**Maths Medium Term Planning**

**Year One**

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| **WR Block: Place Value (within 10)** | | **Autumn Term** | |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * 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; count in multiples of twos, fives and tens. * Given a number, identify one more or 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. * Read and write numbers from 1 to 20 in numerals and words. | * Sort objects * Count objects * Count objects from a larger group * Represent objects * Recognise numbers as words * Count on from any number * 1 more * Count backwards within 10 * 1 less * Compare groups by matching * Fewer, more, same * Less than, greater than, equal to * Compare numbers * Order objects and numbers * The number line | **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**   * Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. * Recognise the place value of each digit in a two-digit number (tens and ones). * Identify, represent and estimate numbers using different representations, including the number line. * Compare and order numbers from 0 up to 100; use <, > and = signs. * Read and write numbers to at least 100 in numerals and in words. * Use place value and number facts to solve problems. |
| **Key Vocabulary**  **New Vocabulary:**  Numeral  twenty-one, twenty-two ... one hundred, forwards, backwards  equal to, equivalent to  most, least, many, multiple of  half-way between, above, below  roughly, > greater than  < less than | **Key Vocabulary:**  **Previous Year Group:**  Number, one more, one less, more, fewer, the same as | **Stem Sentences**  This set of objects has been sorted by \_\_\_.  This object does/ does not belong in the set because \_\_\_.  The last number I said was \_\_\_, so there are \_\_\_ objects in total.  There are \_\_\_ many frogs, so I need to use \_\_\_ cubes/ counters to represent them.  The number that comes after \_\_\_ is \_\_\_\_.  One more/ less than \_\_\_\_ is \_\_\_\_.  First there were \_\_\_, then there were \_\_\_\_, now there are \_\_\_.  When counting backwards from \_\_\_, the numbers I will say are \_\_\_.  Sam has \_\_\_\_ cubes than Mo.  \_\_\_ is less than \_\_\_.  \_\_\_ is greater than \_\_\_\_.  \_\_\_ is equal to \_\_\_\_. | |
| **Concrete, Pictorial, Abstract Models/ Calculations** | | | |