

SPROWSTON INFANT SCHOOL YEAR 1 MEDIUM TERM PLAN – AUTUMN 2

Year 1 Medium Term Planning Autumn 2	Autumn 2
<p>WEEK 1 - Counting and number order</p> <ul style="list-style-type: none"> ● To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. ● To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. ● To 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. ● To read and write numbers from 1 to 20 in numerals and words 	<p>Geometry:-</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p>
<p>WEEK 2 - Place value and comparing quantities and numbers</p> <ul style="list-style-type: none"> ● When given a number, identify one more and one less. ● To 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. ● To read and write numbers from 1 to 20 in numerals and words. 	<p>Statistics:-</p> <p>Interpret and construct simple tally charts and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.</p>
<p>WEEK 3 – Multiplication & division</p> <ul style="list-style-type: none"> ● To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<p>Shape:-</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p>
<p>WEEK 4 - Doubles and near doubles</p> <ul style="list-style-type: none"> ● To represent and use number bonds and related subtraction facts within 20. ● To add and subtract one-digit and two-digit numbers to 20, including zero. ● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. 	<p>Measurement:-</p> <p>compare and sequence intervals of time</p>
<p>WEEK 5 - Subtraction as difference</p> <ul style="list-style-type: none"> ● To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. ● To represent and use number bonds and related subtraction facts within 20. ● To add and subtract one-digit and two-digit numbers to 20, including zero. ● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. 	<p>Geometry:-</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p>
<p>WEEK 6 - Addition and subtraction and Arithmetic/Problem & Reasoning Assessments</p> <ul style="list-style-type: none"> ● To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. 	<p>Statistics:-</p> <p>Ask and answer questions about totalling and comparing categorical data</p>

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<ul style="list-style-type: none"> ● To represent and use number bonds and related subtraction facts within 20. ● To add and subtract one-digit and two-digit numbers to 20, including zero. ● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. 	
<p>WEEK 7 – Word problems using operations covered so far. Arithmetic/Problem & Reasoning Assessments</p> <ul style="list-style-type: none"> ● To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. ● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. 	<p>Assessment:- Shape, Space and Measure</p>

Rationale: Build again from counting, ordering etc to more complex calculations and contexts. Move forward from last half term, e.g. not just 1 more/1 less, looking at different jumps e.g. 5 more/5 less. Progression from purely practical work – week 3/4 focus on mental strategies, emphasise and explain these while still using resources to support as necessary, so they learn that calculations can be done mentally. Bring in reasoning – can they explain their methods? Move on to introduce difference now they have secure understanding of basic number. Use money as context for addition and subtraction, building on last half term. Last week – advent calendar activity, incorporating problems from the whole term (extend some by introducing multiplication and division problems, ready for Spring term).