Hampshire Services
HIAS SCHOOL IMPROVEMENT

HIAS MOODLE+ RESOURCE

HIAS Scheme of Learning for Mathematics

Medium Term Plans for Year One

HIAS Maths Team
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Final version

Hampshire County Council

www.hants.gov.uk

Overview

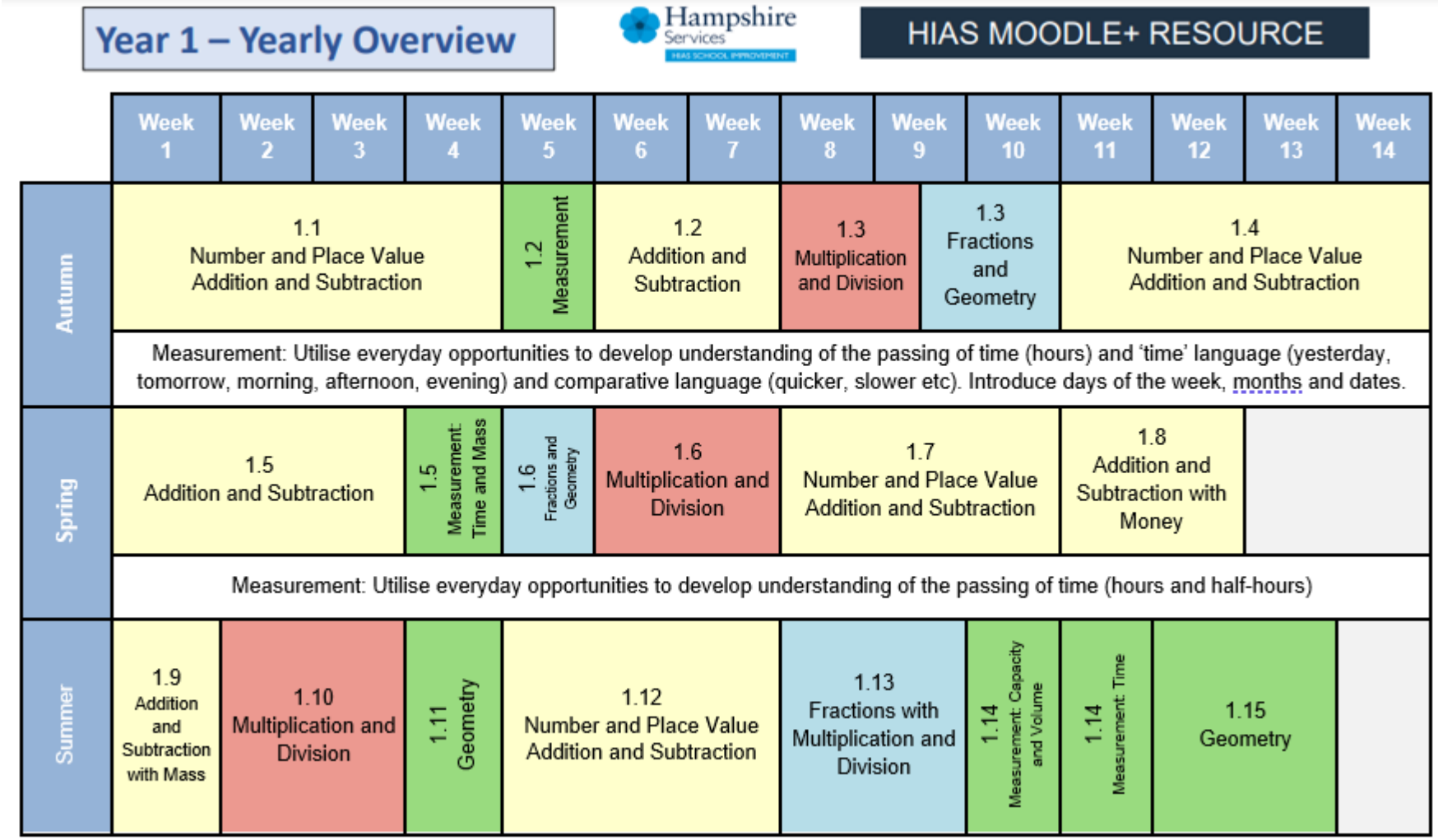
This document contains…
Long-term curriculum map for Y1
Medium-term overview plans for Y1 designed to support single age classes

Points to consider when using this resource
This medium-term plan identifies the key objectives in each unit.
For more detail and a break-down of these objectives please refer to the relevant unit plan.
Unit plans identify a learning journey, required prior knowledge, misconceptions, key vocabulary, and suggested tasks.
Appropriate models, images , concrete resources, and visual representations are an implicit element in all units.

