



Laceyfield Mastery Maths Medium Term Plan - Year 1



'Effective mastery curricula in mathematics are designed in relatively small carefully sequenced steps, which must each be mastered before pupils move to the next curriculum content in considerable depth at early stages.' (NCETM, 2014)

stage. Fundamental skills and knowledge are secured first. This often entails focusing on

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<p>Number: place value (within 10)</p> <p>NPV 1 Count within 100, forwards and backwards, starting with any number.</p> <p>NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$</p>	<p>Number: place value (within 10)</p> <p>NP1 Count within 100, forwards and backwards, starting with any number.</p> <p>NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$</p>	<p>Number: place value (within 10)</p> <p>NP1 Count within 100, forwards and backwards, starting with any number.</p> <p>NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$</p>	<p>Number: place value (within 10)</p> <p>NP1 Count within 100, forwards and backwards, starting with any number.</p> <p>NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$</p>	<p>Number: Addition and subtraction (within 10)</p> <p>A1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers</p> <p>AS2 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts</p>	<p>Number: Addition and subtraction (within 10)</p> <p>A1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers</p> <p>AS2 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts</p> <p>NF1 Develop fluency in addition and subtraction facts within 10.</p>	<p>Number: Addition and subtraction (within 10)</p> <p>A1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers</p> <p>AS2 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts</p> <p>NF1 Develop fluency in addition and subtraction facts within 10.</p>	<p>Number: Addition and subtraction (within 10)</p> <p>A1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers</p> <p>AS2 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts</p> <p>NF1 Develop fluency in addition and subtraction facts within 10.</p>	<p>Number: Addition and subtraction (within 10)</p> <p>A1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers</p> <p>AS2 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts</p> <p>NF1 Develop fluency in addition and subtraction facts within 10.</p>	<p>Number: place value (within 20)</p> <p>NP1 Count within 100, forwards and backwards, starting with any number.</p> <p>NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$</p>	<p>Number: place value (within 20)</p> <p>NP1 Count within 100, forwards and backwards, starting with any number.</p> <p>NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$</p>	Cyclical Consolidation

<p>Spring</p>	<p>Number: Addition and subtraction (within 20)</p> <p>A1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers</p> <p>AS2 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts</p>	<p>Number: Addition and subtraction (within 20)</p> <p>A1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers</p> <p>AS2 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts</p>	<p>Number: place value (within 50)</p> <p>NP1 Count within 100, forwards and backwards, starting with any number.</p> <p>NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =</p>	<p>Number: place value (within 50)</p> <p>NP1 Count within 100, forwards and backwards, starting with any number.</p> <p>NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =</p>	<p>Number: place value (within 50)</p> <p>NP1 Count within 100, forwards and backwards, starting with any number.</p> <p>NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =</p>	<p>Number: Addition and subtraction (within 50)</p> <p>A1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers</p> <p>AS2 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts</p>	<p>Geometry: Shape</p> <p>G1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.</p> <p>G2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</p>	<p>Geometry: Shape</p> <p>G1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.</p> <p>G2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</p>	<p>Measurement: Length and height</p> <p>NP1 Count within 100, forwards and backwards, starting with any number.</p> <p>NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =</p>	<p>Measurement: Weight and volume</p> <p>NP1 Count within 100, forwards and backwards, starting with any number.</p> <p>NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =</p>	<p>Measurement: Weight and volume</p> <p>NP1 Count within 100, forwards and backwards, starting with any number.</p> <p>NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =</p>	<p>Cyclical Consolidation</p>
<p>Summer</p>	<p>Number: Multiplication and division</p> <p>NF 1 Develop fluency in addition and subtraction facts within 10.</p> <p>NF2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</p>	<p>Number: Multiplication and division</p> <p>NF 1 Develop fluency in addition and subtraction facts within 10.</p> <p>NF2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</p>	<p>Number: Multiplication and division</p> <p>NF 1 Develop fluency in addition and subtraction facts within 10.</p> <p>NF2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</p>	<p>Number: Multiplication and division</p> <p>NF 1 Develop fluency in addition and subtraction facts within 10.</p> <p>NF2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</p>	<p>Number: Fractions</p>	<p>Number: Fractions</p>	<p>Number: place value (within 100)</p> <p>NP1 Count within 100, forwards and backwards, starting with any number.</p> <p>NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =</p>	<p>Number: Addition and subtraction (within 100)</p> <p>NP1 Count within 100, forwards and backwards, starting with any number.</p> <p>NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =</p>	<p>Measurement: Time</p>	<p>Measurement: Shape</p>	<p>Measurement: Money</p> <p>NP1 Count within 100, forwards and backwards, starting with any number.</p> <p>NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =</p>	<p>Cyclical Consolidation</p>

- All measurement objectives are taught and revisited in an afternoon as part of the project
- Each unit has longer in order to go into greater depth. However, there is still enough time to revisit addition, subtraction, multiplication and division in summer term. Therefore, children are still receiving the cyclical approach
- Follow whiterose small steps for each unit
- In the summer term when you revisit, recap as necessary, build on previous skills, deepen knowledge
- Use NCETM spines, whiterose, I see reasoning, Classroom Secrets and Primary Stars for tailored resources
- Time is drip fed throughout the year, as well as teaching the unit block
- Quick maths is constantly used to revisit areas
- **Green areas** highlight RTP focus for each week
- Bespoke plans have been adapted to support COVID recovery

Strand one - Number			
Number and place value objectives	Addition/ subtraction objectives	Multiplication / division Objectives	Fractions
<p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>given a number, identify one more and one less</p> <p>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>read and write numbers from 1 to 20 in numerals and words.</p>	<p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.</p>	<p>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>	<p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>

Strand 2 - Measure	Strand 3 - Geometry	
Measurement objectives	Geometry properties of shapes objectives	Geometry position and direction objectives
<p>compare, describe and solve practical problems for:</p> <ul 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] <p>measure and begin to record the following:</p> <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) <p>recognise and know the value of different denominations of coins and notes</p> <p>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p>recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<p>describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>