



Laceyfield Mastery Maths Medium Term Plan - Year 1



'Effective mastery curricula in mathematics are designed in relatively small carefully sequenced steps, which must each be mastered before pupils move to the next stage. Fundamental skills and knowledge are secured first. This often entails focusing on curriculum content in considerable depth at early stages.' (NCETM, 2014)

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>	<u>Week 8</u>	<u>Week 9</u>	<u>Week 10</u>	<u>Week 11</u>	<u>Week 12</u>
<u>Autumn</u>	Place value (within 10)	Place value (within 10)	Place value (within 10)	Place value (within 10)	Place value (within 10)	Addition and subtraction (within 10)	Addition and subtraction (within 10)	Addition and subtraction (within 10)	Addition and subtraction (within 10)	Addition and subtraction (within 10)	Shape	Consolidation
<u>Spring</u>	Place value (within 20)	Place value (within 20)	Place value (within 20)	Addition and subtraction (within 20)	Addition and subtraction (within 20)	Addition and subtraction (within 20)	Place value (within 50)	Place value (within 50)	Length and height	Length and height	Mass and volume	Mass and volume
<u>Summer</u>	Multiplication and division	Multiplication and division	Multiplication and division	Fractions	Fractions	Position and direction	Place value (within 100)	Place value (within 100)	Money	Time	Time	Consolidation

- **All statistics and measurement objectives** are taught in an afternoon as part of the project
- Fractions and shape have been adapted from the White Rose LTP to allow for coverage and consolidation of fractions before the SATs.
- Each unit has been planned for mastery teaching in order to go into greater depth. However, there is still enough time to revisit addition, subtraction, multiplication, division and fractions in summer term. Therefore, children are still receiving the cyclical approach
- Follow whiterose small steps for each unit
- In the summer term when you revisit, recap as necessary, build on previous skills, deepen knowledge
- Use NCETM spines, whiterose, I see reasoning, Classroom Secrets and Primary Stars for tailored resources
- Time is drip fed throughout the year, as well as teaching the unit block
- Quick maths is constantly used to revisit areas - odds and evens, shape, time etc.

Strand one - Number			
Number and place value objectives	Addition/ subtraction objectives	Multiplication / division Objectives	Fractions
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	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
count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	represent and use number bonds and related subtraction facts within 20		recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
given a number, identify one more and one less	add and subtract one-digit and two-digit numbers to 20, including zero		
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	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.		
read and write numbers from 1 to 20 in numerals and words.			

Strand 2 - Measure	Strand 3 - Geometry	
Measurement objectives	Geometry properties of shapes objectives	Geometry position and direction objectives
<p>compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • lengths and heights [for example, long/short, longer/shorter, tall/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] <p>measure and begin to record the following:</p> <ul style="list-style-type: none"> • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) <p>recognise and know the value of different denominations of coins and notes</p> <p>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p>recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<p>describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>