

Maths Medium Term Plan

Year 1 2024-2025

Autumn 1

Link to WRM Planning: <https://whiteroseeducation.com/resources?year=year-1-new&subject=maths>

Week	Week Beginning	Unit	Small Steps	N.C. Links	Enriching our Mathematicians	Notes / AOI
1-8		Number Sense Maths	Follow the NSM programme.			5 times a week
1	2-9-24 (2-9-24 & 3-9-24 - INSET)	Number: Place Value (within 10)	• Step 1: Sort objects. • Step 2: Count objects. • Step 3: Count objects from a larger group. • Step 4: Represent objects. • Step 5: Recognise numbers as words • Step 6: Count on from any numbers • Step 7: 1 more. • Step 8: Count backwards within 10 • Step 9: 1 less. • Step 10: Compare groups by matching. • Step 11: Fewer, more same • Step 12: Less than, greater than, equal to • Step 13: Compare numbers. • Step 14: Order objects and numbers • Step 15: The number line.	• Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 10 in numerals and words. • Given a number, identify one more or 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.		
2	9-9-24					
3	16-9-24					
4	23-9-24					
5	30-9-24					

PRIMARY SCHOOL						
6	7-10-24	Number: Addition and Subtraction (within 10)	• Step 1: Introduce parts and wholes • Step 2: Part-whole model. • Step 3: Write number sentences • Step 4: Fact families -Addition facts • Step 5: Number bonds within 10. • Step 6: Systematic number bonds within 10. • Step 7: Number bonds to 10. • Step 8: Addition - add together. • Step 9: Add - Add more. • Step 10: Addition problems • Step 11: Find a part. • Step 12: Subtraction - find a part • Step 13: Fact families - the eight facts • Step 14: Subtraction - Take away / cross out, (How many left?) • Step 15: Take away (How many left?) • Step 16: Subtraction on a number line. • Step 17: Add or subtract 1 or 2	• Represent and use number bonds and related subtraction facts within 10. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Add and subtract one-digit numbers to 10, including zero. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	Puzzles and Problems for Years 1 and 2 - Four pin bowling	Check Calculation Strategy Policy
7	14-10-24					
8	21-10-24					
			Continued in Autumn 2			Language - addend and sum; minuend, subtrahend and difference (see Maths Language - Parts of 4-Op)

Maths Medium Term Plan

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Autumn 2

Week	Week Beginning	Unit	Small Steps	N.C. Links	Enriching our Mathematicians	Notes / AOI
1-7		Number Sense Maths	Follow the NSM programme.			5 times a week
1	4-11-24	Number: Addition and Subtraction (within 10)	Continued from Autumn 1			
2	11-11-24					
3	18-11-24	Geometry: Shape	• Step 1: Recognise and name 3D shapes. • Step 2: Sort 3D shapes. • Step 3: Recognise and name 2D shapes. • Step 4: Sort 2D shapes. • Step 5: Patterns with 3D and 2D shapes.	• Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles). • Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres).	NRICH Always, Sometimes, Never? KS1 https://nrich.maths.org/12671 (scroll down to the shape statements)	
4	25-11-24	Consolidation				
5	2-12-24	Number: Place Value (within 20)	• Step 1: Count within 20 • Step 2: Understand 10 • Step 3: Understand 11, 12 and 13 • Step 4: Understand 14, 15 and 16 • Step 5: Understand 17, 18 and 19 • Step 6: Understand 20 • Step 7: 1 more and 1 less • Step 8: The number line to 20	• Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. • Count, read and write numbers to 20 in numerals and words. • Given a number, identify one more or 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.	NRICH Eightness of Eight https://nrich.maths.org/13704	
6	9-12-24					
7	16-12-24					

			• Step 9: Use a number line to 20 • Step 10: Estimate on a number line to 20 • Step 11: Compare numbers to 20 • Step 12: Order numbers to 20 Continued in Spring 1			
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Year 1 2024-2025

Spring 1

Week	Week Beginning	Unit	Small Steps	N.C. Links	Enriching our Mathematicians	Notes / AOI
1-6		Number Sense Maths	Follow the NSM programme.			5 times a week
1	6-1-25	Number: Place Value (within 20)	Continued from Autumn 2			
2	13-1-25	Number: Addition and Subtraction (within 20)	• Step 1: Add by counting on within 20 • Step 2: Add ones using number bonds • Step 3: Find and make number bonds to 20 • Step 4: Doubles • Step 5: Near doubles • Step 6: Subtract ones using number bonds • Step 7: Subtraction - counting back • Step 8: Subtraction - finding the difference • Step 9: Related facts • Step 10: Missing number problems	• Represent and use number bonds and related subtraction facts within 20. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • 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 $7 = \square - 9$.	NRICH Shut the Box https://nrich.maths.org/6074 NRICH Butterfly Flowers https://nrich.maths.org/229 NRICH Equivalent Pairs https://nrich.maths.org/14816	Check Calculation Strategy Policy Language - addend and sum; minuend, subtrahend and difference (see Maths Language - Parts of 4-Op)
3	20-1-25					
4	27-1-25					

