	YEAR 1 medium term plan 2022-2023 Recap of EYFS objectives where appropriate Objectives highlighted in yellow are 'Ready to Progress criteria'
Autumn 1	**Number: Place Value (within 10)** • count to 10, forwards and backwards, beginning with 0 or 1, or from any given number **(1NPV-1)** • count, read and write numbers to 10 in numerals and words; • identify and represent numbers using objects and pictorial representations including the number line, & use language of: equal to, more than, less than (fewer), most, least,< and > • given a number, identify one more and one less • Reason about the location of numbers to 10 within the linear number system, including comparing using < > and = **(1NPV–2)** **Number : Addition and Subtraction (within 10)** • Compose numbers to 10, from 2 parts and partition numbers to 10 into parts, including recognising odd and even numbers **(1AS-1)** • Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs **(1AS-2)** • represent and use number bonds to 10 and related subtraction facts **(1NF-1)**
Autumn 2	**Number: Addition and Subtraction (within 10)** • Develop fluency in addition and subtraction facts within 10 (1NF–1) • Compose numbers to 10, from 2 parts and partition numbers to 10 into parts, including recognising odd and even numbers (1AS-1) • Read, write and interpret equations containing addition ( ), subtraction ( ) and equals ( ) symbols, and relate additive expressions and equations to real-life contexts. (1AS–2) • identify and represent numbers using objects and pictorial representations including the number line, & use language of: equal to, more than, less than (fewer), most, least • given a number, identify one more and one less **Geometry - Shape** • recognise and name common 2-D shapes (e.g. Square, circle, triangle) **(1G-1)** • recognise and name common 3-D shapes (e.g. Cubes, cuboids, pyramids & spheres) **(1G-1)** • Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. **(1G–2)**
Spring 1	**Number: Place Value (within 20)** • Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = **(1NPV–2)** • count to 20, forwards and backwards, beginning with 0 or 1, or from any given number • read and write numbers from 1 to 20 in numerals and words • given a number, identify one more and one less **Number: Addition and Subtraction (within 20)** • add and subtract one-digit and two-digit numbers to 20, including zero • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs

	• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ –9. **(1AS-2)**
Spring 2	**Number: Place Value (within 50)** • count to 50, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 50 in numerals; • given a number, identify one more and one less • count in multiples of twos, fives **(1NF-2)** **Measurement: Length, Height, Weight and Volume** • compare, describe and solve practical problems for: length/height, weight/mass, capacity/volume & time • measure and begin to record length/height, weight/mass, capacity/volume & time **Consolidation and reinforcement**
Summer 1	**Number: Multiplication and Division** • count in multiples of tens **(1NF-2)** • 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 • identify and represent numbers using objects and pictorial representations including the number line **Number: Fractions** • 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 **Geometry: Position and direction** • describe position, direction and movement, including whole, half, quarter and three-quarter turns
Summer 2	**Number: Place Value (within 100)** • Counting forwards and backwards within 100 • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; **Measurement: Money** • recognise and know the value of different denominations of coins and notes **Measurement: Time** • sequence events in chronological order using language • 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

Continuous Objectives **The continuous objectives are woven into the teaching continually during the year.** **Children are given continual and regular opportunities to apply their knowledge to problem solving and reasoning.**	•count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number •given a number, identify one more and one less •identify and represent numbers using objects and pictorial representations including the number line, & use language of: equal to, more than, less than (fewer), most, least •solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9. •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. •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 •recognise and know the value of different denominations of coins and notes
Key Basic skills to be taught continuously through the year	Count to and across 100, forwards and backwards, beginning with 0 or 1, Count, read and write numbers to 100 in numerals Count in multiples of twos, fives and tens Identify one more and one less than any given number Identify and represent numbers using objects pictorial representations Read and write numbers from 1 to 20 in numerals and words Memorise and reason with number bonds to 10 and 20 Understand the effect of adding and subtracting zero Explore inverse relationship between addition and subtraction and use this to derive new facts Use knowledge of inverse to derive associated addition and subtraction facts and check answers Solve missing number addition and subtraction problems Find doubles and halves of numbers and relate to multiplying and dividing by two Recognise, find and name a half and quarter of objects, shapes or quantities Recognise and know the value of different denominations of coins and notes Tell the time to the hour and half past the hour Recognise and name common 2-D and 3-D shapes