

HIAS Scheme of Learning for Mathematics

Medium Term Plans for Mixed Reception and Year 1

HIAS Maths Team
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Final version

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Overview

This document contains...

Long-term curriculum map for Reception and Year 1

Medium-term overview plans for Reception and Year 1 designed to support mixed age classes

Points to consider when using this resource

This medium-term plan identifies the key objectives in each unit.

For more detail and a break-down of these objectives please refer to the relevant unit plan.

Unit plans identify a learning journey, required prior knowledge, misconceptions, key vocabulary, and suggested tasks.

Appropriate models, images, concrete resources, and visual representations are an implicit element in all units.

A suggested schedule for assessment is included as colour-coded bands, linked to the Hampshire Assessment Model if required.

Plans are based on a **39-week school year** and will need to be **adjusted** on a term-by-term basis

Early Learning Goals from 2021

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Long term curriculum map for Year 1

Year 1 – Yearly Overview



HIAS MOODLE+ RESOURCE

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	1.1 Number and Place Value Addition and Subtraction				1.2 Measurement	1.2 Addition and Subtraction		1.3 Multiplication and Division	1.3 Fractions and Geometry		1.4 Number and Place Value Addition and Subtraction			
	Measurement: Utilise everyday opportunities to develop understanding of the passing of time (hours) and 'time' language (yesterday, tomorrow, morning, afternoon, evening) and comparative language (quicker, slower etc). Introduce days of the week, months and dates.													
Spring	1.5 Addition and Subtraction			1.5 Measurement: Time and Mass	1.6 Fractions and Geometry	1.6 Multiplication and Division		1.7 Number and Place Value Addition and Subtraction			1.8 Addition and Subtraction with Money			
	Measurement: Utilise everyday opportunities to develop understanding of the passing of time (hours and half-hours)													
Summer	1.9 Addition and Subtraction with Mass	1.10 Multiplication and Division		1.11 Geometry	1.12 Number and Place Value Addition and Subtraction			1.13 Fractions with Multiplication and Division		1.14 Measurement: Capacity and Volume	1.14 Measurement: Time	1.15 Geometry		

Reception and Year 1 Autumn Term

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	'I can...' Learning Journey
1.1	10	Number: Place Value,	<ul style="list-style-type: none"> • Have an understanding of numbers to 10, linking names of numbers and numerals • Begin to gain a concept of quantity and value • Begin to recognise small quantities (2 and 3 items) 	<ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Read numbers from 1 to 20 in numerals. • Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations. • Sequence events in chronological order using language such as before, and, after, next and first. 	<ul style="list-style-type: none"> • I can count to at least 50 forwards, beginning with 1 and backwards from 10. • I can count in 10s to 50. • I can find one more and one less. • I can solve problems in a context, finding one more and one less. • I can use objects and pictures to represent a number. • I can place a number on a number line. • I can order numbers. • I can compare numbers. • I can order events in my day.
	10	Addition and Subtraction		<ul style="list-style-type: none"> • Represent and use number bonds and related subtraction facts within 20 • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. 	<ul style="list-style-type: none"> • I can partition numbers up to 5. • I can solve problems using partitioning.

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	'I can...' Learning Journey
1.2	5	Measurement	<ul style="list-style-type: none"> Develop an awareness of money through role play and practical experiences Use the language 'more than' and 'fewer than' Accurately count up to 5 objects, including pennies 	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, from any given number. Recognise and know the value of different denominations of coins and notes. Compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) 	<ul style="list-style-type: none"> I can count in 1s. I can count in 10s. I can count in 1ps and 10ps. I can compare lengths and heights. I can use cubes to compare lengths.
	10	Addition and Subtraction		<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20 	<ul style="list-style-type: none"> I can partition numbers up to 7. I can solve problems using partitioning.
1.3	15	Multiplication and Division Fractions and Geometry	<ul style="list-style-type: none"> Develop and awareness of halving and fairness through sharing in practical contexts Explore the characteristics of everyday objects and shapes and begin to use mathematical language to describe them. 	<ul style="list-style-type: none"> Count in multiples of 2s, 5s and 10s. Recognise, find and name a half as two equal parts of an object, shape, or quantity. Recognise and name common 2D and 3D shapes, including: <ul style="list-style-type: none"> 2D shapes (e.g. rectangles (including squares), circles and triangles). Recognise, find and name a half as two equal parts of an object, shape, or quantity. 	<ul style="list-style-type: none"> I can count in 2s. I can recognise odd and even numbers. I can share equally. I can share into two equal groups. I can recognise and name 2D shapes. I can recognise half of a shape.

