SPROWSTON INFANT SCHOOL YEAR 1 MEDIUM TERM PLAN – SUMMER 1

Year 1 Medium Term Planning Summer 1	Summer 1
WEEK 1 – Counting and place value ● To count, read and write numbers to 100 in numerals, count in different multiples including ones, twos, fives and tens. ● 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.	**Shape:-** Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
WEEK 2 - Doubles and near doubles ● 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.	**Geometry:-** Order and arrange combinations of mathematical objects in patterns and sequences
WEEK 3 - Addition and subtraction ● 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.	**Measurement:-** Choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit using measuring vessels
WEEK 4 - Multiplication and division ● To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	**Statistics:-** Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
WEEK 5 – Multiplication and division ● To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	**Geometry:-** Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).
WEEK 6 – Counting and place value ● To count, read and write numbers to 100 in numerals, count in different multiples including ones, twos, fives and tens. ● When given a number, identify one more and one less.	**Shape:-** Read and write names for shapes that are appropriate for their word reading and spelling. Draw lines and shapes using a straight edge.

● 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.	

Rationale: Begin again with place value etc – all working up to 100, counting in 2s, 5s, 10s and using appropriate vocab. Doubles/near doubles – moved on from autumn term by expecting children to apply knowledge e.g. 2+2=4 so 20+20=40. Calculating and problem solving with all four operations, include opportunities for reasoning about methods, ensure application of place value taught earlier in term, to calculate with 2-digit numbers.