**Maths Medium Term Planning**

**Year One**

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| **WR Block: Number: Addition and subtraction (within 20)** | **Spring 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.
 | * Add by counting on within 20
* Add ones using number bonds
* Find and make number bonds to 20
* Doubles
* Near doubles
* Subtract ones using number bonds
* Subtraction – counting back
* Subtraction – finding the difference
* Related facts
* Missing number problems
 | **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**­­First I had \_\_\_, then I counted on \_\_\_, now I have \_\_\_\_.To work out \_\_\_ + \_\_\_, I will count on from \_\_\_\_.\_\_\_ and \_\_\_\_ are a number bond to \_\_\_\_. So \_\_\_ and \_\_\_ are a number bond to \_\_\_.There are \_\_\_\_ ones altogether and \_\_\_ tens so the total is \_\_\_.\_\_\_ + \_\_\_ = \_\_\_\_, so double \_\_\_ is \_\_\_\_. There are \_\_\_\_ red counters and \_\_\_\_ yellow counters. There are \_\_\_\_ counters altogether. So \_\_\_ + \_\_\_\_ = \_\_\_\_.Double \_\_\_ is \_\_\_\_.\_\_\_ is one more than \_\_\_\_ so I can work out double \_\_\_ then add one. \_\_\_ is one less than \_\_\_\_ so I can work out double \_\_\_ then subtract one. First there were \_\_\_\_. Then \_\_\_\_ were taken away. Now there are \_\_\_\_.\_\_\_ is the difference between \_\_\_\_ and \_\_\_\_ |
| **Concrete, Pictorial, Abstract Models/ Calculations** |
| **Addition:** |
| **Subtraction:** |