Year 1 Autumn Term - Medium Term planning

Weeks	Key knowledge	Previous experience (NCETM Guidance) Support gaps in learning	National Curriculum statement (End of Year 1) Be advised that you might need to revisit this concept later in the year.	MNP Each lesson may take longer than a day.	NCETM PD materials to be used alongside MNP
Week 1-3	**Number sense: numbers to 10** Counting, saying number names in order, cardinality to 10. Use the 5 principles of counting. Counting objects to 10 Counting to zero Subitising Representation of number Read, write and say numbers Ordering and comparing numbers Knows the counting patterns from 1 to 100. Knows that counting can go forwards or backwards in order.	**1NPV–1 Count forwards and backwards within 100** Begin to develop a sense of the number system by verbally counting forward to and beyond 20 pausing at each multiple of 10. Understand that larger numbers are further along the number line. Can they read, write and say the numbers? Can they represent the numbers? Do they know one more? One less?	To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. 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 10 in numerals and words. When given a number, identify one more and one less. To count, read and write numbers to 10 in numerals, count in multiples of twos, fives and tens.	Chapter 1 Lesson 1: counting to 10 Lesson 2: counting objects to 10 Lesson 3: Writing to 10 Lesson 4 – Counting to zero Lesson 5 – Comparing numbers of objects Subitising Lesson 6 – ordering numbers Lesson 7 – Comparing numbers Lesson 8 – chapter consolidation	1.1 Comparison of quantities and measures https://www.ncetm.org.uk/classroom-resources/primm-1-01-comparison-of-quantities-and-measures/ NCETM 1.1 Comparison of objects 1.1 TP1, 1.2 TP2, TP3 (one week) NCETM 1.2 Part-Part-Whole (this is the building block for understanding addition and subtraction; different ways of understanding it) (One week)
Autumn themes: seasonal festivals, environment (conkers, acorns etc) establishing routines that allow for counting (lining up, tidying up etc).					

Weeks 4 & 5 Addition and subtraction	**<u>Calculation</u>** Number bonds 0-10 Addition within 10 Combing sets- addition (aggregation) Making the amount bigger (argumentation) Subtraction within 10 – removing from the set as takeaway. Subtraction within 10– finding the difference as counting up. Knows that addition makes a larger total. Knows that subtraction reduces the amount Concept of equality Concept of the effect of zero when adding and subtracting. Developing mental strategies for addition and subtraction	Begin to experience partitioning and combining numbers within 10 Understand the cardinal value of number words for example, 'four' relates to 4 digits. Subitise up to 5 items. Automatically show a given number using fingers.	To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. To add and subtract one-digit *and two-digit numbers to 20, including zero.* 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 such as 7 = ☐ - 9	Lesson 1 – making number bonds. Lesson 2 – making number stories.	NCETM 1.3 Composition of numbers 0-5 (7 TPs)
Week 6	**<u>Positional language and vocabulary</u>** Use the appropriate positional language (ordinal numbers) for up to 10 positions. Relate this to numbers 1–5 for first to fifth. To use than ordinal numbers (first, second, third) rather cardinal numbers (one, two, three). Use ordinal terminology of positions up to tenth. Be able to determine position, using terms such as		Describe position, direction and movement	<u>Chapter 5</u> Lesson 1 – Naming positions Lesson 2 – Naming positions in queues Lesson 3 – Naming Left and Right positions Lesson 4 - consolidation	Describing turns Describing positions Consider cross curriculum links with computing and PE

