BILSTON CHURCH OF ENGLAND PRIMARY

MEDIUM TERM PLANNING

Subject	Year Group	Term
Maths		Autumn

Topic	National	Power Maths Unit	NCETM Professional development	Ready to progress
	Curriculum		documents	Criteria
	Objectives			
Number and	 Identity and represent numbers 	• Power Maths Unit I	• Spine I Number Addition and Subtraction	INPV-I Count within 100
Place Value	using objects and		Number Addition and Subtraction	forwards and
Approximately 3 weeks in	pictorial representations including the	sort groups one more one less	I.I comparison of quantities and measure	backwards, starting with any number
duration)	number line, and	count on count back count up	• 'The is heavier than the'	• INPV-2
	of: equal to, more		• 'The is lighter than the'	the location of
	than, less than (fewer) most	smallest most greatest	 'The is the same length as the 	numbers to 20
	least.	(town) (townst) (matterns	· 'The is the same weight as the	linear number
	• count to and	fewer fewest pattern		system, including
	forwards and	less than (<) greater than (>)	 2 interduction 'underlation of 'monte'.	comparing
	backwards, beginning		part-part-whole	using < > and =
	with 0 or 1	equal to (=) number line	'This is a whole because I have all	
	• Count to and		of it.'	
	forwards and		This leads to the stem sentence: 'This is	
	backwards,		not a whole <u>because I don't have</u>	
	or I, or from any		all of It.	
	given number.		group.'	
	• Count, read and write numbers to		'There are in this part of the 'One, two There are objects.'	
	100 in numerals; count in multiples		1.3Composition of number 0-5	



of two tens. • Rea numb to 20 numer words • Given identif and o	os, tives and ad and write ers from 1 in rals and i. , a number, fy one more one less	The 5 represents all the counter The represents the blu counter(s).' The represents the red counter(s).' I.4-composition of number ' is made of (a) pair(s); it is even number.' ' is not made of pairs; it is number.' ' is the whole; is a part a part.' ' is a part; is a part;	e O-IO s an an odd rt; is is the
Addition and Subtraction (Approximately 2 weeks in duration)	ent and use er bonds related action facts i 20 write and ret ematical nents ing addition ubtraction nd equals gns.	 Spine I Number Addition and Su I.2 introducing parts a "There arein the whole group.' "There arein this part o group.' "There are and' "We can write this asplu "The represents the' "I.5 additive structures ' is equal to plus' ' and are the addends. "The represents the' We can write this asplu "The represents the' "I.6 Additive structures introduction to augmen and reduction first, then, now. 	 IAS-I Compose numbers to IO from 2 parts, and partition numbers to IO into parts, including recognising odd and even numbers. IAS-2 Read, write and interpret equations containing addition (+) subtraction (-) and equals (=) symbols, and relate additive expressions and equations to reallife contexts.

			• 1./ addition strategies within 10	
			5	
			'The 1 means one ten and the	
			means one(s).'	
	 Using quantities 	Power Maths Unit 3	• Spine I	● INF—I Develop
Addition and	and objects,		 I.2 Parts and whole 	tluency in
Subtraction	children add and			adailion and
	digit numbers	(altogether (say 'all-too-geth-er')	'This is a whole , because I have all	facts within 10
(approximately I	and count on or	(unogenier (suy un too geni er)	of it.'	• IAS_2 Read
week in	back to find the	(hebba) (hba)	This leads to the stem sentence: 'This is	write and
	answer		not a whole because I don't have	interpret
auration	• represent and use		all of it.'	equations
	and related	(missing part) (count on)	'There are in the whole	addition (+)
	subtraction facts		group.'	subtraction (_)
	within 20	(number stories)	'There are in this part of the	and equals (=)
	• Read, write and		group.'	symbols, and
	interpret			expressions and
	statements		• 15 additive structures	equations to
	involving addition		(partitioning)	reallife
	(+), subtraction			contexts.
	(-) and equals		'There are and'	
	(=) signs.		We can write this as plus	
	 Solve one step 		The represents the '	
	• Solve one-slep problems that			
	involve addition		' is equal to plus'	
	and subtraction,		' plus is equal to'	
	using concrete		' and are the addends.'	
	pictorial		' is the sum.'	
	representations,		• 1.6 additive structures	
	an'd missing		augmentation and reduction	
	number problems		first than now	
	9		nrst, then, now	
	 Solve problems 		• 1.7 addition strategies within 10	
	with addition and			
	subtraction: -		· One mare than is /	
	using concrete		• One more than is	
	pictorial		• 'One less than is'	
	representations,			
	including those			
	involving			
	quantities and			
	measures –			
	applying their			
3				

