



# Langley Mill C of E Infant School and Nursery

## Year 1/2 Maths Medium Term Plans

### Autumn 1

**FLUENCY:** become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems

**REASONING:** reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

**PROBLEM-SOLVING:** can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

*Continuous/ revisited objectives: (Objectives used primarily as starters in order to maintain fluency of mathematical skills)*

Count reliably with numbers from 1 to 20 (ELG), Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

They place numbers 1-20 in order (ELG), Read and write numbers from 1 to 20 in numerals and words.

Count, read and write numbers to 100 in numerals.

Count in multiples of twos, fives and tens.

Say the number that is one more or one less than a given number to 20 (ELG), Given a number, identify one more and one less.

Using quantities and objects, they add and subtract two single digit numbers by counting on or back to find the answer (ELG)

Add and subtract one-digit and two-digit numbers to 20, including zero.

Solve problems including doubling, halving and sharing (ELG), Solve one-step multiplication problems involving multiplication and division.

They use every day language to talk about money to compare quantities and to solve problems (ELG)

Recognise and know the value of different denominations of coins and notes.

They use every day language to talk about time to compare quantities and to solve problems (ELG)

Tell the time to the hour and half hour

*Continuous/ revisited objectives: (Objectives used primarily as starters in order to maintain fluency of mathematical skills)*

Count to and across 100, forwards and backwards, given a number say 1 more/1 less, use language of equal to, more than, less than, most and least. (Yr1)

Count in multiples of twos, fives and tens (Yr1)

Represent and use number bonds and related subtraction facts within 20 (Yr1)

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.

Recall and use addition and subtraction facts to 20 fluently, derive and use related facts up to 100.

Solve problems with addition & subtraction: including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.

Read and write numbers to at least 100 in numerals and in words.

Use place value and number facts to solve problems.

	Year 1	Year 2
Fluency Reasoning Problem Solving	<p><b>Number and Place Value (1 or 2 weeks)</b></p> <ul style="list-style-type: none"> <li>Read and write numbers from 1 to 20 in numerals and words.</li> <li>Count to 100 forwards and backwards beginning from any given number.</li> <li>Read and write numbers from 1 to 20 in numerals and words.</li> <li>Given a number, identify one more and one less.</li> <li>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.</li> </ul>	<p><b>Number and Place Value (1 Week)</b></p> <p>Count to and across 100, forwards and backwards, given a number say 1 more/1 less, use language of equal to, more than, less than, most and least. (Yr1)</p> <ul style="list-style-type: none"> <li>Read and write numbers to at least 100 in numerals and in words.</li> <li>Compare and order numbers from 0 up to 100; use = and &lt; signs.</li> <li>Identify, represent and estimate numbers using different representations, including the number line.</li> <li>Recognise the place value of each digit in a two-digit number (tens, ones).</li> </ul>
	<p><b>Addition and Subtraction (1 or 2 weeks)</b></p> <ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition including = sign.</li> <li>Read, write and interpret mathematical statements involving subtraction including = sign.</li> </ul>	<p><b>Addition and Subtraction (1 or 2 Weeks)</b></p> <p>Count in multiples of twos, fives and tens (Yr1)</p> <ul style="list-style-type: none"> <li>Solve (simple one-step) problems with addition &amp; subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</li> <li>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones and a two-digit number and tens</li> </ul>
	<p><b>Measurement: length/height (1 week)</b></p> <ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>Lengths and heights – long/short, longer/shorter, tall/short, double/half.</li> <li>Measure and begin to record the following:                   <ul style="list-style-type: none"> <li>Lengths and heights</li> </ul> </li> </ul> </li> </ul>	<p><b>Measurement: length/height (1 Week)</b></p> <p>Represent and use number bonds and related subtraction facts within 20 (Yr1)</p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure: length/height in any direction (cm); to the nearest appropriate unit... using rulers,</li> <li>Compare and order lengths, and record the results using</li> <li>Solve (simple) problems in a practical context involving addition.</li> </ul>
	<p><b>Geometry (1 week)</b></p> <ul style="list-style-type: none"> <li>Recognise and name common 2-D and 3-D shapes, including:               <ul style="list-style-type: none"> <li>2-D shapes – rectangles, squares, circles and triangles.</li> <li>3-D shapes – cuboids, cubes, pyramids and spheres.</li> </ul> </li> </ul>	<p><b>Geometry: Properties of Shape ((1 Week)</b></p> <p>Read and write numbers to at least 100 in numerals and in words.</p> <ul style="list-style-type: none"> <li>Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line.</li> <li>Compare and sort common 2D shapes and everyday objects.</li> </ul>
	<p><b>Measurement (1 week)</b></p> <ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes.</li> </ul>	<p><b>Measurement: Money (1 Week)</b></p> <p>Read and write numbers to at least 100 in numerals and in words.</p> <ul style="list-style-type: none"> <li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit,</li> </ul>
<p><u>Assess and review (1 week) Repetition of this term's objectives as needed</u></p>	<p><u>Assessment and Review (1 Week) Repetition of this term's objectives as needed</u></p>	



