**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.
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| **Key Vocabulary****New Vocabulary:**fractionequal partequal groupingequal sharingone of two equal partsone 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**.**  |