

Allendale Primary School
Skylark's Class medium term plan for Maths
Autumn 2014

Week	Year 1	Year 2	Y1/Y2
1	Number and place value Day 1: Recite numbers to at least 20: Count reliably up to 20 objects, recognising that rearranged number of objects stays the same; Make a sensible estimate up to 20; Starter: Order numbers to 10 Day 2: Recognise and estimate numbers more and less than 10; Order numbers to 20 on a track; say number before/ after any given number to 20; Starter: Compare numbers to 10 Day 3: Use the landmarks of 5s to help place other numbers on a washing line or bead bar; say number before/ after any given number to 20; Starter: Numerals 1-10 Day 4: Make each 'teens' number by adding more to 10 (e.g. using cubes or beads); Partition each 'teens' number into 10 and the rest Starter: Recite numbers to 20 Day 5: Make each 'teens' number by adding more to 10 (e.g. using cubes or beads); Partition each 'teens' number into 10 and the rest Starter: Order teens numbers	Number and place value Day 1: Mark two-digit numbers on a beaded line, then on a landmarked line (labelled in tens); order and compare numbers to 100; say which is more or less; say a number in between any given pairs of multiples of ten. Starter: Count and read numbers to 100 Day 2: Count in tens from 1- and 2-digit nos and back again; Starter: Say the number that is one more or one less Day 3: Estimate a quantity up to 100, then count in tens Starter: Pairs to 6 Day 4: Estimate a quantity up to 100, then count in tens Starter: Pairs to 7 Day 5: Perform place value additions and subtractions; show 2-digit numbers on a bead string and write the corresponding addition, e.g. $56 = 50 + 6$; Partition two-digit numbers into multiples of ten and one; Starter: Pairs to 8	Number and place value Day 1: Y1: Estimate/count reliably up to 20 objects; recite numbers to 20 and beyond Y2: Place 2-digit numbers on a line, order numbers to 100, compare two numbers Starter: Order numbers to 20 Day 2: Y1: Recognise and estimate numbers more and less than 10 Y2: Count in tens from 1-digit and 2-digit numbers forward and back Starter: Say the number that is one more or one less Day 3: Y1: Order and compare numbers to 20 using a line, say the number before and after a given number to 20 Y2: Estimate a quantity, then count in tens Starter: Ordering teens numbers Day 4: Y1: Make 'teen' numbers by adding more to 10 Y2: Write place value additions for 2-digit numbers Starter: Comparing numbers Day 5: Y1: Create teens numbers as 10 and some more; partition teen numbers into 10 and the rest. Y2: Perform place value additions and subtractions Starter: Count and read numbers to 100

