



Maths Medium Term Overview – Spring Year 1

Year 1 – Spring 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 50, beginning with 0 or 1, or from any given number - Count, read and write numbers to at least 50 in numerals. - Count in multiples of twos and fives to at least 50. - Read and write numbers from 1 to 20 in numerals and words. - Given a number, identify one more and one less than numbers to at least 50. - Identify and represent numbers using objects and pictorial representations, intro including the number line, up to at least 50. - Use the language of: equal to, more than, less than (fewer), most, least with numbers up to 50. - Begin to recognise place value in numbers up to 50, using practical apparatus (e.g. straws, cubes, ten sticks and ones/units, Dienes blocks, Unifix, Numicon). Practise ordering up to ‘tenth’. Number patterns – linked to counting in twos and fives. Number patterns - Odd and even numbers – relate to counting in twos and previous term’s work on halving. Solve simple concrete counting problems within 50.



Maths Medium Term Overview – Spring Year 1

2 – Addition	▪ Read, write and interpret mathematical statements involving addition (+) and equals (=) signs to 20. ▪ Represent and use number bonds within 20 – including part/whole models. ▪ Add one-digit and two-digit numbers up to 20, including zero. ▪ Solve one-step problems that involve addition to 20, using concrete objects and pictorial representations (including use of marked number lines/tracks). (To include simple missing number problems within 20, if appropriate.) ▪ Consolidate language related to addition: put together, add, altogether, total, more than. ▪ Refer to pages 4-9 of addition booklet, building on and extending learning appropriately from Autumn.
3&4 - Subtraction	FOCUS ON THE PARTITIONING STRUCTURE OF SUBTRACTION (FIND MISSING PARTS) – ▪ Read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs, within 20. ▪ Represent and use subtraction facts within 20 – including use of part/whole models. ▪ Subtract one-digit numbers to 20, including zero. ▪ Solve one-step problems that involve subtraction, using concrete objects and pictorial representations. (To include simple missing number problems within 20, if appropriate) ▪ Intro language related to subtraction: whole, part. ▪ Refer to pages 7-9 of subtraction booklet.
5 - Money	▪ Recognise and know the value of different denominations of coins and notes.



Maths Medium Term Overview – Spring Year 1

6 - Multiplication	▪ Recap counting in multiples of 2, 5. ▪ Group small quantities into twos <u>and</u> fives and relate to repeated addition – begin to understand multiplication (not the X symbol). ▪ Make and understand arrays with groups of 2 <u>and</u> 5 and relate to repeated addition and multiplication. ▪ Double numbers and quantities – consolidation ▪ Solve one-step problems involving multiplication (related to 2s and 5s) 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.
7 - Division	▪ Group small quantities into equal groups of 2 <u>and</u> 5 and relate to division (not the ÷ symbol) - ▪ Share small quantities into 2 <u>and</u> 5 groups and relate to division (not the ÷ symbol). ▪ Solve one-step problems involving division (related to 2s <u>and</u> 5s) 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.
8 - Fractions	▪ Recognise, find and name a half as one of two equal parts of an object or shape (Consolidation) ▪ Recognise, find and name a quarter as one of four equal parts of an object or shape.



Maths Medium Term Overview – Spring Year 1

9 – Measurement - Time	▪ Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. ▪ Recognise and use language relating to dates, including days of the week, weeks, months. ▪ Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. ▪ Measure and begin to record the following: ▪ time (hours, minutes, seconds). ▪ Tell the time to the hour.
10 – Measurement – Mass/weight	▪ Compare, describe and solve practical problems for mass/weight (e.g. heavy/light, heavier than, lighter than.) ▪ Measure and begin to record mass/weight. ▪ Move from using and comparing mass/weight using non-standard units, to using manageable common standard units.
11 – Geometry	▪ Recognise and name common 3-D shapes, including: ▪ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. ▪ Recognise 3D shapes in different orientations and sizes, and know that cuboids and pyramids are not always similar to each other.
ADDITIONAL WEEKS FOR ASSESSMENT, REVISITING, CONSOLIDATION & THEMED WORK	



Maths Medium Term Overview – Spring Year 1