## Langley Mill C of E Infant School and Nursery

### Year 1/2 Medium Term Plans

#### Autumn 2

**FLUENCY:** become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems

**REASONING:** reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

**PROBLEM-SOLVING:** can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

<p><i>Continuous/ revisited objectives: (Objectives used primarily as starters in order to maintain fluency of mathematical skills)</i></p> <p>Count reliably with numbers from 1 to 20 (ELG), Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. They place numbers 1-20 in order (ELG), Read and write numbers from 1 to 20 in numerals and words.</p> <p>Count, read and write numbers to 100 in numerals.</p> <p>Count in multiples of twos, fives and tens.</p> <p>Say the number that is one more or one less than a given number to 20 (ELG), Given a number, identify one more and one less.</p> <p>Using quantities and objects, they add and subtract two single digit numbers by counting on or back to find the answer (ELG)</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Solve problems including doubling, halving and sharing (ELG), Solve one-step multiplication problems involving multiplication and division.</p> <p>They use every day language to talk about money to compare quantities and to solve problems (ELG)</p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p>They use every day language to talk about time to compare quantities and to solve problems (ELG)</p> <p>Tell the time to the hour and half hour</p>	<p><i>Continuous/ revisited objectives: (Objectives used primarily as starters in order to maintain fluency of mathematical skills)</i></p> <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Solve problems with addition &amp; subtraction: including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.</p> <p>Read and write numbers to at least 100 in numerals and in words.</p> <p>Use place value and number facts to solve problems.</p>
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	Year 1	Year 2
Fluency Reasoning Problem Solving	<p><b><u>Number and Place Value ( 1 week)</u></b></p> <ul style="list-style-type: none"> <li>Count, read and write numbers to 100 in numerals.</li> <li>Count in twos, fives and tens.</li> <li>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.</li> </ul>	<p><b><u>Number and Place Value (1 Week)</u></b></p> <p>Count to and across 100, forwards and backwards, given a number say 1 more/1 less, use language of equal to, more than, less than, most and least. (Yr1)</p> <ul style="list-style-type: none"> <li>Read and write numbers to at least 100 in numerals and in words.</li> <li>Compare and order numbers from 0 up to 100; use = and &lt; signs.</li> <li>Identify, represent and estimate numbers using different representations, including the number line.</li> <li>Recognise the place value of each digit in a two-digit number (tens, ones).</li> </ul>
	<p><b><u>Addition and subtraction (1 week)</u></b></p> <ul style="list-style-type: none"> <li>Add and subtract one-digit and two-digit numbers to 20, including zero.</li> </ul>	<p><b><u>Addition and Subtraction (1 Week)</u></b></p> <p>Solve problems with addition &amp; subtraction: including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.</p> <ul style="list-style-type: none"> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> </ul>
	<p><b><u>Measurement ( 1 week)</u></b></p> <ul style="list-style-type: none"> <li>Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</li> </ul>	<p><b><u>Measurement: Time (1 Week)</u></b></p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <ul style="list-style-type: none"> <li>Compare and sequence intervals of time</li> <li>Tell and write the time to 5 minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</li> <li>Know the number of minutes in an hour and the number of hours in a day.</li> </ul>
	<p><b><u>Multiplication and division ( 2 weeks)</u></b></p> <p>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.</p>	<p><b><u>Multiplication &amp; Division ( 2 Weeks)</u></b></p> <p>Read and write numbers to at least 100 in numerals and in words.</p> <ul style="list-style-type: none"> <li>Recall &amp; use multiplication and division facts for 2, 5 &amp; 10 tables, including recognising odd and even numbers</li> <li>Show that multiplication of two numbers can be done in any order (commutative)</li> <li>Calculate mathematical statements for multiplication within the multiplication tables; write them using multiplication (x) &amp; equals (=) signs.</li> </ul>
	<p><b><u>Fractions ( 1 week)</u></b></p> <p>Count, read and write numbers to 100 in numerals.</p> <ul style="list-style-type: none"> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> </ul>	<p><b><u>Fractions (1 Week)</u></b></p> <p>Solve problems with addition &amp; subtraction: including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.</p> <ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> &amp; <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity-<b>link to multiplication and division.</b></li> </ul>
	<p><u>Repetition of this term's objectives as needed.</u></p>	<p><b><u>Statistics (1 Week)</u></b></p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <ul style="list-style-type: none"> <li>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables (begin to raise questions about graphs drawn).</li> </ul>
	<p><u>Assessment and review (1 week). Repetition of this term's objectives as needed.</u></p>	<p><u>Assessment and Review (1 Week) Repetition of this term's objectives as needed</u></p>