	increasing knowledge of mental and written methods. • Add and subtract one-digit and two-digit numbers to 20, including zero			
Addition and subtraction (approximately 2 weeks in duration)	 Ositing quartities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (+), subtraction (+), subtraction (+), 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. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve problems with addition and subtraction = using concrete 	how many are left? take away subtract fact family count back	 1.0 dualitive strategies augmentation and reduction <i>first, then, now</i> 1.7 addition strategies within 10 'One more than is' 'One less than is' 	 IN - Develop fluency in addition and subtraction facts within IO. IAS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to reallife contexts.

	objects and pictorial representations, including those involving numbers, quantities and measures – applying their increasing knowledge of mental and written methods.		
Properties of Shape (approximately 8 days in duration)	 Children explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise and name common 2D and 3D shapes, including: 2D shapes (for example, rectangles (including squares), circles and triangles) - 3D shapes (for example, cuboids (including cubes), pyramids and spheres). 	 Power Maths Unit 5 3D shape cube cuboid sphere pyramid cylinder cone 2D shape circle triangle rectangle faces pattern square repeated 	 IU-I Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. IG-2 Compose 2D and 3D shapes from smaller shapes to match an

• Children recognise, create		example, including
and describe		manipulating
patterns.		shapes to
• Compare and		place them in
sort common 2D		particular
and 3D shapes		orientations.
and everyday		
objects.		

BILSTON CHURCH OF ENGLAND PRIMARY

MEDIUM TERM PLANNING



Subject	Year Group	Term
Maths		Spring

Topic	• National Curriculum Objectives	• Power Maths Unit	NCETM Protessional development documents	 Ready to progress Criteria
Numbers to 20	•Children count reliably with numbers from I to	 Power Maths unit 6 smallest order ones 	Spine I 1.9 Composition of numbers 20-100	• INPV_1 Count within 100,
Counting and writing numbers Place value (tens and ones) (approximately 12 days in duration)	 20, place them in order and say which number is one more or one less than a given number. Count to and across IOO, forwards and backwards, beginning with O or I, or from any given number. Identify and represent numbers 	tens smaller larger one more one less less than fewer than more than greater than most fewest	structure. Return to the representation in digits, emphasising that the digits are written in the order that the parts of the name are spoken, using the stem sentence: 'This is the number We write the then the' For example: 42 'is between and' 'is the previous multiple of ten.' 'is the previous multiple of ten.' 'is the next multiple of ten.' 'There aretens, which is, and one(s), which is This makesaltogether.' 'The representstens; it has a value of'	forwards and backwards, starting with any number. INPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =

using objects and pictorial representations including the	• 1.10 Composition of numbers 11–19 'The 1 means one ten and the means one(s).'	
number line, and use the language of: equal to, more than, less than (fewer), most, least. • Read and write numbers from I to 20 in numerals and words.	is the stem sentence: is equal to ten plus' "We know the number is odd/even because the ones digit is odd/even.' "A number is odd if the ones digit is odd. It can't be made from groups of two.' "A number is even if the ones digit is even. It can be made from groups of two.'	
 Recognise the place value of each digit in a two-digit number (tens, ones). Given a 		
number, identify one more and one less. • • Compare and order numbers from 0 up to 100; use and = signs.		

