

# Busy Ant Maths Year 1 Medium-Term Plans

Unit 1		
<i>Number -</i>		<i>Geometry -</i>
Number & place value	Addition & subtraction	Properties of shapes

Unit 5		
<i>Number -</i>		<i>Geometry -</i>
Number & place value	Addition & subtraction	Properties of shapes

Unit 9		
<i>Number -</i>		<i>Geometry -</i>
Number & place value	Addition & subtraction	Position & direction

Unit 2		
<i>Number -</i>		<i>Measurement (length &amp; height)</i>
Addition & subtraction	Addition & subtraction	

Unit 6		
<i>Number -</i>		<i>Measurement (mass)</i>
Multiplication & division including Number & place value	Multiplication & division	

Unit 10		
<i>Number -</i>		<i>Measurement (length &amp; height)</i>
Multiplication & division including Number & place value	Multiplication & division	

Unit 3		
<i>Number -</i>		<i>Geometry -</i>
Number & place value	Multiplication & division	Position & direction

Unit 7		
<i>Number -</i>		<i>Measurement (time)</i>
Addition & subtraction	Addition & subtraction	

Unit 11		
<i>Number -</i>		<i>Geometry -</i>
Addition & subtraction	Addition & subtraction	Properties of shapes

Unit 4		
<i>Number -</i>		<i>Measurement (money)</i>
Addition & subtraction	Fractions	

Unit 8		
<i>Number -</i>		<i>Measurement (volume &amp; capacity)</i>
Number & place value	Fractions	

Unit 12		
<i>Number -</i>		<i>Measurement (time)</i>
Multiplication & division	Fractions	

# Busy Ant Maths Year 1 Medium-Term Plans

Unit 1 Number – Number and place value Number – Addition and subtraction Geometry – Properties of shapes		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Number and place value	<b>Week 1</b>	
<ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals</li> <li>given a number, identify one more and one less</li> <li>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</li> <li>read and write numbers from 1 to 20 in numerals</li> <li>practicing ordering [first, second, third] *</li> </ul>	<ul style="list-style-type: none"> <li>Count, read and write numbers to 20 in numerals</li> <li>Identify numbers to 20</li> </ul>	1
	<ul style="list-style-type: none"> <li>Given a number, identify one more and one less</li> <li>Use the language of more than, less than</li> </ul>	2
	<ul style="list-style-type: none"> <li>Count, read and write numbers to 20</li> </ul>	3
	<ul style="list-style-type: none"> <li>Count to 20, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>Practice ordering (first, second, third, ...)</li> </ul>	4
Number – Addition and subtraction	<b>Week 2</b>	
<ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> </ul>	<ul style="list-style-type: none"> <li>Read and interpret mathematical statements involving addition (+) and equals (=) signs</li> <li>Understand addition as combining two sets of objects</li> <li>Use addition facts within 5</li> </ul>	1
	<ul style="list-style-type: none"> <li>Read and interpret mathematical statements involving addition (+) and equals (=) signs</li> <li>Understand addition as counting on</li> <li>Use addition facts within 5, and then 10</li> </ul>	2
	<ul style="list-style-type: none"> <li>Read and interpret mathematical statements involving subtraction (–) and equals (=) signs</li> <li>Understand subtraction as taking away (counting back)</li> <li>Use subtraction facts within 5</li> </ul>	3
	<ul style="list-style-type: none"> <li>Read and interpret mathematical statements involving subtraction (–) and equals (=) signs</li> <li>Understand subtraction as taking away (counting back)</li> <li>Use subtraction facts within 5, and then 10</li> </ul>	4
Geometry – Properties of shapes	<b>Week 3</b>	
<ul style="list-style-type: none"> <li>recognise and name common 2-D shapes, including:               <ul style="list-style-type: none"> <li>– 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognise and name common 2-d shapes: circles, triangles, squares and rectangles</li> </ul>	1
	<ul style="list-style-type: none"> <li>Recognise and name common 2-d shapes (circles, triangles, squares and rectangles) in different orientations and sizes</li> </ul>	2
	<ul style="list-style-type: none"> <li>Distinguish a variety of triangles from other shapes</li> </ul>	3
	<ul style="list-style-type: none"> <li>Identify rectangles and squares</li> </ul>	4

