



Maths Medium Term Overview Summer Reception / Year 1

Summer 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 – Number and Place value	▪ Count forwards and backwards to and across 100, 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 to 100. ▪ Read and write numbers from 1 to 20 in numerals and words – consolidation. ▪ Given a number, identify one more and one less than numbers to 100 ▪ Identify and represent numbers using objects and pictorial representations including the number line up to 100. ▪ Use the language of: equal to, more than, less than (fewer), most, least with numbers up to 100.	▪ Build and identify numbers to 20 (and beyond) using a range of resources (10 frames, towers of cubes, bead strings) ▪ Understand that numbers are composed of full 10's and parts of the next 10. ▪ Recognise that the numbers 1-9 repeat after every full ten. (11- 1 full ten and one, 12- one full ten and two) ▪ Count on and back to 20 (and beyond). ▪ Count on or back from different starting points. ▪ Say what comes before or after a given number. ▪ Place a sequence of numbers in order. (to 20 and beyond if ready).



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	▪ Begin to recognise place value in numbers to 100 using practical apparatus e.g. straws, cubes, ten sticks and ones, Dienes apparatus, Unifix, Numicon ▪ Number patterns – linked to counting in twos, fives and tens. ▪ Consolidate odd and even ▪ . Recognise and create repeating patterns with objects and with shapes. ▪ Solve simple concrete counting problems within 100.	
4– Addition	▪ Read, write and interpret mathematical statements involving addition (+) and equals (=) signs – consolidation. ▪ Represent and use number bonds within 20 - consolidation. ▪ Add one-digit and two-digit numbers to 20, including zero - consolidation.	Working within 10 ▪ Use real objects to see that the quantity of a group can be changed by adding more. ▪ Complete and make up mathematical stories using the first, then, now structure.



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	- Solve one-step problems that involve addition, using concrete objects and pictorial representations (including marked number tracks/lines consolidation. - Consolidate language related to addition. - BEGIN TO EXTEND OBJECTIVES BEYOND 20 IF CHN ARE READY. Refer to pages 4-9 of addition booklet, building on and extending learning appropriately from Spring and refer to page 12 subtraction booklet re: addition number bonds.	- Represent number stories using 10 frames, number tracks and their fingers. - Explore number bonds to ten using real objects in different contexts. - Automatically recall number bonds to 5 and some to 10.
5,6-Subtraction	WK 5 - FOCUS ON THE COMPARISON STRUCTURE OF SUBTRACTION (DIFFERENCE) – SEE PAGES OF CALCULATION POLICY WK 6 – CONSOLIDATION OF ALL STRUCTURES OF SUBTRACTION AND LINK TO ADDITION	Working within 10 - Use real objects to see that the quantity of a group can be changed by taking items away. (working within 10) - Complete and make up mathematical stories using the first, then, now structure. (working within 10)



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| | <ul style="list-style-type: none">▪ Read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs – consolidation.▪ Represent and use number bonds and related subtraction facts within 20 - consolidation.▪ Subtract one-digit and two-digit numbers from 20, including zero - consolidation.▪ Solve one-step problems that involve subtraction, using concrete objects and pictorial representations (including marked number tracks/lines- consolidation.▪ Solve missing number problems within 20 such as $7 = ? - 9$. ▪ Memorise and reason with number bonds to 10 and 20 in several forms – e.g. $9 + 7 = 16$; $16 - 7 = 9$; $7 = 16 - 9$ – use knowledge of fact families.▪ Consolidate language related to subtraction. | <ul style="list-style-type: none">▪ Represent number stories using 10 frames, number tracks and their fingers. (working within 10)▪ Explore number bonds to ten using real objects in different contexts.▪ Automatically recall number bonds to 5 and some to 10. |
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	BEGIN TO EXTEND OBJECTIVES BEYOND 20 IF CHN ARE READY. Refer to pages 10-11 of subtraction booklet.	
6 – Multiplication	- Recap counting in multiples of 2, 5, 10. Group small quantities into twos, fives and tens and relate to repeated addition – begin to understand multiplication (not the X symbol). Make and understand arrays with groups of 2, 5 and 10 and relate to repeated addition and multiplication. Double numbers and quantities – consolidation - Solve one-step problems involving multiplication (related to 2s, 5s and 10s) 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.	- Recap that a pair is 2. - To be able to count in 2's up to 20 - Arrange small quantities into pairs and notice that some quantities will have an odd one left over with no partner. - To recap what a double is and be able to recall doubles up to 6+6.



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7- Division	▪ Group small quantities into equal groups of 2, 5 and 10 and relate to division (not the $\div$ symbol). ▪ Share small quantities into 2, 5 and 10 groups and relate to division (not the $\div$ symbol). ▪ Solve one-step problems involving division (related to 2s, 5s and 10s) by calculating the answer using concrete objects, pictorial representations and arrays, with the support of the teacher. Refer to pages 3-4 of division booklet	▪ Recognise equal groups ▪ Share items equally in practical activities.
8- Fractions	▪ Consolidate - 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. ▪ Consolidate - Recognise, find and name a quarter as one of four equal parts of an	▪ Begin to explore half of shapes and understand that a half is one of two equal parts of an object or shape.



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	object, shape or quantity – connect halves to the equal sharing and grouping of sets of objects and to measures, as well as recognising quarters as part of a whole. ▪ Solve problems related to halves and quarters, using shapes, objects and quantities. ▪ Begin to look at halving numbers to 20 and link to doubling.	
Friday Measurement – Time	▪ Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. (Consolidation) ▪ Recognise and use language relating to dates, including days of the week, weeks, months. (Consolidation) ▪ Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. (Consolidation)	▪ Order and sequence important times in the day. ▪ Use language such as now, before, after, later, soon, then and next to describe when events happen. ▪ Use the vocabulary of yesterday, today and tomorrow to describe when events happen. ▪ Describe significant events in their lives and talk about events they are looking forward to. ▪ Be able to name the days of the week in order.



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	- Measure and begin to record the following: ▪ time (hours, minutes, seconds). (Consolidation) ▪ Tell the time to the hour and half past the hour.	
Friday – Measurement – Volume and Capacity	- Compare, describe and solve practical problems for capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter.) - Measure and begin to record capacity and volume. Move from using and comparing capacity and volume using non-standard units, to using manageable common standard units.	▪
Friday– Geometry – Position and Direction	Describe position, direction and movement, including whole, half, quarter and three-quarter turns (in both directions) and connect turning clockwise with movement on a clock face.	- Understand position through words alone – for example, “The bag is under the table,” – with no pointing. - Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.



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| | <ul style="list-style-type: none">▪ Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. | |
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**ADDITIONAL WEEKS FOR ASSESSMENT, REVISITING,
CONSOLIDATION & THEMED WORK**