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2	Addition Day 1: Understanding addition as combining two sets; partition 5 into two sets and record the related addition sentences; S: Recognise quantities Day 2: Relate counting on to addition; add a small number by counting on; S: Recognise quantities Day 3: Relate counting on to addition; add 1, 2, 3, 4, and 5 to 5 by counting on; S: Counting on Day 4: Relate counting on to addition; add one or two numbers to 6 by counting on; S: Counting on Day 5: Relate counting on to addition; add one or two numbers to 10 by counting on; S: Pairs to 5	Addition and subtraction Day 1: Know pairs to ten then to 7, 8 and 9; record related addition sentences and find corresponding subtraction facts; use the = sign to represent equality (e.g. $6 + 4 = 7 + 3$); S: Say one more and one less than any 2-digit number Day 2: Know pairs to ten then to 20; record related addition sentences; find corresponding subtraction facts; use = sign to represent equality ($6 + 4 = 7 + 3$); S: Place value in two digit numbers Day 3: Know pairs to 20; recognise use of a symbol such as ■ to represent an unknown; S: Pairs to 10 Day 4: Add/subtract ten using spider; count on/back in 10s from any single-digit number then any number; S: Count in tens from a single digit number Day 5: Add and subtract ten using coins; relate counting on/back in tens to finding 10 more/less S: Add and subtract 10	Addition and subtraction Day 1: Y1: Partition 5 and learn bonds to 5; understand addition as combining two sets Y2: Number bonds to 10 S: Say one more or one less than any two-digit number Day 2: Y1: Addition as counting on; record addition sentences Y2: Know pairs to 10, and then to 20 S: Pairs to 5 & 10 Day 3: Y1: Add 1, 2, 3, 4 or 5 to 5 by counting on Y2: Know pairs to 20 and use a symbol to represent a missing number S: Pairs to 10 Day 4: Y1: Add 1 or 2 to numbers to 6 by counting on Y2: Add and subtract tens using spider; S: Count on Day 5: Y1: Add by counting on Y2: Add/subtract 10 using coins; Relate counting on/back in tens to finding 10 more/less [NO STARTER]
3	Money and Measures . Day 1: Recognise 1p, 2p, 5p and 10p coins; know how much each coin to 10p is worth; S: Compare 1 to 10 Day 2: Add 1p and 2p coins up to 10p S: Count on 1 or 2 Day 3: Find ways of making amounts up to 10p; find totals of two coins from 1p, 2p, 5p and 10p S: Count on 1 or 2 Day 4: Tell the time to the hour; use vocabulary related to time; S: Counting to 100 Day 5: Know the times of key events in the day; read the time to the hour and half past; use vocabulary related to time; S: Days of the week	Money and Measures . Day 1: Recognise coins; find the total value of two coins; make amounts, finding totals up to 20p; S: Paying amounts Day 2: Find totals, including adding more than two amounts using number facts to help; investigate amounts to be made using coins; find all possibilities by making an ordered list; S: Adding three numbers Day 3: Use coins to buy objects up to 20p and find change from 10p and 20p. S: Pairs to 10 Day 4: Read time on digital/analogue clocks to nearest half an hour S: Telling time to ½ hour intervals Day 5: Read time on digital/analogue clocks to nearest quarter of an hour; begin to identify time intervals S: 1/2s and 1/4s	Money and Measures . Day 1: Y1: Know how much each coin to 10p is worth Y2: Know how much each coin to £1 is worth S: Count on 1 or 2 Day 2: Y1: Add 1p and 2p to coins up to 10p Y2: Investigate amounts to be made using coins; use a system, make an ordered list. S: Compare numbers Day 3: Y1: Find ways to pay amounts to 10p Y2: Use coins to buy objects up to 20p and find change S: Pairs to 10 Day 4: Y1: Tell the time to the hour Y2: Read time on digital/analogue clocks to nearest half of hour S: Days of the week Day 5: Y1: Tell the time to the half hour Y2: Read time on digital/analogue clocks to nearest quarter of hour S: Tell time to o'clock and half hour

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4	Measures and Shape Day 1: Measure length using a non-standard, uniform unit; S: Estimation Day 2: Estimate and measure length using a non-standard, uniform unit; S: Comparing numbers to 20 Day 3: Estimate, measure and compare objects, choosing and using suitable uniform non-standard or standard units, including metre sticks. S: Comparing numbers to 20 Day 4: Understand and create symmetrical patterns; S: Estimating lengths Day 5: Spot whether a pattern/object is symmetrical; S: Bonds to 5	Measures and Shape . Day 1: Estimate and measure lengths using standard units, i.e. decimetres; S: Compare numbers to 30 Day 2: Estimate and measure lengths using standard units, i.e. centimetres; know that there are 10cm in a decimetre; S: Count to 100 Day 3: Measure using rulers marked in centimetres and metres. S: Order numbers to 100 Day 4: Identify left and right; give accurate directions; S: Left and right Day 5: Understand clockwise and anticlockwise turns; use half and quarter turns, recognise right angles as quarter turns; S: Follow directions	Measures and Shape . Day 1: Y1: Measure length using a uniform unit. Y2: Measure using decimetre strips. S: Estimation Day 2: Y1: Estimate/measure length using a uniform unit Y2: Measure using centimetres; understand there are 10cm in a decimetre. S: Compare numbers to 30 Day 3: Y1: Measure and estimate by comparing with a metre stick. Y2: Measure using rulers measured in centimetres and metres S: Order numbers to 100 Day 4: Y1: Understand and create symmetrical patterns. Y2: Identify left and right; give accurate S: Left and right Day 5: Y1: Spot whether a pattern/object is symmetrical Y2: Understand clockwise and anticlockwise turns and right angles as quarter turns S: Bonds to 5 and 10
5	Addition and subtraction Day 1: Understand subtraction as ‘taking away’; count what’s left and record the related subtraction sentences; S: Counting Day 2: Begin to count back to subtract; record the related subtraction sentences; S: Count back Day 3: See how subtraction ‘undoes’ addition; relate counting on to addition and counting back to subtraction. S: Numbers to 20 Day 4: Add or subtract 1 or 2 by counting on or counting back; S: Count back 2 Day 5: Decide whether to add or subtract to solve a word problem; S: Bonds to 5	Addition and subtraction and Money Day 1: Use pairs to ten to find the complement to the next multiple of ten; S: Pairs to ten Day 2: Use pairs to ten to find the complement to the next multiple of ten; S: Multiples of ten Day 3: Use pairs to ten to find the complement to the next multiple of ten; S: Next multiple of ten Day 4: Find change from 20p; S: Pairs to 20 Day 5: Add and subtract 10, 11 and 20 in the context of money; S: Adding 10 and 11	Addition and subtraction and Money Day 1: Y1: Understand subtraction as ‘take away’ Y2: Use pairs to 10 to find amount to next ten S: Pairs to 10 Day 2: Y1: Count back to subtract; record subtraction sentences Y2: Use pairs to 10 to find the next ten S: Multiples of 10 Day 3: Y1: See how subtraction ‘undoes’ addition. Y2: Use pairs to 10 to find how many to the next ten S: Number bonds and Next multiple of 10 Day 4: Y1: Add and subtract 1 or 2 Y2: Find change from 20p S: Count back Day 5: Y1: Decide whether to add or subtract to solve a word problem Y2: Add and subtract 10, 11 and 20 in the context of money. S: Pairs to 20