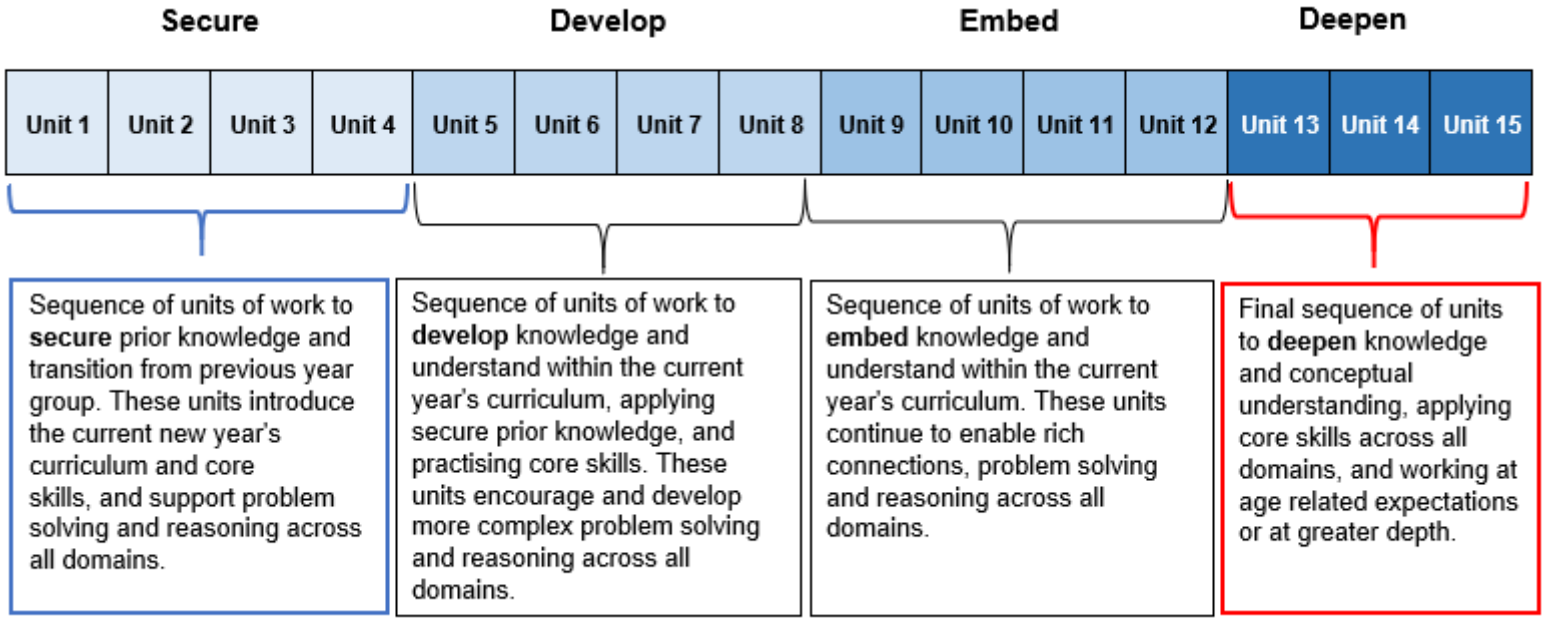
A suggested schedule for assessment is included as colour-coded bands, linked to the Hampshire Assessment Model if required.

Plans are based on a **39-week school year** and will need to be **adjusted** on a term-by-term basis

Long term curriculum map for Year 1



Overview of curriculum intent

Key 

for assessment bands

AM1	AM2	AM3	ARE
Assessment Milestone 1	Assessment Milestone 2	Assessment Milestone 3	Assessment ARE

YEAR 1 Autumn Term

Measurement: **Find everyday opportunities to develop children's understanding of time (hours) and language (yesterday, today, tomorrow, morning, afternoon, and evening). Ensure comparative language is used regularly (quicker, slower, earlier, later). Know the days of the week, introduce months and dates.**

Subsequent units should continue to revisit material from previous units to deepen learning, encourage automaticity and allow rich connections to be made across the year.