**Langley Mill C of E Infant School and Nursery**  
**Year 1/2 Medium Term Plans**  
**Spring 3**

**FLUENCY:** become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems

**REASONING:** reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

**PROBLEM-SOLVING:** can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

*Continuous/ revisited objectives: (Objectives used primarily as starters in order to maintain fluency of mathematical skills)*

*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 and one less.*

*Read and write numbers from 1 to 20 in numerals and words.*

*Add and subtract one-digit and two-digit numbers to 20, including zero.*

*Represent and use number bonds and related subtraction facts within 20.*

*Solve one-step multiplication problems involving multiplication and division.*

*Recognise and know the value of different denominations of coins and notes.*

*Tell the time to the hour and half hour.*

*Continuous/ revisited objectives: (Objectives used primarily as starters in order to maintain fluency of mathematical skills)*

*Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.*

*Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.*

*Solve problems with addition & subtraction: including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.*

*Read and write numbers to at least 100 in numerals and in words.*

*Use place value and number facts to solve problems.*

**Year 1**

**Year 2**

**Number and Place Value (1 week approx.)**

*Count in multiples of twos, fives and tens.*

- 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.
- Read and write numbers from 1 to 20 in numerals and words.

**Number and place value(1 Week)**

*Read and write numbers to at least 100 in numerals and in words.*

- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.
- Recognise the place value of each digit in a two-digit number (tens, ones)
- Use place value and number facts to solve problems.
- Compare and order numbers from 0 up to 100; use < and = signs.

**Addition and subtraction (1 week approx.)**

*Given a number, identify one more and one less. Read and write numbers from 1 to 20 in numerals and words.*

- Represent and use number bonds and related subtraction facts within 20.

**Addition and Subtraction (1 Week)**

*Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.*

- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers, adding three one-digit numbers
- introduce 'sum and difference'
- Recognise and use the inverse relationship between addition & subtraction and use this to check calculations and missing number problems.
- Solve problems with addition & subtraction: involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.

