**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.
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| **Key Vocabulary****New Vocabulary:**Numeraltwenty-one, twenty-two ... one hundred, forwards, backwardsequal to, equivalent tomost, least, many, multiple ofhalf-way between, above, belowroughly, > 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**  |