore odd/ even numbers- add and subtract 2 Explain difference between consecutive odd and even numbersis made of (a) pair(s) it is an even numberis not made of pairs, it is an odd number
Week 3-4	Measurement	Length and height continued Weight and volume continued  is taller/longer/ shorter/ heavier/ lighter than..... I think the.... is the longest/ shortest/ heaviest/lightest/ balanced/ equal to The.... holds.... The Is filled by.... Full, half full Centimetres
Week 5	Number Addition and Subtraction	Ready to Progress: Check Point	
Week 6-7	Number Addition and Subtraction	Addition and subtraction with 10 (2)     minus/ take away/ subtract....equals.... The represents the We always take away from the whole We always start with a whole when writing a subtraction equation

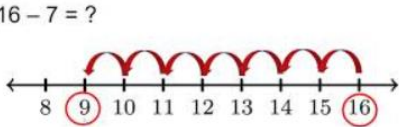

Continuous Provision possibilities for Spring 1	Cooking creating structures- DT/ clay skittles / target throwing (add 2 scores to find the total) dice games- get to 0 from 10/ 20 Following instructions to water plants card games- making a given total- stick or twist Measuring shadows, rain fall create number stories for friends to solve den making woodwork station gardening
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Spring Term 2 (5 weeks)

Duration	Key Concepts	Lesson overview	Vocabulary and Sentence Stems/Stem sentences
Week 1	Geometry	Ready to progress: Check Point 2D and 3D shapes	
Week 2	Geometry	<p>Copy, extend and develop repeating and radiating pattern block patterns Compose tangram images</p> 	
Week 3	Number and place value	<p>Numbers to 20</p> <p>Note: count both forwards and backwards</p>	<p>Number names to 20 There is one tens andones The one means 1 ten and the means..... ones.</p> <p>One more/ less than.... Is..... has fewer/ more/ fewest/ most/ least</p>
Week 4	Number and Place value	Ready to progress: Check point -numbers to 20	

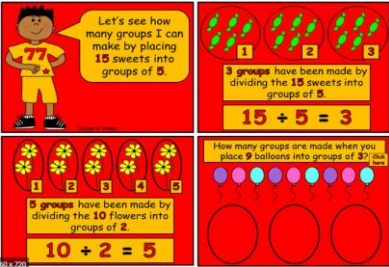
Week 5	Number- addition and subtraction	Addition within 20	Counting on There are altogether/ in total I know.....plus..... is....., so.....plus.....is....
Continuous Provision possibilities for Spring 2	As above		

Summer Term 1 (6weeks)

Duration	Key Concepts	Lesson overview	Vocabulary and Sentence Stems/Stem sentences
Week 1-2	Number- addition and subtraction	<p>Subtraction within 20</p>  <p>$16 - 7 = ?$</p> <p>$16 - 7 = 9$</p>	<p>Subtract, take away, count back</p> <p>First I subtracted.... and then.....</p>
Week 3-4	Number and Place Value	<p>Numbers to 50</p> <p>Note: count both forwards and backwards</p>	<p>Number names to 50</p> <p>After every 9 I make a new 10, then I count from 1 again</p> <p>....tens andones is.....</p> <p>....has more than....,is greater than....</p> <p>Skip counting</p>
Week 5	Number- multiplication and division	<p>Multiplication</p>  <p>$2 + 2 + 2 = 6$</p> <p>$3 \times 2 = 6$</p>	<p>Theshows/ doesn't show equal groups</p> <p>There are equal groups of.....</p> <p>I can see.... equal groups of...</p> <p>Skip counting</p> <p>Doubles</p> <p>Twice means 2 times</p>

Week 6	Measurement	Money Unitising and coin recognition Counting with coins 	Pounds, pence, coins, notes, p worth
Week 6	Geometry	Position and Direction	Half, quarter, three quarter turns Left right Below, above, between Forwards, backwards
Continuous Provision possibilities for Summer	Shop role play- reflect children's interests Go shopping to local shop for cooking ingredients Buy class snacks- change price every day Track games with rewards and consequences (addition and subtraction) Number pathway games(number order) Skittle/ target games where 1 skittle/ bean bag/ goal is worth 2,5 or 10	control toys e.g beebots dance routines make your own obstacle course treasure hunts	

Summer Term 2 (5 Weeks)

Duration	Key Concepts	Lessons overview	Vocabulary and Sentence Stems/Stem sentences
Week 1	Number- multiplication and division	<p>Division</p> 	<p>Share Equal groups There are equal groups of....</p> <p>I start with and subtract.... every time</p>
Week 2	Number - Fractions	<p>Fractions</p>	<p>Halves Quarters When you split a whole into 2 equal parts, each part is a half When you split a whole into 4 equal parts, each part is a quarter</p>

<p>Week 3-4</p>	<p>Number and Place Value</p>	<p>Unit 16- numbers to 100</p> <div data-bbox="1122 320 1509 762" data-label="Table"> <table border="1"> <thead> <tr> <th colspan="10">Numbers 1- 100</th> </tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </tbody> </table> </div>	Numbers 1- 100										1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	<p>Number names to 100 After every 9 I make a new 10, then I count from 1 again tens andones is..... has more than....,is greater than....</p> <p>Skip counting</p>
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<p>Week 5</p>	<p>Measurement</p>	<p>Time</p> <div data-bbox="707 802 1057 1082" data-label="Image"> </div>	<p>Before after Calendar- month, day, date O'clock- minute/ hour hand Half past- At half past times, always look at the number that the hour hand has moved past The hour hand is half way between....</p> <p>Seconds, minutes, hours Faster/ slower</p>																																																																																																														