Addition and subtraction within 20 (approximately II days in duration)	 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 Using quantities and objects, children add and subtract 2 single- digit numbers and count on or back to find the answer. Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods. 	 Power Maths unit / add altogether subtract difference how many are left? fact family how many fewer? number bonds 	 1.5 additive structures (partitioning) 'There are and' 'We can write this asplus' 'The represents the' '_ is equal toplus' '_ plus is equal to' '_ and are the addends.' '_ is the sum.' 	 IAS-2 Read, write and interpret equations containing addition (+), subtraction () and equals (=) symbols, and relate additive expressions and equations to reallife contexts.
Place value (approximately II days in duration)	Count to and across IOO, forwards and backwards, beginning with O or I, or from any given number.	• Power Iviains unit o	Spine 1.9 Composition of numbers 20-100	• INF V - Could within 100, forwards and backwards, starting with any number.

	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tensCount up to 50 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. 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. Compare and order numbers from 0 up to 100; use < >and = signs. Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (2).	ones tens compare order less than (<) greater than (>)	<pre>structure. Return to the representation in digits, emphasising that the digits are written in the order that the parts of the name are spoken, using the stem sentence: 'This is the number We write the then the .'. Fo 'There are tens, which is, and one(s), which is This makes altogether.' ', 'The represents tens; it has a ',- value of' ' The represents one(s); it has a value of'</pre>	 INF-2 Count forwards and backwards in multiples of 2, 5 and IO, up to IO multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. IAS-2 Read, write and interpret equations containing addition (+), subtraction (
Measurement Length and Height	 Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare guantities and objects and to solve problems. 	 Power Maths unit 9 long, longer, longest measure length tall, taller, tallest short, shorter, shortest wide, wider, widest thin, thinner, thinnest compare height 	 Spine I.I comparison of quantities and measure 'The is the same length as the' 'The is the same weight as the' 	•

		1	
annroximately 1	• Compare, describe		
	problems for: -		
week in	lengths and heights		
duration)	(toř example,		
	longer/shorter		
	tall/short.		
	double/half) –		
	mass/weight (for		
	heavy/light heavier		
	than, lighter than)		
	– capacity and		
	volume (for		
	full/empty_more		
	thận, less thận,		
	half, half full,		
	quarter) – time		
	auicker slower		
	earlier, later).		
	• Measure and begin		
	to record the		
	Tollowing: - lengins		
	mass/weight -		
	capacity and		
	volume – time		
	(nours, minules,		
	• Choose and use		
	appropriate		
	standard units to		
	estimate and		
	length/height in		
	ąny, direction		
	(m7cm); mass		
	(kg/g); lemperature		
	(litres/ml) to the		
	nearest appropriate		
	unit, usin'g rulers,		
	thermometers and		
	measuring vessels.		
	 Solve one-step 		
	problems that		
	involve addition		

and subtract using concre objects and representation missing nun problems sur = ◆ - 9. • Compare ar lengths, ma volume/cap and record results using and =.	ition, ete pictorial ons, and nber ch as 7 rd order ss, acity the g >, <		
Measurement Weight and Volume (approximately 9 days in duration) (approximately 1 days in duration) (approximately 2 days in duration)	 Power Maths II Power Maths II Power Maths II Perver Maths II	 Spine I I.I comparison of quantities and measure The is heavier than the' The is lighter than the' The is the same length as the'. The is the same weight as the'. 	