A.M	Unit	Hours	Domain	Y1 National Curriculum Objectives	Learning journey - 'I can…' statements
	1.1	10	Number: Place Value,	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Read numbers from 1 to 20 in numerals. • Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations. • Sequence events in chronological order using language such as before, and, after, next and first.	• I can count to at least 50 forwards, beginning with 1 and backwards from 10. • I can count in 10s to 50. • I can find one more and one less. • I can solve problems in a context, finding one more and one less. • I can use objects and pictures to represent a number. • I can place a number on a number line. • I can order numbers. • I can compare numbers. • I can order events in my day.
		10	Addition and Subtraction	• Represent and use number bonds and related subtraction facts within 20 • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9.	• I can partition numbers up to 5. • I can solve problems using partitioning.

A.M	Unit	Hours	Domain	Y1 National Curriculum Objectives	Learning Journey - 'I can...' statements
	1.2	5	Measurement	• Count to and across 100, forwards and backwards, beginning with 0 or 1, from any given number. • Recognise and know the value of different denominations of coins and notes. • Compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)	• I can count in 1s. • I can count in 10s. • I can count in 1ps and 10ps. • I can compare lengths and heights. • I can use cubes to compare lengths.
		10	Addition and subtraction	• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20	• I can partition numbers up to 7. • I can solve problems using partitioning.
	1.3	15	Multiplication and division Fractions with Geometry	• Count in multiples of 2s, 5s and 10s. • Recognise, find and name a half as two equal parts of an object, shape, or quantity. • Recognise and name common 2D and 3D shapes, including: ○ 2D shapes (e.g. rectangles (including squares), circles and triangles). • Recognise, find and name a half as two equal parts of an object, shape, or quantity.	• I can count in 2s. • I can recognise odd and even numbers. • I can share equally. • I can share into two equal groups. • I can recognise and name 2D shapes. • I can recognise half of a shape.

		1.4	20	Number and PV Addition and Subtraction	• Count to and across 100, forwards and backwards, beginning with 0 or 1, from any given number. • Count in multiples of twos, fives and tens. • Given a number, identify one more and one less. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20 • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as 7 = ? - 9	• I can read and represent 'teen' numbers. • I can estimate position of numbers on a number line. • I can find one more and one less. • I can partition 6, 7, 8 and 9. • I can solve addition and subtraction problems.
Christmas Holidays						

YEAR 1 Spring Term

Measurement: Find everyday opportunities to tell the time (hours and half-hours)

A.M	Unit	Hours	Domain	Y1 National Curriculum Objectives	Learning journey - 'I can…' statements
	1.5	15	Addition and Subtraction	• Read and write numbers from 1 to 20 in numerals and words. • Identify and represent numbers using objects and pictorial representations, including the use of the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Represent and use number bonds and related subtraction facts within 20. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9	• I can count and order numbers. • I can partition 6, 7, 8 and 9. • I can use number bonds and related subtraction facts. • I can use number bonds to partition in different ways. • I can solve one-step problems. • I can use number bonds to 10. • I can represent 'teens' numbers. • I can use number bonds to solve one-step problems.
		5	Measurement: Time and Mass	• Tell the time to the hour and half past the hour and draw hands on the clock face to show these times. • Compare, describe, and solve practical problems for: ○ Mass or weight (e.g. heavy/light, heavier than/lighter than).	• I can tell the time to the hour. • I can tell the time to half past the hour. • I can compare and describe mass.

	1.6	5	Fraction and Geometry	• recognise and name common 2-D and 3-D shapes, including:
				  • 2-D shapes (e.g. rectangles (including squares), circles and triangles).
				  • 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).
				• Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
				• Recognise, find and name a quarter as one of four qual parts of an object, shape or quantity.
					• I can recognise and name 2-D shapes.
					• I can recognise half and a quarter of a shape.
					• I can solve fraction of shape problems.

	1.6 cont	10	Multiplication and Division	• Count in multiples of twos, fives and tens. • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations, and arrays with the support of the teacher.	• I can count in multiples of twos. • I can solve multiplication one-step problems • I can solve division one-step problems. • Assessment Opportunity • I can count in multiples of tens. • I can solve one-step multiplication problems.
	1.7	15	Number and Place Value Addition and Subtraction	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count in multiples of twos, fives and tens. • Given a number, identify one more and one less. • Represent and use number bonds and related subtraction facts within 20. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9	• I can count in tens. • I can find one more and one less. • I can find ten more. • I can use number bonds to 10. • I can solve one-step addition and subtraction problems. • I can reason using known facts. • I can problem solve using number bonds to 10.