**Measurement: Mass (1 week approx.)**

*Recognise and know the value of different denominations of coins and notes.*

- Compare, describe and solve practical problems for:
- Mass or weight – heavy/light, heavier than, lighter than.
- Measure and begin to record the following:
  - Mass/weight

**Measurement: Mass (1 Week)**

*Solve problems with addition & subtraction: including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.*

- Choose and use appropriate standard units to estimate and measure: - mass (kg/g); To the nearest appropriate unit... using scales,
- Compare and order mass, and record the results using < and =
- Read relevant scales to the nearest numbered unit

**Geometry (1 week approx.)**

*Represent and use number bonds and related subtraction facts within 20.*

- Recognise and name common 2-D and 3-D shapes, including:
  - 2-D shapes – rectangles, squares, circles and triangles.
  - 3-D shapes – cuboids, cubes, pyramids and spheres.

**Geometry: Properties of Shape ((1 Week)**

*Read and write numbers to at least 100 in numerals and in words.*

- Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.
- Compare and sort common 3D shapes and everyday objects.
- Identify 2D on the surface of 3D shapes for example – a circle on a cylinder and a triangle on a pyramid.

**Measurement (1 week approx.)**

*Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.*

- Recognise and know the value of different denominations of coins and notes.

**Multiplication & division (1 Week)**

*Recall & use multiplication & division facts for 2, 5 & 10 tables, including recognising odd and even numbers*

- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- Recognise and use the inverse relationship between multiplication and division in calculations.
- Calculate mathematical statements for multiplication and division within the multiplication tables; write them using multiplication (x), division (÷) & equals (=) signs.
- Solve (one-step) problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Assessment and review (1 week) Repetition of this term's objectives as needed.

Assessment and Review (1 Week) Repetition of this term's objectives as needed.

Fluency Reasoning Problem Solving



# Langley Mill C of E Infant School and Nursery

## Year 1/2 Medium Term Plans

### Spring 4

**FLUENCY:** become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems

**REASONING:** reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

**PROBLEM-SOLVING:** can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

*Continuous/ revisited objectives: (Objectives used primarily as starters in order to maintain fluency of mathematical skills)*

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 and one less.

Read and write numbers from 1 to 20 in numerals and words.

Add and subtract one-digit and two-digit numbers to 20, including zero.

Represent and use number bonds and related subtraction facts within 20.

Solve one-step multiplication problems involving multiplication and division.

Recognise and know the value of different denominations of coins and notes.

Tell the time to the hour and half hour.

*Continuous/ revisited objectives: (Objectives used primarily as starters in order to maintain fluency of mathematical skills)*

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

Solve problems with addition & subtraction: including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.

Read and write numbers to at least 100 in numerals and in words.

Use place value and number facts to solve problems.

		Year 1	Year 2	
<b>Fluency</b> <b>Reasoning</b> <b>Problem Solving</b>	<b><u>Addition and subtraction (1 week approx.)</u></b>	Add and subtract one-digit and two-digit numbers to 20, including zero. <ul style="list-style-type: none"> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.</li> <li>Solve missing number problems such as <math>7 = ( ) - 9</math>.</li> </ul>	<b><u>Addition and Subtraction (1 Week)</u></b>	
	<b><u>Measurement (1 week approx.)</u></b>	Recognise and know the value of different denominations of coins and notes. <ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>Capacity/volume – full/empty, more than, less than, half, half full, quarter.</li> </ul> </li> <li>Measure and begin to record the following:               <ul style="list-style-type: none"> <li>Capacity and volume</li> </ul> </li> </ul>	<b><u>Measurement: Volume/Capacity (1 Week)</u></b>	
	<b><u>Fractions ( 1 week)</u></b>	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	<b><u>Fractions (1 Week)</u></b>	
	<b><u>Geometry (1 week approx.)</u></b>	Represent and use number bonds and related subtraction facts within 20. <ul style="list-style-type: none"> <li>Recognise and name common 2-D and 3-D shapes, including:               <ul style="list-style-type: none"> <li>2-D shapes – rectangles, squares, circles and triangles.</li> <li>3-D shapes – cuboids, cubes, pyramids and spheres.</li> </ul> </li> <li>Describe position, directions and movements, including whole, half, quarter and three-quarter turns.</li> </ul>	<b><u>Geometry: Position and direction (1 Week)</u></b>	
	<b><u>Measurement (1 week approx.)</u></b>	Recognise and know the value of different denominations of coins and notes. <ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>Time – quicker, slower, earlier, later.</li> </ul> </li> <li>Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> </ul>	<b><u>Statistics (1 Week)</u></b>	
	<b><u>Assessment and review (1 week) Repetition of this term's objectives as needed.</u></b>	<b><u>Assessment and Review (1 Week) Repetition of this term's objectives as needed.</u></b>		