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6	Number and place value Day 1: Order numbers 1-20 on a track; mark numbers on a 0-20 beaded line including marking numbers just before/after 5, 10, 15, 20; S: Count to 20 Day 2: Compare two numbers less than 20, say which is more or less; Count on or back starting from any number up to 20; S: Count to 100 in ones from zero Day 3: Count in ones and tens from 1 to 100; count on or back; S: Count from 50 to 100 Day 4: Find halves of shapes; recognise fractions ($\frac{1}{2}$) of shapes; S: Counting from multiples of ten Day 5: Recognise and find quarters ($\frac{1}{4}$) of shapes; S: Identifying multiples of 10	Number and Fractions Day 1: Count in tens and twos, spotting patterns; S: Count in 2s Day 2: Count in tens and begin to use multiplication; recognise multiples of ten; S: Count in 10s Day 3: Recognise odd and even numbers; count in twos; S: Count in twos Day 4: Find halves and quarters of shapes by folding; recognise fractions ($\frac{1}{2}$) of shapes; S: Odds and evens Day 5: Find halves ($\frac{1}{2}$) and quarters ($\frac{1}{4}$) of shapes, including three quarters ($\frac{3}{4}$); S: Doubles	Number and Fractions Day 1: Y1: Mark numbers on a 0 to 20 beaded line Y2: Count in 10 s and 2s; spotting patterns S: Order numbers to 20 Day 2: Y1: Compare 2 numbers less than 20 Y2: Count in 10s and begin to use multiplication S: Count in 10s Day 3: Y1: Count in 10s from 10 Y2: Recognise odd and even numbers S: Count in 2s Day 4: Y1: Find halves of shapes Y2: Find halves and quarters of shapes by folding S: Odds and evens Day 5: Y1: Find quarters of shapes Y2: Find halves and quarters of shapes S: Doubles
7	Doubling and halving and Measures Day 1: Find doubles to double 5; S: Count to 20 and beyond Day 2: Share numbers to 10 to find which are even and odd; S: Count to 100 Day 3: Find odd and even numbers on a 1-20 track; Count in 2s to find odd and even numbers to 20; S: Count in 2s Day 4: Order the days of the week; use vocabulary related to time; S: Days of the week Day 5: Order the months of the year; use vocabulary related to time; S: Order numbers to 20	Doubling and halving and Mental addition and subtraction Day 1: Find doubles to double 20 and corresponding halves; S: Doubles 1-5 and related halves Day 2: Find doubles to double 20 and corresponding halves; S: Doubles 1-10 and related halves Day 3: Find halves of even numbers using strips to help; S: Pairs to 6, 7, 8 and 9 Day 4: Add 10, 20, 11 and 21 S: Count on and back in tens Day 5: Subtract 10, 20, 11 and 21 S: Count on and back in tens	Doubling and halving and Mental addition and subtraction Day 1: Y1: Double 1 to 5 Y2: Find doubles to double 20 S: Count to at least 20 Day 2: Y1: Share numbers to 10 to find which are even/odd Y2: Find doubles to double 20 & related halves S: Double 1-5 and halves Day 3: Y1: Find odd and even numbers on a 1–20 track Y2: Find halves of even numbers using strips to help S: Count in 2s Day 4: Y1: Order days of the week Y2: Add 10, 11, 20 and 21 (Spider) S: Days of the week Day 5: Y1: Order months of the year Y2: Subtract 10, 11, 20 and 21 (Spider) S: Count on and back in tens