Unit 7 Number – Addition and subtraction Measurement (length and height)		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Addition and subtraction	<b>Week 1</b>	
<ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>	<ul style="list-style-type: none"> <li>Recall addition facts within 5, then 10</li> </ul>	1
	<ul style="list-style-type: none"> <li>Recall subtraction facts within 5, then 10</li> </ul>	2
	<ul style="list-style-type: none"> <li>Recall doubles of numbers to 5</li> </ul>	3
	<ul style="list-style-type: none"> <li>Recall addition facts within 10 and work out the corresponding subtraction facts</li> </ul>	4
	<b>Week 2</b>	
	<ul style="list-style-type: none"> <li>Understand that addition can be done in any order</li> <li>realise the effect of using zero</li> </ul>	1
	<ul style="list-style-type: none"> <li>Understand subtraction as ‘finding the difference’</li> </ul>	2
	<ul style="list-style-type: none"> <li>Solve simple addition and subtraction problems within the range 0–10</li> <li>Solve simple missing number problems involving addition or subtraction</li> </ul>	3
	<ul style="list-style-type: none"> <li>Solve simple addition and subtraction word problems within the range 0–10</li> </ul>	4
Measurement (length and height)	<b>Week 3</b>	
<ul style="list-style-type: none"> <li>compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>measure and begin to record lengths and heights</li> </ul>	<ul style="list-style-type: none"> <li>Use mathematical vocabulary to describe and compare lengths</li> </ul>	1
	<ul style="list-style-type: none"> <li>Use mathematical vocabulary to describe and compare heights</li> </ul>	2
	<ul style="list-style-type: none"> <li>Measure lengths, heights and widths using uniform non-standard units</li> </ul>	3
	<ul style="list-style-type: none"> <li>Measure lengths using rulers</li> </ul>	4

\* Notes and guidance (non-statutory)

# Busy Ant Maths Year 1 Medium-Term Plans

Unit 3 Number – Number and place value Number – Multiplication and division Geometry – Position and direction		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
<b>Number – Number and place value</b>	<b>Week 1</b>	
<ul style="list-style-type: none"> <li>count in multiples of twos, fives and tens</li> </ul>	• Count in multiples of twos	1
	• Count in multiples of fives	2
	• Count in multiples of tens	3
	• Count in multiples of twos, fives and tens	4
<b>Number – Multiplication and division</b>	<b>Week 2</b>	
<ul style="list-style-type: none"> <li>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</li> <li>understand multiplication and division through grouping and sharing small quantities *</li> </ul>	• Make connections between arrays, number patterns and counting in twos	1
	• Make connections between arrays, number patterns and counting in fives	2
	• Make connections between arrays, number patterns and counting in tens	3
	• Understand division through sharing small quantities	4
<b>Geometry – Position and direction</b>	<b>Week 3</b>	
<ul style="list-style-type: none"> <li>describe position, directions and movements, including half, quarter and three-quarter turns</li> </ul>	• Understand and use words relating to direction and movement: left, right, up, down	1
	• Understand and use a range of words relating to position: top, middle, bottom, above, below, between	2
	• Describe movement, and recognise and make whole and half turns	3
	• Describe movement, and recognise and make quarter and three-quarter turns	4

Unit 4 Number – Addition and subtraction Number – Fractions Measurement (money)			
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson	
<b>Number – Addition and subtraction</b>	<b>Week 1</b>		
<ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>	• Represent and use addition facts within 10, then 15	1	
	• Represent and use subtraction facts within 10, then 15	2	
	• Solve simple addition and subtraction problems within the range 0–15	3	
	• Solve simple missing number problems involving addition or subtraction	4	
<ul style="list-style-type: none"> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>	• Solve simple addition and subtraction word problems within the range 0–15	4	
	<b>Number – Fractions</b>	<b>Week 2</b>	
	<ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise and combine halves as parts of a whole *</li> </ul>	• Recognise and find one half, (or $\frac{1}{2}$ ) of an object or shape	1
		• Understand that a half is one of two equal parts	
• Recognise and find one half, (or $\frac{1}{2}$ ) of a quantity		2	
• Understand that a half is one of two equal parts			
<ul style="list-style-type: none"> <li>recognise and combine halves as parts of a whole *</li> </ul>	• Recognise and find one half, (or $\frac{1}{2}$ ) of a length	3	
	• Understand that a half is one of two equal parts		
	• Recognise and combine halves as part of one whole	4	
	• Understand that a half is one of two equal parts		
<b>Measurement (money)</b>	<b>Week 3</b>		
<ul style="list-style-type: none"> <li>recognise and know the value of different denominations of coins and notes</li> </ul>	• Recognise and understand the value of 1p, 2p, 5p and 10p coins	1	
	• Recognise and understand the value of 20p and 50p coins	2	
	• Recognise and understand the value of £1 coins and £5 notes	3	
	• Solve problems involving money	4	