**Langley Mill C of E Infant School and Nursery**  
**Year 1/2 Medium Term Plans**  
**Summer 5**

**FLUENCY:** become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems

**REASONING:** reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

**PROBLEM-SOLVING:** can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

*Continuous/revisited objectives: (Objectives used primarily as starters in order to maintain fluency of mathematical skills)*

Count to and across 100, forwards, 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 and one less.

Read and write numbers from 1 to 20 in numerals and words.

Add and subtract one-digit and two-digit numbers to 20, including zero.

Represent and use number bonds and related subtraction facts within 20.

Solve one-step multiplication problems involving multiplication and division.

Recognise and know the value of different denominations of coins and notes.

Tell the time to the hour and half hour.

*Continuous/ revisited objectives: (Objectives used primarily as starters in order to maintain fluency of mathematical skills)*

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

Solve problems with addition & subtraction: including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.

Read and write numbers to at least 100 in numerals and in words.

Use place value and number facts to solve problems.

		Year 1	Year 2
Fluency Reasoning Problem Solving	<b>Number and Place Value ( 1 week )</b>	<ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>Count, read and write numbers to 100 in numerals.</li> <li>Count in multiples of twos, fives and tens.</li> <li>Read and write numbers from 1 to 20 in numerals and words (to 100 and beyond for more able).</li> <li>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.</li> </ul>	<p><b>Number and place value (1 Week)</b></p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <ul style="list-style-type: none"> <li>Identify, represent and estimate numbers using different representations, including the number line.</li> <li>Use place value and number facts to solve problems.</li> </ul>
	<b>Addition and subtraction ( 1 week )</b>	<ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 20.</li> <li>Add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, including missing numbers.</li> </ul>	<p><b>Addition and Subtraction (1 Week)</b></p> <p>Solve problems with addition &amp; subtraction: including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.</p> <ul style="list-style-type: none"> <li>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:               <ul style="list-style-type: none"> <li>A 2 digit number and 1's</li> <li>A 2 digit number and 10's</li> <li>Two 2 digit numbers</li> <li>Adding three 1 digit numbers</li> </ul> </li> <li>Recognise and use the inverse relationship between addition &amp; subtraction and use this to check calculations and solve missing number problems.</li> </ul>
	<b>Measurement ( 1 week )</b>	<ul style="list-style-type: none"> <li>Measure and begin to record the following:               <ul style="list-style-type: none"> <li>Time – hours, minutes, seconds</li> </ul> </li> <li>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>	<p><b>Measurement: Money, Temperature (1 Week)</b></p> <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.</p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure: temperature (°C);to the nearest appropriate unit... using thermometers</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> <li>Compare and order temperatures using the <math>&lt;</math> and <math>=</math>.</li> </ul>
	<b>Geometry ( 1 week )</b>	<ul style="list-style-type: none"> <li>Recognise and name common 2-D and 3-D shapes, including:               <ul style="list-style-type: none"> <li>2-D shapes – rectangles, squares, circles and triangles.</li> <li>3-D shapes – cuboids, cubes, pyramids and spheres.</li> </ul> </li> <li>Describe position, directions and movements, including whole, half, quarter and three-quarter turns.</li> </ul>	<p><b>Geometry: Position and direction (1 Week)</b></p> <p>Read and write numbers to at least 100 in numerals and in words.</p> <ul style="list-style-type: none"> <li>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise).</li> </ul>
	<b>Multiplication and division ( 1 week )</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Multiplication &amp; division (1 Week)</b></p> <p>Use place value and number facts to solve problems.</p> <ul style="list-style-type: none"> <li>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>
	<u>Assessment and review (1 week) Repetition of this term's objectives as needed</u>		<u>Assessment and Review (2 Weeks)</u>



