

Laceyfield Mastery Maths Medium Term Plan - Year 1

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'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	<u>Week 11</u>	Week 12
Autumn	Number: place value (within 10) NPV 1 Count within 100, forwards and backwards, starting with any number. NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using <> and =	Number: place value (within 10) NP1 Count within 100, forwards and backwards, starting with any number. NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using <> and =	Number: place value (within 10) NP1 Count within 100, forwards and backwards, starting with any number. NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using <> and =	Number: place value (within 10) NP1 Count within 100, forwards and backwards, starting with any number. NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using <> and =	Number: Addition and subtraction (within 10) A1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers A52 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts	Number: Addition and subtraction (within 10) A1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers AS2 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts NF1 Develop fluency in addition and subtraction facts within 10.	Number: Addition and subtraction (within 10) A1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers A52 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts NF1 Develop fluency in addition and subtraction facts within 10.	Number: Addition and subtraction (within 10) A1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers A52 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to reallife contexts NF1 Develop fluency in addition and subtraction facts within 10	Number: Addition and subtraction (within 10) A1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers AS2 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts NF1 Develop fluency in addition and subtraction facts within 10.	Number: place value (within20) NP1 Count within 100, forwards and backwards, starting with any number. NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	Number: place value (within20) NP1 Count within 100, forwards and backwards, starting with any number. NPV 2 Reason about the location of numbers to 20 within the linear number system, including comparing using () and =	Cyclical Consolidation

Spring	Number: Addition	Number:	Number: place	Number: place	Number: place	Number:	Geometry: Shape	Geometry: Shape	Measurement: Length	Measurement:	Measurement:	Cyclical
<u> </u>	and subtraction	Addition and	value	value	value	Addition and		, '	and height	Weight and volume	Weight and volume	Consolidation
	(within 20)	subtraction	(within 50)	(within 50)	(within 50)	subtraction	G1 Recognise	G1 Recognise				
	41 Common to	(within 20)				(within 50)	common 2D and	common 2D and 3D	NP1 Count within 100,	NP1 Count within	NP1 Count within 100,	
	A1 Compose numbers to 10		NP1 Count within	NP1 Count within	NP1 Count	A1 Compose numbers	3D shapes presented in	shapes presented in different	forwards and backwards, starting	100, forwards and backwards, starting	forwards and backwards, starting	
	from 2 parts, and	A1 Compose	100, forwards and	100, forwards and	within 100,	to 10 from 2 parts, and	different	orientations, and	with any number.	with any number.	with any number.	
	partition numbers	numbers to 10	backwards,	backwards,	forwards and	partition numbers to 10	orientations, and	know that	mon any nambon	William Thamber	With any named .	
	to 10 into parts,	from 2 parts,	starting with any	starting with any	backwards,	into parts, including	know that	rectangles,				
	including	and partition	number.	number.	starting with	recognising odd and	rectangles,	triangles, cuboids	NPV 2 Reason about	NPV 2 Reason about	NPV 2 Reason about	
	recognising odd	numbers to 10			any number.	even numbers	triangles,	and pyramids are	the location of	the location of	the location of	
	and even numbers	into parts,	N1017 2 Day 100	N1014 2 D		AC2 Dead white and	cuboids and	not always similar	numbers to 20 within	numbers to 20	numbers to 20 within	
		including recognising	NPV 2 Reason about the location	NPV 2 Reason about the location	NPV 2 Reason	AS2 Read, write and interpret equations	pyramids are not always similar to	to one another.	the linear number system, including	within the linear number system,	the linear number system, including	
	AS2 Read, write	odd and even	of numbers to 20	of numbers to 20	about the	containing addition (),	one another.	G2 Compose 2D	comparing using < > and	including comparing	comparing using <>	
	and interpret	numbers	within the linear	within the linear	location of	subtraction () and	one and mer.	and 3D shapes	=	using <> and =	and =	
	equations		number system,	number system,	numbers to 20	equals () symbols, and	G2 Compose 2D	from smaller	_			
	containing addition		including	including comparing	within the linear	relate additive	and 3D shapes	shapes to match an				
	(), subtraction()		comparing using <>	using < > and =	number system,	expressions and	from smaller	example, including				
	and equals ()	162 0	and =		including	equations to real-life	shapes to match	manipulating				
	symbols, and relate additive	AS2 Read, write and			comparing using < > and =	contexts	an example, including	shapes to place them in particular				
	expressions and	interpret			v unu =		manipulating	orientations.				
	equations to real-	equations					shapes to place					
	life contexts	containing					them in					
		addition(),					particular					
		subtraction()					orientations.					
		and equals () symbols, and										
		relate additive										
		expressions										
		and equations										
		to real-life										
		contexts										
Summe	Number:	Number:	Number:	Number:	Number:	Number:Fractions	Number: place	Number: Addition	Measurement: Time	MeasurementShape	Measurement Money	Cyclical
	Multiplication and	Multiplication	Multiplication and	Multiplication and	Fractions	Trainise in ractions	value	and subtraction		mousur simemenupe	mousui sinommono,	Consolidation
<u>r</u>	division	and division	division	division			(within 100)	(within 100)			NP1 Count within 100,	
											forwards and	
	NF 1 Develop	NF 1 Develop	NF 1 Develop	NF 1 Develop			NP1 Count within	NP1 Count within			backwards, starting	
	fluency in addition and subtraction	fluency in addition and	fluency in addition and subtraction	fluency in addition and subtraction			100, forwards and backwards,	100, forwards and backwards,			with any number.	
	facts within 10.	subtraction	facts within 10.	facts within 10.			starting with any	starting with any				
	, 2013 11101,111 20.	facts within	, 2013 1110/111120.	, 25.2 11.5.111 25.			number.	number.			NPV 2 Reason about	
	NF2 Count	10.	NF2 Count	NF2 Count							the location of	
	forwards and		forwards and	forwards and							numbers to 20 within	
	backwards in	NF2 Count	backwards in	backwards in			NPV 2 Reason	NPV 2 Reason			the linear number	
	multiples of 2, 5 and 10, up to 10	forwards and backwards in	multiples of 2, 5 and 10, up to 10	multiples of 2, 5 and 10, up to 10			about the location of	about the location of numbers to 20			system, including comparing using <>	
	multiples,	multiples of 2,	multiples,	multiples, beginning			numbers to 20	within the linear			and =	
	beginning with any	5 and 10, up to	beginning with any	with any multiple,			within the linear	number system,			urio	
	multiple, and count	10 multiples,	multiple, and	and count forwards			number system,	including comparing				
	forwards and	beginning with	count forwards	and backwards			including	using < > and =				
	backwards through	any multiple,	and backwards	through the odd			comparing using <					
	the odd numbers.	and count	through the odd	numbers.			> and =					
		forwards and backwards	numbers.									
		through the										
		odd numbers.										

