**Maths Medium Term Planning**

**Year One**

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| **WR Block: Number: Multiplication and Division** | | **Summer Term** | |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * 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. | * Count in 2s. * Count in 10s. * Count in 5s. * Recognise equal groups. * Add equal groups. * Make arrays. * Make doubles. * Make equal groups – grouping. * Make equal groups – sharing. | **EYFS Early Learning Goal**  **Number:**   * Have a deep understanding of number to 10, including the composition of each number. * Subitise (recognise quantities without counting) up to 5. * Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.   **Number Patterns:**   * Verbally count beyond 20, recognising the pattern of the counting system/ * Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. * Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | **Y2**   * Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. * Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs. * Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. * Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. |
| **Key Vocabulary**  **New Vocabulary:**  multiplication  multiply  multiplied by  multiple  division  dividing  Grouping  array | **Key Vocabulary:**  **Previous Year Group:**  Groups | **Stem Sentences**  There are \_\_\_\_\_ in each pair.  There are \_\_\_ pairs.  There are \_\_\_ in total.  There are \_\_\_\_ equal groups of 2 so there are \_\_\_\_ altogether.  There are \_\_\_\_ full ten frames so there are \_\_\_\_\_\_\_ altogether.  There are equal groups of \_\_\_\_\_.  I know that the groups are equal/not equal because \_\_\_\_. | |
| **Concrete, Pictorial, Abstract Models/ Calculations**  Children should represent multiplication as repeated addition in many different ways.  In Year 1, children use concrete and pictorial representations to solve problems. They are not expected to record multiplication formally.      In Year One, children use concrete and pictorial representations to solve problems. They are not expected to record division formally.  The counters are sharded (individually moved, one by one) equally into two groups into | | | |