Week	Year 1	Year 2	Y1/Y2
8	Shape and Data Day 1: Visualise, name, describe squares, circles rectangles and triangles; S: Pairs to 10 Day 2: Visualise, name and describe squares, rectangles, circles and triangles; use to make patterns and pictures; S: Patterns Day 3: Visualise, name and describe squares, rectangles, circles and triangles; use to make patterns and pictures; S: 2-D shapes Day 4: Use lists to sort objects; use practical resources; record information and answer questions using tables; S: 2-D shapes Day 5: Use a table to sort objects; use practical resources; record information and answer questions using tables; S: Sorting coins	Shape and Data. Day 1: Describe and recognise regular and irregular common 2D shapes; identify from pictures in different positions and orientations; S: 2-D shapes Day 2: Describe, visualise and draw common 2D shapes; sort 2-D shapes, referring to their properties S: Patterns Day 3: Make and describe polygons ; sort 2-D shapes, referring to their properties; S: Recognise 2-D shapes Day 4: Use Venn diagrams to sort 2-D shapes; referring to their properties including symmetry and right angles ('square' corners) S: Properties of 2-D shapes Day 5: Use Carroll diagrams to sort 2-D shapes; referring to their properties including symmetry and right angles ('square' corners) S: Sorting coins	Shape and Data. Day 1: Y1: Name and describe squares, rectangles, circles and triangles Y2: Describe and recognise regular and irregular common 2D shapes S: Pairs to 10 Day 2: Y1: Name and describe squares, rectangles, circles, triangles Y2: Describe, visualise and draw common 2D shapes S: Pattern Day 3: Y1: Name and describe squares, rectangles, circles and triangles Y2: Make and describe polygons S: Pattern Day 4: Y1: Use lists to sort objects Y2: Use Venn diagrams to sort S: Properties of shapes Day 5: Y1: Use a table to help sort objects Y2: Use Carroll diagrams to sort S: 2D shapes

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9	Addition and subtraction Day 1: Find one more/one less than any number up to 20; S: Count to 20 Day 2: Find two more/less than any number up to 20, recording the hops on a beaded line; S: Place value of teens numbers Day 3: Find one more/one less than any two-digit number. relate counting on to addition and counting back to subtraction; S: Count to 100 Day 4: Find one more/one less than any two-digit number, including one more than 29, 39, etc; S: Count back from 100 Day 5: Partition 10 into different pairs and write the addition; S: Counting to 100	Addition and subtraction . Day 1: Know addition and subtraction facts for 20; S: Pairs to 10 Day 2: Know pairs with a total of 20 and derive the subtraction facts; Recognise the use of a symbol such as ■ to represent an unknown; S: Adding three numbers Day 3: Add and subtract single digit numbers to/from two digit numbers, not crossing 10s, using number facts and patterns; S: Pairs to 20 Day 4: Add a single digit to a 2-digit number by bridging multiples of ten using knowledge of pairs to ten and place value S: Finding complements to multiples of 10 Day 5: Subtract a single digit from a 2-digit number by bridging multiples of ten using knowledge of pairs to ten and place value S: Subtraction facts to 10	Addition and subtraction . Day 1: Y1: Partition 10 into pairs, write the addition Y2: Addition and subtraction facts for 20 S: Counting to 20 Day 2: Y1: Find one more/ less than any number up to 20 Y2: Work out what missing number symbols stand S: Pairs to 10 Day 3: Y1: Find two more/less than any number up to 20, recording the hops on a beaded line Y2: Add and subtract single digit numbers, not crossing 10s, using number facts & patterns S: Ordering nos to 100 Day 4: Y1: Find one more/one less than two-digit numbers Y2: Add a single digit to a 2-digit number by bridging multiples of ten using knowledge of pairs to ten and place value S: Place value of teens numbers Day 5: Y1: Find one more/one less than any two-digit number Y2: Subtract a single digit from a 2-digit number by bridging multiples of ten using knowledge of pairs to ten and place value S: Subtraction facts for 10