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	'I can...' Learning Journey
1.4	20	Number and Place Value Addition and Subtraction	<ul style="list-style-type: none"> Compare sets of objects up to 5 items in different contexts Explore patterns of numbers of items up to 5 	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, from any given number. Count in multiples of twos, fives and tens. Given a number, identify one more and one less. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as $7 = ? - 9$ 	<ul style="list-style-type: none"> I can read and represent 'teen' numbers. I can estimate position of numbers on a number line. I can find one more and one less. I can partition 6, 7, 8 and 9. I can solve addition and subtraction problems.

Christmas Holidays

Reception and Year 1 Spring Term

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	'I can...' Learning Journey
1.5	15	Addition and Subtraction	<ul style="list-style-type: none"> Use everyday language to talk about size, weight and time Compare quantities and objects to solve a problem 	<ul style="list-style-type: none"> Read and write numbers from 1 to 20 in numerals and words. Identify and represent numbers using objects and pictorial representations, including the use of the number line, and use the language of: equal to, more than, less than (fewer), most, least. Represent and use number bonds and related subtraction facts within 20. 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 $7 = \square - 9$ 	<ul style="list-style-type: none"> I can count and order numbers. I can partition 6, 7, 8 and 9. I can use number bonds and related subtraction facts. I can use number bonds to partition in different ways. I can solve one-step problems. I can use number bonds to 10. I can represent 'teens' numbers. I can use number bonds to solve one-step problems.
	5	Measurement: Time and Mass		<ul style="list-style-type: none"> Tell the time to the hour and half past the hour and draw hands on the clock face to show these times. Compare, describe, and solve practical problems for: <ul style="list-style-type: none"> Mass or weight (e.g. heavy/light, heavier than/lighter than). 	<ul style="list-style-type: none"> I can tell the time to the hour. I can tell the time to half past the hour. I can compare and describe mass.

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	'I can...' Learning Journey
1.6	5	Fractions and Geometry	<ul style="list-style-type: none"> Recognise, create and describe patterns using everyday objects and shapes Explore the characteristics of everyday shapes and use mathematical language to describe them Accurately count up to 20 objects Solve problems involving doubling, halving and sharing 	<ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes (e.g. rectangles (including squares), circles and triangles). 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). 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. 	<ul style="list-style-type: none"> I can recognise and name 2-D shapes. I can recognise half and a quarter of a shape. I can solve fraction of shape problems.
	10	Multiplication and Division		<ul style="list-style-type: none"> Count in multiples of twos, fives and tens. 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. 	<ul style="list-style-type: none"> I can count in multiples of twos. I can solve multiplication one-step problems I can solve division one-step problems. Assessment Opportunity I can count in multiples of tens. I can solve one-step multiplication problems.

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	'I can...' Learning Journey
1.7	15	Number and Place Value Addition and Subtraction	<ul style="list-style-type: none"> Count reliably in 1s from 1 to 20 Place numbers in order and say which number is one more or one less than a given number 	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count in multiples of twos, fives and tens. Given a number, identify one more and one less. Represent and use number bonds and related subtraction facts within 20. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	<ul style="list-style-type: none"> I can count in tens. I can find one more and one less. I can find ten more. I can use number bonds to 10. I can solve one-step addition and subtraction problems. I can reason using known facts. I can problem solve using number bonds to 10.
1.8	10	Addition and Subtraction with Money	<ul style="list-style-type: none"> Develop an awareness of money through role play and practical experiences reliably counting out up to 5p in pennies 	<ul style="list-style-type: none"> 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. Count in multiples of twos, fives and tens. Recognise and know the value of different denominations of coins and notes. Given a number, identify one more and one less. Represent and use number bonds and related subtraction facts within 20. 	<ul style="list-style-type: none"> I can recognise and know the value of different coins. I can identify one more. I can count in tens. I can count in coins. I can order amounts. I can compare amounts. I can use number bonds to solve money problems. I can represent 'teens' numbers using coins.

Easter Holidays

Reception and Year 1 Summer Term

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	'I can...' Learning Journey
1.9	15	Addition and Subtraction with Mass	<ul style="list-style-type: none"> Count reliably in 1s from 1 to 20 Place numbers in order and say which number is one more or one less than a given number Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer Talk about and compare size, weight, capacity and length using mathematical language 	<ul style="list-style-type: none"> Compare, describe, and solve practical problems for: Mass or weight (e.g. heavy/light, heavier than/lighter than). Measure and begin to record mass/weight. 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 $7 = \square - 9$ 	<ul style="list-style-type: none"> I can use the language of heavier and lighter. I can compare mass. I can measure and compare mass.