5	3-2-25 (7-2-25 - INSET)	Number: Place Value (within 50)	• Step 1: Count from 20 to 50 • Step 2: 20, 30, 40 and 50 • Step 3: Count by making groups of tens • Step 4: Groups of tens and ones • Step 5: Partition into tens and ones • Step 6: The number line to 50 • Step 7: Estimate on a number line to 50 • Step 8: 1 more, 1 less	• Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. • Count, read and write numbers to 50 in numerals. • Given a number, identify one more or 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. • Count in multiples of twos, fives and tens.		
6	10-2-25 (10-2-25 - INSET)		Continued in Spring 2			

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Spring 2

Week	Week Beginning	Unit	Small Steps	N.C. Links	Enriching our Mathematicians	Notes / AOI
1-6		Number Sense Maths	Follow the NSM programme.			5 times a week
1	24-2-25	Number: Place Value (within 50)	Continued from Spring 1			
2	3-3-25	Measurement: Length and Height	• Step 1: Compare lengths and heights • Step 2: Measure length using objects • Step 3: Measure length in centimetres	• Measurement: Length and Height Measure and begin to record lengths and heights. • Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).	NRICH Robot Monsters https://nrich.maths.org/2404	
3	10-3-25					
4	17-3-25	Number: Multiplication and Division	• Step 1: Count in 2s • Step 2: Count in 10s • Step 3: Count in 5s • Step 4: Recognise equal groups • Step 5: Add equal groups • Step 6: Make arrays • Step 7: Make doubles • Step 8: Make equal groups - grouping • Step 9: Make equal groups - sharing	• Count in multiples of twos, fives and tens. • 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.		Check Calculation Strategy Policy
5	24-3-25					
6	31-3-25					

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Summer 1

Week	Week Beginning	Unit	Small Steps	N.C. Links	Enriching our Mathematicians	Notes / AOI
1-5		Number Sense Maths	Follow the NSM programme.			5 times a week
1 2	21-4-25 (4 days) 28-4-25	Number: fractions	• Step 1: Recognise a half of an object or a shape • Step 2: Find a half of an object or a shape • Step 3: Recognise a half of a quantity • Step 4: Find a half of a quantity • Step 5: Recognise a quarter of an object or a shape • Step 6: Find a quarter of an object or a shape • Step 7: Recognise a quarter of a quantity • Step 8: Find a quarter of a quantity	• 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. • Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) • Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].	NRICH Happy Halving https://nrich.maths.org/217	See Notes for Fractions
3	5-5-25 (4 days)	Geometry: Position and Direction	• Step 1: Describe turns • Step 2: Describe position - left and right • Step 3: Describe position - forwards and backwards • Step 4: Describe position - above and below • Step 5: Ordinal numbers	• Describe position, direction and movement, including whole, half, quarter and three quarter turns		
4 5	12-5-25 19-5-25 (World Maths Day - date)	Number: Place Value (within 100)	• Step 1: Count from 50 to 100 • Step 2: Tens to 100 • Step 3: Partition into tens and ones • Step 4: The number line to 100 • Step 5: 1 more, 1 less	• 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.		

	†bc; 23-5-25 - INSET)		• Step 6: Compare numbers with the same number of tens • Step 7: Compare any two numbers	• 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, most, least.		
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Maths Medium Term Plan

Year 1 2024-2025

Summer 2

Week	Week Beginning	Unit	Small Steps	N.C. Links	Enriching our Mathematicians	Notes / AOI
1-8		Number Sense Maths	Follow the NSM programme.			5 times a week
1	2-6-25	Measurement: Mass and Volume	• Step 1: Heavier and lighter • Step 2: Measure mass • Step 3: Compare mass • Step 4: Full and empty • Step 5: Compare volume • Step 6: Measure capacity • Step 7: Compare capacity	• Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. • Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].	NRICH Seesaw Shenanigans https://nrich.maths.org/14796	
2	9-6-25					
3	16-6-25	Measurement: Money	• Step 1: Unitising • Step 2: Recognise coins • Step 3: Recognise notes • Step 4: Count in coins	• Recognise and know the value of different denominations of coins and notes.	Puzzles and Problems for Years 1 and 2 - Gob-stopper	
4	23-6-25					
5	30-6-25	Measurement: Time	• Step 1: Before and after • Step 2: Days of the week • Step 3: Months of the year • Step 4: Hours, minutes and seconds • Step 5: Tell the time to the hour • Step 6: Tell the time to the half hour	• 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. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	NRICH Times of the Day https://nrich.maths.org/6609	
6	7-7-25					

				• Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. • Measure and begin to record time (hours, minutes, seconds).		
7	14-7-25	Consolidation				
8	21-7-25 (2 days)					