

| Year 1 Maths Medium Term Plan – Spring | | | |
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| Weeks | Numbers to 40 | Inspire coverage | NRich problems |
| 1 - 3 | recognise, read and write numbers from 21 to 40 and the corresponding numbers in words and concrete representation | Pupil Textbook 1B, pp 26 to 28 | Writing Digits * P |
| | count within 40 by making tens first | Practice Book 1C, pp 37 to 40 | Shut the Box * G |
| | recognise and interpret sentences associated with tens and ones | Teacher's Guide 1B, pp 48 to 50 | Biscuit Decorations * P |
| | represent numbers as tens and ones in a place value chart | Pupil Textbook 1B, pp 29 to 30 | Grouping Goodies *** P |
| | show concrete representations in tens and ones given a number to 40 | Practice Book 1C, pp 41 to 44 | Packing G P |
| | write numerals given a set of concrete representations with or without place value charts | Teacher's Guide 1B, pp 51 to 52 | Making Sticks ** P I |
| | use a strategy to compare numbers to 40 | Pupil Textbook 1B, pp 31 to 36 | Robot Monsters * I |
| | compare numbers to 40 using the terms 'greater than' and 'smaller than' with or without concrete representation | Practice Book 1C, pp 45 to 50 | Dotty Six * G |
| | compare numbers to 40 using the terms 'greatest' and 'smallest' with or without concrete representation | Teacher's Guide 1B, pp 53 to 58 | All Change * G I |
| | compare numbers to 40 using the terms 'more than' and 'less than' with or without concrete representation | | How We'd Count * G I |
| | arrange numbers in ascending or descending order | | Tug of War * G Buzzy Bee * P Count the Crayons * P What's in a Name? ** I Count the Digits * I |

| Addition within 40 Mental Maths | | | |
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| 3-4 | add a 2-digit number and a 1-digit number without regrouping | Pupil Textbook 1B, pp 37 to 41 | <u>Domino Sorting</u> * I |
| | add a 2-digit number and another 2-digit number without regrouping | Practice Book 1C, pp 51 to 54 | <u>One Big Triangle</u> * G |
| | use the 'counting on' strategy to add | Teacher's Guide 1B, pp 59 to 63 | <u>Ladybirds in the Garden</u> ** P |
| | use the number bond strategy to add | Pupil Textbook 1B, pp 42 to 46 | <u>Number Lines</u> * P |
| | add three 1-digit numbers to 40 | Practice Book 1C, pp 55 to 58 | <u>Pairs of Numbers</u> * I |
| | | Teacher's Guide 1B, pp 64 to 68 | <u>Weighted Numbers</u> * G P |
| | | | Butterfly Flowers * P |
| | | | <u>Two Dice</u> * I |
| | | | <u>Find the Difference</u> ** G |
| | | | <u>Sort Them Out (1)</u> * G |
| | | | <u>2,4,6,8</u> *** P |
| | | | <u>How Do You See it?</u> * P |
| | | | <u>What Could It Be?</u> * |
| Subtraction within 40 | | | |
| 5 - 6 | subtract a 1-digit number from a 2-digit number without regrouping | Pupil Textbook 1B, pp 47 to 51 | Butterfly Flowers * P |
| | subtract a 2-digit number from another 2-digit number without regrouping | Practice Book 1C, pp 59 to 62 | <u>Two Dice</u> * I |
| | use the 'counting back' strategy to subtract | Teacher's Guide 1B, pp 69 to 73 | <u>Find the Difference</u> ** G |
| | use the 'taking away' strategy to subtract | | |
| | use the number bond strategy to subtract | | |
| | solve 1-step word problems in addition or subtraction | | |

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| | apply the following concepts in addition: ‘part-whole’, ‘adding on’ and ‘comparing’ | Pupil Textbook 1B, pp 52 to 56 | <u>Sort Them Out (1)</u> * G |
| | apply the following concepts in subtraction: ‘part-whole’, ‘taking away’ and ‘comparing’ | Practice Book 1C, pp 63 to 66 | <u>2,4,6,8</u> *** P |
| | | Teacher’s Guide 1B, pp 74 to 78 | <u>How Do You See it?</u> * P |
| | | | <u>What Could It Be?</u> * |
| | Picture Graphs Length | | |
| 7-9 | collect and sort data for presentation, e.g., stickers of different colours | Pupil Textbook 1B, pp 18 to 20 | <u>Wallpaper</u> ** P |
| | | Practice Book 1C, pp 23 to 26 | <u>Sizing Them Up</u> * G |
| | | Teacher’s Guide 1B, pp 28 to 30 | <u>The Animals’ Sports Day</u> * I |
| | | Pupil Textbook 1B, pp 21 to 24 | <u>Different Sizes</u> * P I |
| | | Practice Book 1C, pp 27 to 32 | <u>Bottles (1)</u> * P |
| | Teacher’s Guide 1B, pp 31 to 34 | Bottles (2) * P | |
| | Pupil Textbook 1B, p 25 | <u>The Games’ Medals</u> ** I | |
| | Practice Book 1C, pp 33 to 35 | <u>How Tall?</u> * I | |
| | Teacher’s Guide 1B, p 35 | Can You Do it Too? ** G | |
| | arrange and present data in a table as a picture graph | | |
| | explain reasons for drawing picture graphs | | |
| | read and interpret the data given in the table | | |
| | count and find the number of each category of items | | |
| | compare two or more sets of data in picture graphs using the terms ‘more picture graphs using the terms ‘more | | |

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| | Pupils will be able to practise carrying out the whole process of collecting data, organising, drawing picture graphs and interpreting data | | |
| | Mental Calculation Multiplication | | |
| 9-11 | Pupils will be able to practise carrying out the whole process of collecting data, organising, drawing picture graphs and interpreting data | Pupil Textbook 1B, pp 70 to 72 Practice Book 1C, pp 85 to 90 Teacher's Guide 1B, pp 122 to 124 Pupil Textbook 1B, pp 73 to 75 Practice Book 1C, pp 91 to 94 Teacher's Guide 1B, pp 125 to 127 Pupil Textbook 1B, pp 76 to 78 Practice Book 1C, pp 95 to 98 Teacher's Guide 1B, pp 128 to 130 | <u>Lots of Biscuits!</u> * P <u>Share Bears</u> * G |
| | mentally add a 2-digit number to tens | | |
| | mentally add using number bonds | | |
| | recognise tens and ones and add accordingly with number bonds | | |
| | mentally subtract a 1-digit number from another 1-digit number | | |
| | mentally subtract a 1-digit number from a 2-digit number with or without regrouping | | |
| | mentally subtract tens from a 2-digit number | | |
| | mentally subtract using number bonds or reverse addition | | |
| | apply the regrouping concept in subtraction | | |
| | relate repeated addition to the multiplication concept | | |
| | use concrete representations to show the concept of multiplication as repeated addition | | |
| | conceptualise multiplication as groups of items | | |
| | write repeated addition as multiplication statements | | |
| | write the multiplication statement from a situation given the number of groups and items in each group | | |
| interpret multiplication sentences: the first factor referring to the number of groups and the second factor as the number of items in each group | | | |
| relate multiplication stories and write multiplication statements | | | |
| use picture representation to solve word problems on multiplication | | | |
| use the multiplication concept (group and items) to solve problems | | | |

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| | write multiplication statements for word problems | | |
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