**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. |
| **Key Vocabulary**  **New Vocabulary:**  Addition  near double  half, halve  equals  number bonds/pairs  missing 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:** | | | |