Maths Medium Term Overview – Autumn Reception / Year 1

Autumn term	Year 1	Reception
Week & Focus	**NC objectives to be covered. NB – Non-statutory guidance and small step changes in repeated objectives are in bold.**	
1/2/3/ 4 – Number and Place value	▪ Count forwards and backwards **to 20**, beginning with 0 or 1, or from any given number ▪ Count numbers **to 20** ▪ Read and write numbers **to 20** in numerals ▪ Count in multiples of **two to 20**. ▪ Given a number, identify one more and one less than numbers **to 20**. ▪ Identify and represent numbers using objects and pictorial representations, including the number line, **up to 20**. ▪ Use the language of: equal to, more than, less than (fewer), most, least with numbers **up to 20**. ▪ Read and write numbers from **1 to 10** in numerals and **words**.	▪ Count forwards and backwards **to 10** , beginning with 0 or 1, or from any given number ▪ Count up to 10 objects in different arrangements by touching each object as they count. ▪ Read and write numbers **to 10** in numerals ▪ Begin to understand that as we count, each number is one more than the number before and as we count back, each number is one less than the previous ▪ Given a number, identify one more and one less than numbers **to 10**. ▪ Identify and represent numbers using objects and pictorial representations up to 10. ▪ Identify representations of 1-10.

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	▪ Recognise place value in **teen numbers** using practical apparatus (e.g. straws, cubes, ten sticks and ones/units, Dienes blocks, Unifix, Numicon) ▪ **Practise ordering -first, second, third** ▪ **Number patterns – linked to counting in twos.** ▪ **Solve simple concrete counting problems within 20.**	▪ Subitise or count to find how many in a set up to 5. ▪ Make their own collections of objects up to 10. ▪ Match the number names we say to numerals and quantities. ▪ Count up to 10 objects in different arrangements by touching each object as they count. ▪ Recognise that the final number they say names the quantity of the set. ▪ Use their own mark making to represent 1, 2, 3, 4 and 5 ▪ Begin to understand that as we count, each number is one more than the number before and as we count back, each number is one less than the previous number. ▪ Use the language of more/fewer/same amount when comparing sets.

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		▪ Explore and notice the different compositions of 1, 2 and 3. ▪ Use the language of: equal to, more than, less than (fewer), most, least with numbers **up to 10**.
5, 6, 7 – Addition	▪ Read, write and interpret mathematical statements involving addition (+) and equals (=) signs, **within 10.** ▪ Represent and use number bonds **within 10 – including part/whole models.** ▪ Add one-digit numbers **up to 10**, including zero. ▪ Solve one-step problems that involve addition **to 10**, using concrete objects and pictorial representations. **(To include simple missing number problems within 10.)**	▪ Use a five frame to represent numbers and predict how many there will be if they add one more or take one away. ▪ Explore the link between counting forwards and the one more pattern and counting back and the one less pattern. ▪ develop the knowledge that all numbers are made up of smaller numbers. ▪ Explore and notice different compositions of four and five. For example 5 can be composed of 1 and 1 and 3 or 2 and 3 or 1 and 4. ▪ Notice that numbers can be composed of 2 parts or more than 2 parts.

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	▪ **Intro language related to addition: put together, add, altogether, total, more than**. **Refer to Pgs 4-8 of addition booklet – beginning with not using addition symbol and then progressing to using the symbol.**	
8, 9,10- Subtraction	▪ Read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs, **within 10.** ▪ Represent and use number bonds **and related subtraction facts within 10 – including use of part/whole models.** ▪ Subtract one-digit numbers **to 10**, including zero. ▪ Solve one-step problems that involve subtraction, using concrete objects and pictorial representations. **(To include simple missing number problems within 10.)** ▪ Establish addition and subtraction as related operations - fact families up to 10.	▪ Use real objects to see that the quantity of a group can be changed by taking items away. ▪ Complete and make up mathematical stories using the first, then, now structure. ▪ Represent number stories using 10 frames, number tracks and their fingers.

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	▪ Intro language related to subtraction: take away, distance between, difference between, less than. **Refer to pages 4-6 of subtraction booklet.**	
11 – Multiplication	▪ Recap counting in multiples of 2. ▪ Group small quantities into twos and relate to repeated addition – begin to understand multiplication (not the X symbol). ▪ Make and understand arrays with groups of 2 and relate to repeated addition and multiplication. ▪ Double numbers and quantities. ▪ Solve one-step problems involving multiplication **(related to 2s)** by calculating the answer using concrete objects, pictorial representations and arrays, with the support of the teacher. **Refer to pages 3-4 of multiplication booklet.**	▪ Understand that a pair is 2. ▪ To be able to count in 2's up to 10 ▪ Arrange small quantities into pairs and notice that some quantities will have an odd one left over with no partner. ▪ To understand what a double is. ▪ To identify a double.

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12 – Division & Fractions	▪ Group small quantities into equal groups of 2 and relate to division (not the ÷ symbol). ▪ Share small quantities into 2 groups and relate to division (not the ÷ symbol). ▪ Solve one-step problems involving division **(related to 2s)** 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 – **connect halves to the equal sharing and grouping of sets of objects and to measures, as well as recognising halves as part of a whole.** **Refer to pages 3-4 of division booklet.**	▪ Recognise equal groups ▪ Share items equally in practical activities.
Friday Measurement – Length & heights	▪ Compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half.)	▪ Compare and order objects according to their size. ▪ Use vocabulary such as tall/short/long/heavier.

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	▪ Measure and begin to record lengths and heights. **Move from using and comparing lengths and heights using non-standard units, to using manageable common standard units.**	
Friday– Geometry – Properties of shapes	▪ Recognise and name common 2-D and 3-D shapes, including: ▪ 2-D shapes [for example, rectangles (including squares), circles and triangles] ▪ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. ▪ Recognise 2D and 3D shapes in different orientations and sixes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.	▪ Know that circles have one curved side and triangles have 3 straight sides. ▪ Recognise circles and shapes in the classroom and outside. ▪ Recognise circles and triangles of different size and orientations. ▪ Use positional language such as over, under, around and through to describe how items are positioned in relation to other items. ▪ Copy, continue and make a repeating pattern including vertical and horizontal patterns. ▪ Explore AB patterns in a range of contexts including colour, size, actions and sounds.
ADDITIONAL WEEKS FOR ASSESSMENT, REVISITING, CONSOLIDATION & THEMED WORK		