Week	Year 1	Year 2	Y1/Y2
10	Addition and subtraction Day 1: Partition 6 into pairs; record the related addition sentences; begin to find the corresponding subtraction facts; S: Pairs to 5 Day 2: Partition 7 into pairs; record the related addition sentences; begin to find the corresponding subtraction facts; S: Pairs to 6 Day 3: Partition 10 into pairs; record the related addition sentences; begin to find the corresponding subtraction facts; S: Pairs to 10 Day 4: Relate counting on to addition; add 2, 3, or 4 by counting on; S: Count on Day 5: Realise that addition can be done in any order; add a pair of numbers by putting the larger number first; S: Add by counting on	Addition and subtraction Day 1: Add and subtract 20, 30, 40, 50 to/from two-digit numbers using the 100 grid S: Count on and back in tens Day 2: Add and subtract 20, 30, 40, 50 to/from two-digit numbers using the beaded line S: Count on and back in tens Day 3: Add 11, 12, 21 and 22 to two-digit numbers (answers less than 100); S: Find 2 more/2 less than n any 2-digit number Day 4: Add 11, 12, 21 and 22 to two-digit numbers (answers less than 100); S: Add 3 to 2-digit numbers Day 5: Subtract 11, 12, 21 and 22 from two-digit numbers; S: Add and subtract 20	Addition and subtraction Day 1: Y1: Partition 6 into pairs Y2: Add/subtract 20, 30, 40, 50 to/from two-digit numbers S: NO STARTER Day 2: Y1: Partition 7 and record addition sentences Y2: Add and subtract 20, 30, 40, 50 to/from two-digit numbers using the beaded line S: NO STARTER Day 3: Partition 10 record the related addition sentences Y2: Add 11, 12, 13, 21, 22, 23 S: NO STARTER Day 4: Y1: Add 2, 3 or 4 by counting Y2: Add 11, 12, 13, 21, 22, 23, 31, 32, and 33 S: Count on Day 5: Y1: Adding 2,3 or 4 by counting on, addition can be done in any order Y2: Add and subtract 11 and 21 S: Add 3 to 2-digit numbers
11	Number and Addition and subtraction Day 1: Count from 1 to 100, count to 100 from any given number; S: Pairs with a total of 6 Day 2: Find one more and one less than a number up to 100; S: Pairs with a total of 7 Day 3: Use ordinal numbers in context S: Bonds to 7 Day 4: Know number bonds to 10 and find matching number pairs quickly; S: Numbers to 100 Day 5: Know number bonds to 10 and find matching number pairs quickly; S: One more and one less	Mental addition Day 1: Add near multiples of ten by adding 10s and adjusting; identify and test patterns S: Count on and back in tens Day 2: Add near multiples of 10 by adding a multiple of 10 and adjusting; S: Add 20 Day 3: Add near multiples of ten by adding multiples and adjusting S: Count in tens Day 4: Revise adding 'ordinary' numbers (mostly ending in 1, 2, or 3); add two-digit numbers by counting on in 10s and 1s; S: Add 3 to 2-digit numbers Day 5: Add an ordinary or nearly number and do the addition accordingly; add two-digit numbers choosing an appropriate method; S: Number facts	Number and Addition and subtraction Day 1: Y1: Count to 100 Y2: Add near multiples of 10 using a calculator; spot patterns S: NO STARTER Day 2: Y1: Find one more and one less Y2: Add near multiples of 10 S: Count on/back in 10s Day 3: Use ordinal numbers in context Y2: Add near multiples of 10 S: Numbers to 100 Day 4: Y1: Number bonds to 10 Y2: Revise adding 'ordinary' 2-digit numbers (mostly ending in 1, 2, or 3) S: One more/less Day 5: Y1: Number bonds to 10 Y2: Add an ordinary or nearly number and do the addition accordingly S: Number facts

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12	ASSESS AND REVIEW A day each on five key things from the term. Starters on number bonds to 5, 6 and 10 also counting to 100 also one more/ one less <u>Potentially will cover days on:</u> 1. counting to 100 2. Bonds to 10 3. Adding 1 or 3 by counting on 4. Taking away 1 or 2 by counting back (nos to 20) 5. Doubling and halving nos to 6/12	ASSESS AND REVIEW A day each on five key things from the term. Starters on number bonds to 7, 8, 9, 10 and also counting in tens forward and back <u>Potentially will cover days on</u> 1. PV in 2-digit numbers 2. Bonds to 10 and 20 3. Adding/subtracting single digit nos to/from 2-digit nos 4. Adding two 2-digit nos 5. Doubling and halving	