



Maths Medium Term Overview – Summer Year 1

Year 1 – Summer term	
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 & Place Value (Y1)	▪ 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. ▪ 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.



Maths Medium Term Overview – Summer Year 1

	▪ Add one-digit and two-digit numbers to 20, including zero - consolidation. ▪ 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.
5 & 6- Subtraction, leading into mixed addition and subtraction work related to problem solving with the same addition and subtraction objectives.	WK 5 - FOCUS ON THE COMPARISON STRUCTURE OF SUBTRACTION (DIFFERENCE) WK 6 – CONSOLIDATION OF ALL STRUCTURES OF SUBTRACTION AND LINK TO ADDITION ▪ 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 $7 = ? - 9$.



Maths Medium Term Overview – Summer Year 1

	- 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. - BEGIN TO EXTEND OBJECTIVES BEYOND 20 IF CHN ARE READY. Refer to pages 10-11 of subtraction booklet.
7 – Multiplication	- Recap counting in multiples of 2, 5, 10. - Group small quantities into twos, fives <u>and</u> tens and relate to repeated addition – begin to understand multiplication (not the X symbol). - Make and understand arrays with groups of 2, 5 <u>and</u> 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.
8 - Division	- Group small quantities into equal groups of 2, 5 <u>and</u> 10 and relate to division (not the $\div$ symbol). - Share small quantities into 2, 5 <u>and</u> 10 groups and relate to division (not the $\div$ symbol).



Maths Medium Term Overview – Summer Year 1

	- 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.
9 - 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 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.
10 – 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) - Measure and begin to record the following: - time (hours, minutes, seconds). (Consolidation)



Maths Medium Term Overview – Summer Year 1

	▪ Tell the time to the hour <u>and half past the hour.</u>
11 – Measurement – Volume & Capacity (+ temperature for Y2)	▪ 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.
12 – Geometry Position & 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. ▪ 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.
ADDITIONAL WEEKS FOR ASSESSMENT, REVISITING, CONSOLIDATION & THEMED WORK	