P		
yolume – Time		
(hours, minutes,		
seconds)		
 Choose and use 		
appropriate		
standard units to		
estimate and		
measure		
length/height in		
any direction		
(m/cm) mass		
(ka/a) temperature		
(cg) gr, terriper ator e		
(C); capacity		
(litres/ml) to the		
nearest appropriate		
unit, usin'à rulers.		
scales		
the average area at average of a		
intermonteters and		
measuring vessels.		
 Solve one-step 		
problems that		
problems that		
and subtraction,		
using concrete		
objects and pictorial		
representations and		
missing number		
problems such as 7		
'= ♦ — Y.		
 Compare and order 		
enates mass		
values / a and ait		
voiume/capacily		
and record the		
results using >, <		
and =		

BILSTON CHURCH OF ENGLAND PRIMARY

MEDIUM TERM PLANNING



Subject	Year Group	Term
Maths	1	Summer

Topic	• National Curriculum Objectives	• Power Maths Unit	NCE IM Protessional development documents	 Ready to progress Criteria
Topic Place Value Multiplication and division (approximately 2 weeks)	 National Curriculum Objectives Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (multiples of twos, fives and tens). Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (2, 5 and 10). 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 Understand multiplication and multiplication and arrays and the teacher 	 Power Maths unit 12 equal groups array row column double twice share 	 NCL INT Professional development documents Spine I [.8 Composition of numbers: multiple of IO up to IOO 'Ten ones are equal to one ten.' 'We have one group of ten.' 'We have one ten.' 'We have one ten.' 'This is the number The 'This is the number The 'All multiples of ten end with a zero.' 'We have tens. We call this' 'This is Ten more than is is ten more than' 'This is Ten less than' 	 Neary 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.
	division through grouping and sharing quantities.			

Multiplication and Division • 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. • Power Maths unit 13 Spine 2 0 0 • Column double twice 2.1 Counting, unitizing and coins 0 0 • Column double twice 0 • Column double twice • Column double twice 0 • Column solve problems, including doubling, halving and sharing. • Power Maths unit 14 • • Recognise, find and name a half as one of two equal parts of an object, shape or quantity • Power Maths unit 14 • • Recognise, find and name a quarter as one of four equal parts of an object, • Power Maths unit 14				Spine 2	
Multiplication and Division • 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. • Power Maths unit 13 Spine 2 • Counting, unitizing and coins • Interview of 2.1 Counting, unitizing and coins • • Counting, unitizing and coins • Power Maths unit 13 • • Counting, unitizing and coins • • • Children solve groblems, including doubling, halving and sharing. • • • • • • • • • • • • • • • • • • • • • • • • • •					
Multiplication and Division • Solve one-step problems involving multiplication and division, by calculating the answer using concrete to jects, pictorial representations and arrays with the support of the teacher. • Power Maths unit 13 Spine 2 • Output • Column double column double twice • Interpretentions column double twice • Interpretentions column double twice • Interpretentions column double twice • Fractions • Recognise, find and name a half as one of two equal parts of an object, shape or quantity • Power Maths unit 14- • Net Maths unit 14- • Power Maths unit 14- • Power Maths unit 14- • Math balance • Power Maths unit 14- • Power Maths unit 14- • Power Maths unit 14- • Power Maths unit 14- • Power Maths unit 14- • Recognise, find and name a quarter as one of four equal parts of an object, shape or • Power Maths unit 14-				2.1 Counting, unitizing and coins	
and Division provision and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. equal groups array row 2.1 Counting, unitizing and coins Fractions • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • <td< td=""><td>Multiplication</td><td> Solve one-step problems involving </td><td>• Power Maths unit 13</td><td>Spine 2</td><td>•</td></td<>	Multiplication	 Solve one-step problems involving 	• Power Maths unit 13	Spine 2	•
and Division division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. equal groups array row column double twice 2.1 Counting, dividually and const		multiplication and		21 Counting unitizing and coins	
(5 days) Calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. column double twice • • • • <td>ana Division</td> <td>división, by</td> <td>equal groups array row</td> <td></td> <td></td>	ana Division	división, by	equal groups array row		
Fractions • Recognise, find and name a quarter as one of four equal parts of an object, shape or quarts of an object, shape or quarter as one of four equal parts of an object, • Power Maths unit I4- • Name a quarter as one of four equal parts of an object,	(5 days)	answer using			
pictorial representations and arrays with the support of the teacher. share • Children solve problems, including doubling, halving and sharing. • Power Maths unit II+ • • Recognise, tind and name a half as one of two equal parts of an object, shape or quantity • Power Maths unit II+ • • Recognise, find and name a quarter as one of four equal parts of an object, • Power Maths quarter	J	concrete objects,	column double twice		
Fractions Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity • Power Maths unit I4- half halves quarter		pictorial	_		
Support of the support of the teacher. Children solve problems, including doubling, halving and sharing. •		arrays with the	share		
Fractions teacher. • Children solve problems, including acubling, halving and sharing. • • Fractions • 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,		support of the			
 Children solve problems, including doubling, halving and sharing. Recognise, tind 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, 		teacher.			
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,		• Children solve			
and sharing. • • • Fractions • Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Power Maths unit 14. • Recognise, find and name a quarter as one of four equal parts of an object, • Power Maths unit 14.		doubling, halving			
 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, 		and shăring.			
Fractions Fractions		• Becognize tind and	Downe Mathe unit II		
 of two equal parts of an object, shape or quantity half halves quarter Recognise, find and name a quarter as one of four equal parts of an object, 	Fractions	name a half as one_		•	•
 an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, half halves quarter 		of two equal parts of			
 Recognise, find and name a quarter as one of four equal parts of an object, 		an object, shape or	half halves quarter		
name a quarter as one of four equal parts of an object,		Recognise, find and	frances quanter		
parts of an object,		name a quarter as			
		one of four equal			
shape or quantity.		shape or quantity.			
Children solve		Children solve			
problems, including		problems, including			
and sharing.		and sharing.			
Children use Power Maths unit 15		Children use	Power Maths unit 15		
Position and everyday language to	Position and	everyday language to			
Direction weight, capacity, turn half turn quarter turn	Direction	weight, capacity,	turn half turn quarter turn		
position, distance, three-quarter turn whole turn position		position, distance,	three-quarter turn whole turn position		
ume and money io compare quantities left right forwards backwards		compare quantities	left right forwards backwards		
and objects and to		and objects and to	tert light forwards backwards		
solve problems. – above below top middle bottom		solve přoblems.	– above below top middle bottom		
Describe position. Up down in between		Describe position	up down in between		
direction and		direction and			
movement including		movement including			
three guarter turns.		three guarter turns.			

