**Maths Medium Term Planning**

**Year One**

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| **WR Block: Place Value (within 100)** | | **Summer 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 50 to 100 * Tens to 100 * Partition into tens and ones * The number line to 100 * 1 more, 1 less * Compare numbers with the same number of tens * Compare any two numbers | **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 | **Key Vocabulary:**  **Previous Year Group:**  Number, one more, one less, more, fewer, the same as | **Stem Sentences**  The number that comes after \_\_\_ is \_\_\_.  The number that comes before \_\_\_ is \_\_\_.  I want to count to \_\_\_, so I could start counting from \_\_\_.  I will/will not say the number \_\_\_ because …  \_\_\_\_ ten frames are full, so I know that I have made \_\_\_\_.  There are \_\_\_ tens. This is equal to \_\_\_\_. There are \_\_\_ more ones. The number is \_\_\_\_.  \_\_\_ is a part and \_\_\_ is a part. The whole is \_\_\_\_. | |
| **Concrete, Pictorial, Abstract Models/ Calculations**  Children must see numbers in lots of different representations, using both concrete apparatus and visual representations. Numbers should also be show on number lines, number tracks and 100 squares to ensure children understand how larger numbers can be used in different ways. | | | |