			1.8	10	Addition and Subtraction with Money	• 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. • Recognise and know the value of different denominations of coins and notes. • Given a number, identify one more and one less. • Represent and use number bonds and related subtraction facts within 20.	• I can recognise and know the value of different coins. • I can identify one more. • I can count in tens. • I can count in coins. • I can order amounts. • I can compare amounts. • I can use number bonds to solve money problems. • I can represent 'teens' numbers using coins.
Easter Holidays						

YEAR 1 Summer Term

A.M	Unit	Hours	Domain	Y1 National Curriculum Objectives	Learning journey - 'I can…' statements
	1.9	5	Addition and Subtraction with Mass	• Compare, describe, and solve practical problems for: • Mass or weight (e.g. heavy/light, heavier than/lighter than). • Measure and begin to record mass/weight. • Read, write, and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9	• I can recognise and know the value of different coins. • I can identify one more. • I can count in tens. • I can count in coins. • I can order amounts. • I can compare amounts. • I can use number bonds to solve money problems. • I can represent 'teens' numbers using coins.
	1.10	10	Multiplication and Division	• Count in multiples of twos, fives, and tens. • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations, and arrays with the support of the teacher. • Recognise, find, and name a half as one of two equal parts of an object, shape or quantity.	• I can count in multiples of fives and tens. • I can count in multiples of fives to solve problems. • I can count in multiples of twos and tens to solve problems. • I can find half of a quantity. • I can solve problems involving grouping.

	1.11	5	Geometry	• Recognise and name 2-D and 3-D shapes including:
				  • 2-D shapes (e.g. rectangles (including squares), circles and triangles).
				  • 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres)
				• Describe position, directions, and movements, including half, quarter, and three-quarter turns.
					• I can recognise and name 2-D shapes.
					• I can recognise and name 3-D shapes.
					• I can compare 3-D shapes.
					• I can arrange 3-D shapes.
					• I can describe position, directions, and movements.

A.M	Unit	Hours	Domain	Y1 National Curriculum Objectives	Learning journey - 'I can…' statements
	1.12	15	Number Place Value Addition and Subtraction	• 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. • Given a number, identify one more and one 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, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20 • Add and subtract one-digit and two-digit numbers to 20, including zero. • Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9	• I can position numbers on a number line. • I can position 'nearly numbers' on a number line. • I can find one more and one less of a given number. • I can use number bonds to 10 to solve problems. • I can use number bonds to 20 to solve problems. • I can use number bonds to 20 to solve problems. • I can use number bonds to 20 to solve problems.
	1.13	10	Fractions with Multiplication and Division	• Count in multiples of 2s, 5s and 10s. • Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations, and arrays with the support of the teacher. • Recognise find and name a half as one of two equal parts of an object, shape or quantity. • Recognise find and name a quarter as one of four equal parts of an object, shape or quantity.	• I can solve one-step multiplication problems. • I can solve one-step division problems by grouping. • I can identify equal and unequal parts. • I can find a quarter of a shape. • I can find quarter of a quantity.

	1.14	5	Measurement: Capacity and Volume	• Compare, describe, and solve practical problems for:
				  • Capacity/volume (full/empty, more than, less than, quarter)
				  • Mass or weight (e.g. heavy/light, heavier than, lighter than)
				• Measure and begin to record the following:
				  • Capacity and volume
				  • Mass/weight
					• I can compare and describe mass.
					• I compare and describe capacity.
					• I can solve practical problems for capacity.
					• I can solve practical problems for capacity using fractional language.

		5	Measurement: Time	• Compare, describe, and solve practical problems for:
				  • Time (quicker, slower, earlier, later)
				• Measure and begin to record the following:
				  • Time (hours, minutes, seconds)
				• Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon, and evening.
				• Recognise and use language related to dates, including days of the week, weeks, months, and years.
				• Tell the time to the hour and half past the hour and draw hands on a clock face to show these times.
					• I can sequence events.
					• I can solve practical problems for time.
					• I can tell the time to the nearest hour and half past the hour.
					• I can draw the hands on a clock face.

	1.15	10	Geometry	• Recognise and name common 2-D and 3-D shapes, including:
				  • 2-D shapes (e.g. rectangles (including squares), circles and triangles).
				  • 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).
				• Describe position, directions, and movements, including half, quarter, and three-quarter turns.
					• I can recognise and name 2-D shapes.
					• I can recognise and name 3-D shapes.
					• I can recognise and match 2-D shapes.
					• I can recognise and match 3-D shapes.
					• I can describe position.
					• I can describe directions and movements.

Summer Holidays					

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