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	'I can...' Learning Journey
1.10	10	Multiplication and Division	<ul style="list-style-type: none"> Find the total number of items in two groups by counting them all Double small numbers using materials such as dice Share objects equally and fairly by putting them into two equally sized groups 	<ul style="list-style-type: none"> Count in multiples of twos, fives, and tens. 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. 	<ul style="list-style-type: none"> I can count in multiples of fives and tens. I can count in multiples of fives to solve problems. I can count in multiples of twos and tens to solve problems. I can find half of a quantity. I can solve problems involving grouping.
1.11	5	Geometry	<ul style="list-style-type: none"> Recognise, create and describe shape patterns 	<ul style="list-style-type: none"> Recognise and name 2-D and 3-D shapes including: <ul style="list-style-type: none"> 2-D shapes (e.g. rectangles (including squares), circles and triangles). 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres) Describe position, directions, and movements, including half, quarter, and three-quarter turns 	<ul style="list-style-type: none"> I can recognise and name 2-D shapes. I can recognise and name 3-D shapes. I can compare 3-D shapes. I can arrange 3-D shapes. I can describe position, directions, and movements.

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	'I can...' Learning Journey
1.12	15	Number and Place Value Addition and Subtraction	<ul style="list-style-type: none"> • Subitise up to 5 • Recall number bonds for 0-5 and for 10 • Be able to partition a number from 2-5 and 10 into two unequal or equal parts • Have an understanding of numbers to 10, linking names of numbers, numerals, their value, and their position in the counting order 	<ul style="list-style-type: none"> • 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. • Given a number, identify one more and one less • 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. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20 • Add and subtract one-digit and two-digit numbers to 20, including zero. • Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	<ul style="list-style-type: none"> • I can position numbers on a number line. • I can position 'nearly numbers' on a number line. • I can find one more and one less of a given number. • I can use number bonds to 10 to solve problems. • I can use number bonds to 20 to solve problems. • I can use number bonds to 20 to solve problems. • I can use number bonds to 20 to solve problems.

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	'I can...' Learning Journey
1.13	10	Fractions with Multiplication and Division	<ul style="list-style-type: none"> Recall double facts up to 5+5 Explore patterns of numbers within numbers to 10, including odds and evens Be able to halve small groups of objects in practical situations 	<ul style="list-style-type: none"> 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. Recognise find and name a quarter as one of four equal parts of an object, shape or quantity. 	<ul style="list-style-type: none"> I can solve one-step multiplication problems. I can solve one-step division problems by grouping. I can identify equal and unequal parts. I can find a quarter of a shape. I can find quarter of a quantity.

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	'I can...' Learning Journey
1.14	5	Measurement: Capacity and Volume	<ul style="list-style-type: none"> • Compare sets of objects up to 10 in different contexts, considering size and difference • Develop an awareness of time passing and begin to use the language of time (next, before) to sequence personal events 	<ul style="list-style-type: none"> • Compare, describe, and solve practical problems for: <ul style="list-style-type: none"> ○ Capacity/volume (full/empty, more than, less than, quarter) ○ Mass or weight (e.g. heavy/light, heavier than, lighter than) • Measure and begin to record the following: <ul style="list-style-type: none"> ○ Capacity and volume ○ Mass/weight 	<ul style="list-style-type: none"> • I can compare and describe mass. • I compare and describe capacity. • I can solve practical problems for capacity. • I can solve practical problems for capacity using fractional language.
	5	Measurement: Time	<ul style="list-style-type: none"> • Have an awareness of money through role play and practical experiences, reliably counting out up to 10p in pennies and 2ps 	<ul style="list-style-type: none"> • Compare, describe, and solve practical problems for: <ul style="list-style-type: none"> ○ Time (quicker, slower, earlier, later) • Measure and begin to record the following: <ul style="list-style-type: none"> ○ Time (hours, minutes, seconds) • Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon, and evening. • Recognise and use language related to dates, including days of the week, weeks, months, and years. • Tell the time to the hour and half past the hour and draw hands on a clock face to show these times. 	<ul style="list-style-type: none"> • I can sequence events. • I can solve practical problems for time. • I can tell the time to the nearest hour and half past the hour. • I can draw the hands on a clock face.

Unit	Hours	Domain	EYFS	Y1 National Curriculum Objectives	'I can...' Learning Journey
1.15	10	Geometry	<ul style="list-style-type: none"> • Develop, use and understand positional language • Explore 2D and 3D shape through construction and patterns 	<ul style="list-style-type: none"> • Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> ○ 2-D shapes (e.g. rectangles (including squares), circles and triangles). ○ 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). • Describe position, directions, and movements, including half, quarter, and three-quarter turns. 	<ul style="list-style-type: none"> • I can recognise and name 2-D shapes. • I can recognise and name 3-D shapes. • I can recognise and match 2-D shapes. • I can recognise and match 3-D shapes. • I can describe position. • I can describe directions and movements.
Summer Holidays					

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