Federation of Yatton Schools : Year 1 Medium Term Planning Autumn 2

Date	Area of Study	Curriculum Objective	Non-Statutory Guidance	What will core learning look like?
	Counting and number order	● To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. ● To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. ● To 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. ● To read and write numbers from 1 to 20 in numerals and words.	Pupils practise counting (1, 2, 3…), ordering (for example, first, second, third…), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent. Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations. They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers), including varied and frequent practice through increasingly complex questions. They recognise and create repeating patterns with objects and with shapes.	
	Place value and comparing quantities and numbers	● When given a number, identify one more and one less. ● To 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. ● To read and write numbers from 1 to 20 in numerals and words.		
	Developing mental strategies for addition	● To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. ● To represent and use number bonds and related subtraction facts within 20. ● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example, 9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations. Pupils combine and increase numbers, counting forwards and backwards. They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.	
	Subtraction as difference	● To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. ● To represent and use number bonds and related subtraction facts within 20. ● To add and subtract one-digit and two-digit numbers to 20, including zero. ● To solve one-step problems that involve addition and subtraction, using concrete		

		objects and pictorial representations, and missing number problems.		
	Measures	● To compare, describe and solve practical problems for: ● lengths and heights (long/short, longer/shorter, tall/short, double/half) ● mass or weight (heavy/light, heavier than, lighter than) ● capacity/volume (full/empty, more than, less than, quarter) ● time (quicker, slower, earlier, later).	The pairs of terms: mass and weight, volume and capacity, are used interchangeably at this stage. Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units. In order to become familiar with standard measures, pupils begin to use measuring tools such as a ruler, weighing scales and containers.	
	Addition and Subtraction using money	● To recognise and know the value of different denominations of coins and notes. ● To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. ● To represent and use number bonds and related subtraction facts within 20. ● To add and subtract one-digit and two-digit numbers to 20, including zero. ● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	● As above	
To assess the half-term's work				