

St Nicholas' CE (VA) Primary School

2024-2025 Medium Term Planning – Maths Year 1

Badger Class / Term 2

| Date w/c | Strand | Number Facts | Learning Objectives |
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| <p style="text-align: center;">Wk 1 04.10.22</p> | <p>Number, Addition and Subtraction</p> | <p>Number Sense Maths Make and Break 10</p> | <p>NCETM 1.3 – Composition of numbers 0-5 Teaching point 1: Numbers can represent how many objects there are in a set; for small set we can subitise instead of counting</p> <ul style="list-style-type: none"> • 1.1-1.3: to be able to count pictorial representations up to 5. • 1.4-1.5: to be able to subitise numbers 0-5 and represent the numbers using numerals and number names. <p>Teaching point 2: Ordinal numbers indicate a single item or event, rather than a quantity</p> <ul style="list-style-type: none"> • 2.1-2.3: to be able to count with ordinal names (first, second etc.) and recognise the difference between cardinal and ordinal numbers <p>Teaching point 3/4: Each of the numbers one to five can be partitioned in different ways</p> <ul style="list-style-type: none"> • 3/4: to be able to partition numbers to five systematically items using a part-part-whole model <p>Teaching point 5: Each of the numbers one to five can be partitioned into two parts; if we know one part, we can find the other part</p> <ul style="list-style-type: none"> • 5: to be able to find missing parts in part-part-whole diagrams |
| <p style="text-align: center;">Wk 2 11.11.22</p> | <p>Number, Addition and Subtraction</p> | <p>Number Sense Maths Make and Break 6</p> | <p>NCETM 1.4 – Composition of number 6 – 10 Teaching point 1: The numbers six to nine are composed of 'five and a bit'. Ten is composed of five and five.</p> <ul style="list-style-type: none"> • 1.1 - 1.2: to be able to represent numbers 6 – 10 with numerals, number names and amounts of objects • 1.3-1.6: to be able to use a tens frame and fingers to show numbers as 'five and a bit' • 1.4: to be able to compare different representations of numbers 6-10 (numeral, number name, pictorial) using $<$, $>$ = • 1.5: to be able to use a part-part-whole model to show numbers as 'five and a bit' <p>Teaching point 2: 6, 7, 8 and 9 lie between 5 and 10 on a number line</p> <ul style="list-style-type: none"> • 2.1-2.2: to be able to explore a number line and make a number line using digit cards |

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| Wk 3 18.11.22 | Number, Addition and Subtraction | Number Sense Maths Make and Break 7 | <ul style="list-style-type: none">• 2.3: to be able to place numbers on a blank number line• 2.4: to be able to describe the position of numbers on a number line• 2.5: to be able to estimate the position of numbers on the number line• 2.6: to be able to use a number line to fill in greater than/less than statements |
| Wk 4 25.11.22 Assessment Week | Assessment Week | | |
| Wk 5 02.12.22 | Number, Addition and Subtraction | Number Sense Maths Make and Break 8 | Geometry 1G – 1 (White Rose) Recognise and name 3D shapes Faces, curves and edges |
| Wk 6 09.12.22 | Geometry | Number Sense Maths Make and Break 9 | 1G – 1 Recognise and name 2D shapes Corners and sides |
| Wk 7 16.12.22 | Geometry | Number Sense Maths <i>Recap 6 - 10</i> | 1G – 2 Patterns |