



Joseph Turner Primary School
Year 1 – Maths MTP – Summer 2023/2024 (v3)

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|------------------------------|--|---|---|---|---|--|
| | Weeks 1-3 | Week 4-5 | Week 6 | Week 7-8 | Week 9 | Week 10-11 |
| White Rose Maths Small Steps | <u>Number: Multiplication and Division</u> Count in 2s Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing | <u>Number: Fractions</u> Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find a half of a quantity Recognise a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity | <u>Geometry: Position and Direction</u> Describe turns Describe position – left and right Describe position – forwards and backwards Describe position – above and below Ordinal numbers | <u>Number: Place Value (within 100)</u> Count from 50 to 100 Tens to 100 Partition into tens and ones The number line to 100 1 more, 1 less Compare numbers with the same number of tens Compare any two numbers | <u>Measurement: Money</u> Unitising Recognising coins Recognise notes Count in coins | <u>Measurement: Time</u> Before and after Days of the week Months of the year Hours, minutes and seconds Tell the time to the hour Tell the time to the half hour |
| EYFS ELG | Children solve problems, including doubling, halving and sharing. | | Children are familiar with positional language (behind, next to) | | Children use everyday language related to money. | Children use everyday language related to time. Children can order and sequence familiar events. Children can measure short periods of time in simple ways. |
| NC Objective | Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s 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 | Describe position, direction and movement, including whole, half, quarter and three-quarter turns Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside (non-statutory guidance) Practise counting (1, 2, 3...), ordering (for example, 1st, 2nd, 3rd ...) (non-statutory guidance) | Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s 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 | Recognise and know the value of different denominations of coins and notes Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s | 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 Compare, describe and solve practical problems for time Measure and begin to record time (hours, minutes, seconds) Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times |
| Ready to Progress Criteria | INF-2 - 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 | No RTPs | No RTPs | INPV-1 – Count within 100, forwards and backwards, starting at any number. | INF-2 - 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 | No RTPs |