**Maths Medium Term Planning**

**Year One**

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| **WR Block: Number: Addition and subtraction (within 10)** | **Autumn Term** |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * Read, write and interpret mathematical statements involving addition, subtraction and equal signs.
* Represent and use number bonds and related subtraction facts within 20.
* Add and subtract one-digit and two-digit numbers to 20, including zero.
* Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9.
 | * Introduce parts and wholes
* Part-whole model
* Write number sentences
* Fact families – addition facts
* Number bonds within 10
* Systematic number bonds within 10
* Number bonds to 10
* Addition – add together
* Addition – add more
* Addition problems
* Find a part
* Subtraction – find a part
* Fact families – the eight facts
* Subtraction – take away/ crossing out (How many left?)
* Subtraction – take away (How many left?)
* Subtraction on a number line
* Add or subtract 1 or 2
 | **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*** Solve problems with addition and subtraction:

-using concrete objects and pictorial representations, including those involving numbers, quantities and measures.-applying their increasing knowledge of mental and written methods.* Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
* Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

-a two-digit number and ones,-a two-digit number and tens,-two two-digit numbers,-adding three one-digit numbers.* Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
* Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
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| **Key Vocabulary****New Vocabulary:**Additionnear doublehalf, halveequalsnumber bonds/pairsmissing number | **Key Vocabulary:****Previous Year Group:**Add, together, take away, subtract, is the same as | **Stem Sentences**­­\_\_\_ is a part, \_\_\_\_ is a part, the whole is \_\_\_\_.\_\_\_ plus \_\_\_ is equal to \_\_\_\_.\_\_\_\_ is equal to \_\_\_\_ plus \_\_\_\_.There are \_\_\_\_ red counters and \_\_\_\_ yellow counters. There are \_\_\_\_ counters altogether. So \_\_\_ + \_\_\_\_ = \_\_\_\_.First there were \_\_\_\_. Then \_\_\_\_ more were added. Now there are \_\_\_\_.If the whole is \_\_\_\_ and one part is \_\_\_\_ then the other part is \_\_\_\_.\_\_\_\_ minus \_\_\_\_ is \_\_\_\_\_.First there were \_\_\_\_. Then \_\_\_\_ were taken away. Now there are \_\_\_\_. |
| **Concrete, Pictorial, Abstract Models/ Calculations** |
| **Addition:** |
| **Subtraction:** |