	Order and arrange combinations of mathematical objects in patterns and sequences			
Number and Place Value	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. • 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 and write numbers to at least 100 in numerals and in words Given a number, identify one more and one less. Recognise the place value of each digit in a two-digit number (tens, ones). Compare and order numbers from 0 up to 100; use < and >and = signs	Power Maths unit 10 100 square number square place value grid	Spine T I.I-I.IO	

Measurement Money	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Recognise and know the value of	Power Maths Unit 17 pound pence coins notes p	Spine 2 2.1 Counting, unitizing and coins Encourage children to use the following stem sentence: <i>'There are</i> one-penny coins; the total value is P.' <i>'This is a</i> pence coin. It has a value of p.'
	denominations of coins and notes. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Recognise and use symbols for pounds (E) and pence (p); combine amounts to make a particular value		 'I say two pence, but I think two one-pennies.' 'I say five pence, but I think five one-pennies.' 'I say ten pence, but I think ten one-pennies.' 'There are coins.' 'Each coin has a value of p.' 'The costs p.' 'Each coin has a value of p.' 'So I need coins.'
Measurement Time	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Sequence events in chronological order using language (for example, before and	Power Maths Unit 18 before after yesterday today tomorrow day week slower faster month year calendar date minute hand hour hand o'clock half past second minute hour	

atter, next, tirst, today, yesterday, tomorrow, morning, afternoon and evening). Pocceptice 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. Measure and begin to record the following: - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds).		
Compare, describe and solve practical problems for: - lengths and heights (for example, long/short, double/half) - mass/weight (for example, heavy/light, heavier than, lighter than) - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) - time (for example, quicker, slower, earlier, later).		

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = $\blacklozenge - 9$.		