	'before' and 'after'. Recognise the ordinal terminology in numerical and word forms Use positional language to describe. Identify the position of objects using terms such as 'before', 'after' and 'between'.				
Weeks 7 & 8 Addition and subtraction	**<u>Calculation</u>** Number bonds 0-10 Addition within 10 Combing sets- addition (aggregation) Making the amount bigger (argumentation) Subtraction within 10 – removing from the set as takeaway. Subtraction within 10– finding the difference as counting up. Knows that addition makes a larger total. Knows that subtraction reduces the amount Concept of equality Concept of the effect of zero when adding and subtracting. Developing mental strategies for addition and subtraction Begin to experience partitioning	**NCETM 1.3** Composition of numbers 0-5 (7 TPs) **1NF–1** Fluently add and subtract within 10- relevant facts.	To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. To add and subtract one-digit *and two-digit numbers to 20, including zero.* 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 such as 7 = ☐ - 9	NO MNP here – use MCETM material for composition on no.	NCETM 1.4 Composition of numbers 6-10 (5 TPS) These building block is essential in Year 1. Children must secure deep understanding of the composition of numbers 0-10. They must be able to partition and combine using the part, whole model.

	and combining numbers within 10 Understand the cardinal value of number words for example, 'four' relates to 4 digits. Subitise up to 5 items. Automatically show a given number using fingers.				
Week 9-10 Addition and subtraction Pilllar 1 data drop	**<u>Place value and Calculation</u>** Number bonds 0-10 Combing sets- addition (aggregation) Making the amount bigger (argumentation) Subtraction within 20 – removing from the set as takeaway. Subtraction within 20– finding the difference as counting up. Concept of equality Concept of the effect of zero when adding and subtracting. Developing mental strategies for addition and subtraction Partitioning, recombining	**1NF–1 Fluently add and subtract within 10** **1AS–1 Compose and partition numbers to 10** Begin to experience partitioning and combining numbers within 10 Understand the cardinal value of number words for example, 'four' relates to 4 digits. Subitise up to 5 items. Automatically show a given number using fingers. Devise and recall	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 such as 7 = ? - 9 To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less	<u>Chapter 3</u> Lesson 1 - Adding by Using Number Bonds Lesson 2 – Add by counting on Lesson 3 – Completing number sentences. Lesson 4 – making addition stories. Lesson 5 – Solving picture problems. Lesson 6 – chapter consolidation <u>Chapter 4</u> Lesson 1 – subtract by crossing out. Lesson 2 – subtract using number bonds. Lesson 3 – subtract by counting back.	NCETM 1.5 Addition and subtraction strategies within 10 NCETM 1.6 Augmentation and reduction

	and writing the numbers accurately	number stories using pictures, numbers and symbols (such as arrows)	than (fewer), most, least. To count, read and write numbers to 100 in numerals To add and subtract one-digit *and two-digit numbers to 20,* including zero	Lesson 4 – making subtraction stories. Lesson 5 – solving picture problems. Lesson 6 – Addition and subtraction Lesson 7 – chapter consolidation.	
	Week 11: Opportunities for richer and deeper learning. Closing the gap.				
Week 12	**<u>Properties of shape:</u>** Use the appropriate mathematical vocabulary to describe shape. Eg: vertices, edges, faces Know the mathematical names of 2d and 3d shapes.	**1G–1** Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. Use the appropriate mathematical vocabulary to	To recognise and name common 2D and 3D shapes, including: 2D shapes (rectangles (including squares), circles and triangles) 3D shapes (cuboids (including cubes), pyramids and spheres).	Chapter 8 Lesson 1 – Recognizing shape (3D solid shapes) Lesson 2 – Recognising shapes (2D solid Shapes) Lesson 3 – Grouping shape Lesson 4 – Making patterns Lesson 5 – Chapter consolidation	Primary National Guidance Refer to MNP/ power maths/ White Rose Naming 2D shapes Naming 3D shapes Making patterns and shapes Consider cross curricular links to art or D&T.

		describe shape. Eg: vertices, edges, faces See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations e.g. triangle not always presented on its base, change orientation of a square so the sides aren't horizontal Select, rotate and manipulate shapes for a particular purpose, for example rotating a cylinder so it can be used to build a tower			

Integrated seasonal themes: e.g linking geometry to bonfire night. Getting ready for Christmas: fire and ice		