**Maths Medium Term Planning**

**Year One**

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| **WR Block: Place Value (within 50)** | | **Spring Term** | |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. * Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. * Given a number, identify one more or less. * Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. * Read and write numbers from 1 to 20 in numerals and words. | * Count from 20 to 50 * 20, 30, 40 and 50 * Count by making groups of tens * Groups of tens and ones * Partition into tens and ones * The number line to 50 * Estimate on a number line to 50 * 1 more, 1 less | **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**   * Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. * Recognise the place value of each digit in a two-digit number (tens and ones). * Identify, represent and estimate numbers using different representations, including the number line. * Compare and order numbers from 0 up to 100; use <, > and = signs. * Read and write numbers to at least 100 in numerals and in words. * Use place value and number facts to solve problems. |
| **Key Vocabulary**  **New Vocabulary:**  Numeral  twenty-one, twenty-two ... one hundred, forwards, backwards  equal to, equivalent to  most, least, many, multiple of  half-way between, above, below  roughly, > greater than  < less than | **Key Vocabulary:**  **Previous Year Group:**  Number, one more, one less, more, fewer, the same as | **Stem Sentences**  The number that comes before/ after \_\_\_ is \_\_\_\_.  One more/ less than \_\_\_\_ is \_\_\_\_.  \_\_\_\_ tens frames are full so I know that I have made \_\_\_.  There are \_\_\_ ones in ten and \_\_\_\_ ones in \_\_\_ tens.  \_\_\_\_ ones = \_\_\_\_ tens.  There are \_\_\_ groups of ten and \_\_\_ more. There are \_\_\_\_ in total.  11/ 12/ 13 has \_\_\_ tens and \_\_\_ ones.  Two tens frames are full so I know I have ...  The first/ last number of the number line is ...  Half way on the number line is ...  \_\_\_ is less/ greater than \_\_\_  \_\_\_ has \_\_\_ tens and \_\_\_ ones. | |
| **Concrete, Pictorial, Abstract Models/ Calculations** | | | |