

St Nicholas' CE (VA) Primary School

2024-2025 Medium Term Planning – Maths Year 1

Term 4

Badger Class

Date w/c	Strand	Number Facts	Learning Objectives
24 th Feb	Number, Addition and Subtraction	<i>Number bonds (to 5)</i>	<p>NCETM 1.6 - Teaching point 1: An addition context described by a 'first, then, now' story is augmentation. We can link the story to a numerical representation.</p> <ul style="list-style-type: none"> • 1.1 – 1.2: to be able to use concrete and pictorial representations to show an augmentation story / 1.3 -1.4: to be able to connect numbers to augmentation stories • 1.5 – 1.6: to be able to use counters and numbers to represent a first, then, now augmentation story / 1.7: to be able to apply the augmentation structure to number lines and bar models. <p>Teaching point 2: A subtraction context described by a 'first, then, now' story is an example of reduction. We can link the story to a numerical representation.</p> <ul style="list-style-type: none"> • 2.1-2.2: to be able to use concrete and pictorial representations to show a reduction story / 2.3 – 2.4: to be able to connect numerical representations to reduction stories • 2.5 – 2.6: to be able to use counters and numbers to represent a first, then, now reduction story / 2.7 – 2.8: to be able to find a missing part using a subtraction • 2.9: to be able to match a first, now, then story to an equation
3 rd March	Number, Addition and Subtraction	<i>Consolidation of odd/even and one more/one less</i>	<p>Teaching point 3: Given any two parts of the story we can work out the third part.</p> <ul style="list-style-type: none"> • 3.1: to be able to find the missing part in a first, now, then augmentation story. • 3.2 – 3.4: to be able to find the missing part in a first, now, then reduction story. <p>Teaching point 4: Addition and Subtraction are inverse operations</p> <ul style="list-style-type: none"> • 4.1 – 4.2: to be able to use concrete/pictorial representations to show inverse first, now, then stories / 4.3: to be able to make a connection between concrete/pictorial stories and numerical representations. • 4.4 – 4.5: to be able to use number lines to represent inverse first, now, then stories . • 4.6: to be able to write two inverse equations to match pictorial representations.

10th March	Number, Addition and Subtraction	<i>Two more/two less</i>	NCETM 1.7 Addition and subtraction: strategies within 10 Teaching point 1: Addition is commutative: when the order of the addends is changed, the sum remains the same. <ul style="list-style-type: none"> 1.1 – 1.3: to be able to write commutative equations to match concrete/pictorial representation 1.4 – 1.5: to be able to fill in the missing number of addition equations Teaching point 2: ten can be partitioned into pairs of numbers that sum to the. <ul style="list-style-type: none"> 2.1 – 2.2: to be able to represent number bonds to ten using numerical expressions (addition) 2.3 – 2.4: to be able to represent number bonds to ten using numerical expressions (subtraction) Teaching point 3: adding one gives one more, subtracting one gives one less. <ul style="list-style-type: none"> to be able to solve 'one more' problems (pictorial/concrete representations, written and equations)
17th March	Number, Addition and Subtraction	<i>Even numbers can be split into two odd parts or two even parts</i>	Assessment Week
24th March	Number, Addition and Subtraction	<i>Odd numbers can be split into one odd part and one even part</i>	Teaching point 4: Consecutive numbers have a difference of one <ul style="list-style-type: none"> to be able to solve 'one less' problems (pictorial/concrete representations, written and equations) Teaching points 5 and 6: We can use our knowledge of odd/even numbers to solve additions and subtractions <ul style="list-style-type: none"> to be able to fluently count in odds/evens to be able to solve additions and subtractions where the addend or subtrahend is 2 Teaching points 7 and 8: adding/subtracting zero means the number remains the same. <ul style="list-style-type: none"> To be able to solve additions where the addend is 0 / To be able to solve subtractions where the subtrahend is 0
31st March Creative Day, Easter Church Service	Number, Addition and Subtraction	<i>Numbots</i>	Teaching point 9: doubles <ul style="list-style-type: none"> To be able to use pictorial representations to show doubles of numbers 0-5 To be able to solve numerical equations using doubles NCETM 1.8 <ul style="list-style-type: none"> To understand that one ten is equivalent to ten ones To recognise multiples of 10 as numerals and words and to count in multiples of 10