Maths Medium Term Overview – Autumn Year 1

Year 1 – Autumn term	
Week & Focus	**NC objectives to be covered. NB – Non-statutory guidance and small step changes in repeated objectives are in bold.**
1 – Number & Place Value	▪ Count forwards and backwards **to at least 20**, beginning with 0 or 1, or from any given number ▪ Count numbers **to at least 20** ▪ Read and write numbers **to at least 20** in numerals ▪ Identify and represent numbers using objects and pictorial representations, **up to at least 20**. ▪ Recognise place value in **teen numbers** using practical apparatus (e.g. straws, cubes, ten sticks and ones/units, Dienes blocks, Unifix, Numicon)
2 – Number & Place Value	▪ Use the language of: equal to, more than, less than (fewer), most, least with numbers **up to at least 20**. ▪ Given a number, identify one more and one less than numbers **to at least 20**. ▪ **Practise ordering -first, second, third** ▪ **Solve simple concrete counting problems within at least 20.**
3 - Addition	▪ Read, write and interpret mathematical statements involving equals (=) signs, **within at least 10. Do not introduce the addition symbol at this time – secure understanding of addition, the associated language and use sentences such as: 5 and 7 equals 12. (Pages 4-7 addition booklet)** ▪ Add one-digit numbers **up to at least 10**, including zero.

Maths Medium Term Overview – Autumn Year 1

	▪ Solve one-step problems that involve addition **to at least 10**, using concrete objects and pictorial representations. ▪ Intro language related to addition: put together, add, altogether, total, more than.
4 - Addition	▪ Read, write and interpret mathematical statements involving addition (+) and equals (=) signs, **within 20. Introduce the addition symbol this week. (Pgs 4-8 of addition booklet)** ▪ Represent and use addition number bonds within 20 – including part/whole models. ▪ Solve one-step problems that involve addition **to 20**, using concrete objects and pictorial representations.
5 & 6 - Subtraction	▪ **FOCUS ON THE REDUCTION STRUCTURE OF SUBTRACTION (TAKE AWAY) –** Read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs, **within 20.** ▪ Represent and use **subtraction facts within 20.** ▪ Subtract one-digit numbers **to 20**, including zero. ▪ Solve one-step problems that involve subtraction, using concrete objects and pictorial representations. ▪ **Intro language related to subtraction: take away.** ▪ **Refer to pages 4-6 of subtraction booklet.**
7 - Money	▪ Recognise and know the value of different denominations of coins.

Maths Medium Term Overview – Autumn Year 1

8 - Multiplication	▪ Count in multiples of 2 to at least 20. ▪ **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.**
9 - Division	▪ 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. ▪ **Refer to pages 3-4 of division booklet.**
10 - Fractions	▪ Recognise, find and name a half as one of two equal parts of an object or shape **(NOT quantity).**
11 – Measurement – Length & Height	▪ Compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half.)

Maths Medium Term Overview – Autumn Year 1

	▪ 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.**
12 – Geometry – properties of shape.	▪ Recognise and name common 2-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] ▪ **Recognise 2D shapes in different orientations and sizes, and know that rectangles and triangles are not always similar to each other.**
ADDITIONAL WEEKS FOR ASSESSMENT, REVISITING, CONSOLIDATION & THEMED WORK	