**Maths Medium Term Planning**

**Year One**

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| **WR Block: Number: Number: Fractions** | | **Summer Term** | |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * Recognise, find and name a half as one of two equal parts of an object, shape or quantity. * Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. | * Recognise a half of an object or a shape. * Find a half of an object or a shape. * Recognise a half of a quantity. * Find a half of a quantity. * Recognise a quarter of an object or a shape. * Find a quarter of an object or a shape. * Recognise a quarter of a quantity. * Find a quarter of a quantity. | **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:**   * Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity. * Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½. |
| **Key Vocabulary**  **New Vocabulary:**  fraction  equal part  equal grouping  equal sharing  one of two equal parts  one of four equal parts | **Key Vocabulary:**  **Previous Year Group:**  part, whole | **Stem Sentences**  The whole is split into \_\_\_ equal parts.  There are two halves in a whole.  This is/is not a half because ...  To find a half, I need to split the whole into \_\_\_ equal parts.  There are \_\_\_ altogether. They are shared into \_\_\_ equal groups. There are \_\_\_ in each group. Each group is \_\_\_ of the whole.  To make quarters, I need to split the whole into 4 equal parts.  To show a quarter, I need to colour \_\_\_ of the \_\_\_ equal parts.  There are \_\_\_ altogether. They are shared into \_\_\_ equal groups. Each group is a \_\_\_ of the whole. There are in \_\_\_\_ each group. | |
| **Concrete, Pictorial, Abstract Models/ Calculations**  Children need lots of opportunities to practically make halves and identify a half and a whole. They need to be shown various types of representations to develop a full understanding of a half. They also need to be shown half of these shapes and objects in different ways. For example, a square can be split in half vertically, horizontally or diagonally**.** | | | |