

Year 1 Maths Curriculum Medium Term Plan (Learning Objectives)- Summer Term 2018

Whole School Theme: The World Around Us / Year Group Theme: What a Wonderful World	
Values	Thankfulness/Friendship
Learning Skills	-Curiosity -Communication -Teamwork -Determination -Confidence -Independence -Focus -Aspiration
Curriculum Drivers	Knowledge of the world- Who am I? What is my locality? How do I fit in with the wider world? Possibilities- How can I 'Be the Best I can Be?' How can I make the most of my opportunities? Community- How can I take responsibility for my school and local community? How does my community compare with others? How can I help others?
Blocked Learning	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. <p>(3 weeks)</p> <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <p>(5 weeks)</p> </div> <div style="width: 48%;"> <p><u>Fractions</u></p> <ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity <p><u>Measurement</u></p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: <ol style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: <ol style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) <p>(5 weeks)</p> </div> </div>
Ongoing	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. </div> <div style="width: 48%;"> <p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. </div> </div>