- 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	Addition/ subtraction	Multiplication / division	Fractions				
place value objectives	objectives	Objectives					
count to and across 100,	read, write and interpret	solve one-step problems	recognise, find and name a				
forwards and backwards,	mathematical statements	involving multiplication and	half as one of two equal				
beginning with 0 or 1, or	involving addition (+),	division, by calculating the	parts of an object, shape or				
from any given number	subtraction (–) and equals	answer using concrete	quantity				
	(=) signs	objects, pictorial					
count, read and write numbers to 100 in		representations and arrays	recognise, find and name a				
	represent and use number bonds and related	with the support of the teacher.	quarter as one of four				
numerals; count in multiples of twos, fives and	subtraction facts within 20	teacher.	equal parts of an object, shape or quantity.				
tens	subtraction jaces within 20		shape or quantity.				
teris	add and subtract one-digit						
given a number, identify	and two-digit numbers to						
one more and one less	20, including zero						
identify and represent	solve one-step problems						
numbers using objects and	that involve addition and						
pictorial representations	subtraction, using concrete						
including the number line,	objects and pictorial						
and use the language of:	representations, and						
equal to, more than, less	missing number problems						
than (fewer), most, least	such as $7 = ? - 9$.						
read and write numbers							
from 1 to 20 in numerals							
and words.							
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Strand 2 - Measure	Strand 3 -	Geometry		
Measurement objectives	Geometry properties of shapes objectives	Geometry position and direction objectives		
compare, describe and solve practical problems for: • 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]	recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	describe position, direction and movement, including whole, half, quarter and three-quarter turns.		
measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds)				
recognise and know the value of different denominations of coins and notes				
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 and years				
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.				