# Langley Mill C of E Infant School and Nursery

## Year 1/2 Medium Term Plans

### Summer 6

**FLUENCY:** become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems

**REASONING:** reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

**PROBLEM-SOLVING:** can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Continuous/ revisited objectives: (Objectives used primarily as starters in order to maintain fluency of mathematical skills)

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 and one less.

Read and write numbers from 1 to 20 in numerals and words.

Add and subtract one-digit and two-digit numbers to 20, including zero.

Represent and use number bonds and related subtraction facts within 20.

Solve one-step multiplication problems involving multiplication and division.

Recognise and know the value of different denominations of coins and notes.

Tell the time to the hour and half hour.

Continuous/ revisited objectives: (Objectives used primarily as starters in order to maintain fluency of mathematical skills)

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

Solve problems with addition & subtraction: including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.

Read and write numbers to at least 100 in numerals and in words.

Use place value and number facts to solve problems.

	Year 1	Year 2
Fluency Reasoning Problem Solving	<p><b><u>Addition and subtraction ( 1 week)</u></b></p> <ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 20.</li> <li>Add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, including missing numbers.</li> </ul>	<p><b><u>Multiplication &amp; division (2 Weeks)</u></b></p> <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.</p> <ul style="list-style-type: none"> <li>Recall &amp; use multiplication &amp; division facts for 2, 5 &amp; 10 tables, including recognising odd and even numbers</li> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables; write them using multiplication (x), division (÷) &amp; equals (=) signs. <b>Link to finding fractions of numbers</b></li> <li>Solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication facts, including problems in contexts.</li> </ul>
	<p><b><u>Multiplication and division ( 1 week)</u></b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	
	<p><b><u>Measurement ( 1 week)</u></b></p> <ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>Lengths and heights – long/short, longer/shorter, tall/short, double/half.</li> <li>Mass or weight – heavy/light, heavier than, lighter than.</li> <li>Capacity/volume – full/empty, more than, less than, half, half full, quarter.</li> <li>Time – quicker, slower, earlier, later.</li> </ul> </li> </ul>	<p><b><u>Measures Money, Time (1 Week)</u></b></p> <p>Read and write numbers to at least 100 in numerals and in words.</p> <ul style="list-style-type: none"> <li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> <li>Find different combinations of coins that equal the same amounts of money</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> <li>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</li> <li>Know the number of minutes in an hour, the number of hours in a day.</li> </ul>
	<p>Introduce Y2 Statistics work, if appropriate, otherwise begin Assess and Review work.</p>	<p><b><u>Statistics (1 Week)</u></b></p> <p>Solve problems with addition &amp; subtraction: including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.</p> <ul style="list-style-type: none"> <li>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables-raise questions about graphs drawn.</li> <li>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>Ask and answer questions about totalling and compare, categorical data.</li> </ul>
	<p><u>Assess and review (2 weeks) Repetition of this term’s objectives as needed.</u></p>	<p><u>Assessment and Review (1 Week) Repetition of this term’s objectives as needed.</u></p>