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# Busy Ant Maths Year 1 Medium-Term Plans

Unit 5 Number – Number and place value Number – Addition and subtraction Geometry – Properties of shapes		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Number and place value	<b>Week 1</b>	
<ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and one less</li> <li>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</li> <li>read and write numbers from 1 to 20 in numerals and words</li> <li>recognise and create repeating patterns with objects and with shapes *</li> </ul>	<ul style="list-style-type: none"> <li>Given a number, identify one more and one less</li> <li>Use the language of equal to, more than, less than, (fewer), most, least</li> </ul>	1
	<ul style="list-style-type: none"> <li>Develop recognition of pattern in the number system – odd and even numbers</li> </ul>	2
	<ul style="list-style-type: none"> <li>Recognise and create repeating patterns with objects and with shapes</li> </ul>	3
	<ul style="list-style-type: none"> <li>Recognise and create repeating patterns with objects and with shapes</li> </ul>	4
Number – Addition and subtraction	<b>Week 2</b>	
<ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>	<ul style="list-style-type: none"> <li>Solve simple one-step problems that involve addition or subtraction in familiar practical contexts, e.g. money</li> <li>Represent and use addition and related subtraction facts within 20</li> </ul>	1
	<ul style="list-style-type: none"> <li>Solve simple one-step problems that involve addition or subtraction in familiar practical contexts, e.g. money</li> <li>Represent and use addition and related subtraction facts within 20</li> </ul>	2
	<ul style="list-style-type: none"> <li>Solve simple one-step word problems that involve addition in familiar practical contexts, e.g. money</li> <li>Interpret and write mathematical statements involving addition</li> </ul>	3
	<ul style="list-style-type: none"> <li>Solve simple one-step word problems that involve subtraction in familiar practical contexts, e.g. money</li> <li>Interpret and write mathematical statements involving subtraction</li> </ul>	4
Geometry – Properties of shapes	<b>Week 3</b>	
	<ul style="list-style-type: none"> <li>Recognise and name common 3-d shapes (cuboids, cubes, pyramids, spheres, cylinders and cones) in different orientations and sizes</li> </ul>	2
	<ul style="list-style-type: none"> <li>Identify cuboids and cubes</li> </ul>	3
	<ul style="list-style-type: none"> <li>Differentiate between 2-d and 3-d shapes</li> </ul>	4

Unit 6 Number – Multiplication and division, including Number and place value Measurement (mass)		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Multiplication and division	<b>Week 1</b>	
<ul style="list-style-type: none"> <li>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</li> <li>understand multiplication and division through grouping and sharing small quantities *</li> <li>make connections between arrays, number patterns and counting in twos, fives and tens *</li> </ul>	<ul style="list-style-type: none"> <li>Count in multiples of twos</li> </ul>	1
	<ul style="list-style-type: none"> <li>Count in multiples of fives</li> </ul>	2
	<ul style="list-style-type: none"> <li>Count in multiples of tens</li> </ul>	3
	<ul style="list-style-type: none"> <li>Make connections between arrays, number patterns and counting in twos, fives and tens</li> </ul>	4
	<b>Week 2</b>	
Number – Number and place value	<ul style="list-style-type: none"> <li>Solve simple one-step problems involving multiplication, calculating the answer using concrete objects, pictorial representations and arrays</li> </ul>	2
	<ul style="list-style-type: none"> <li>Understand division through sharing small quantities</li> </ul>	3
	<ul style="list-style-type: none"> <li>Solve simple one-step problems involving division, calculating the answer using concrete objects, pictorial representations and arrays</li> </ul>	4
Measurement (mass)	<b>Week 3</b>	
<ul style="list-style-type: none"> <li>compare, describe and solve practical problems for mass or weight [for example, heavy/light, heavier than, lighter than]</li> <li>measure and begin to record mass/weight</li> </ul>	<ul style="list-style-type: none"> <li>Compare and describe the mass or weight of objects</li> </ul>	1
	<ul style="list-style-type: none"> <li>Compare the mass of objects using a balance</li> </ul>	2
	<ul style="list-style-type: none"> <li>Weigh objects and compare weights using uniform non-standard units</li> </ul>	3
	<ul style="list-style-type: none"> <li>Begin to weigh objects using weighing scales, and record weights</li> </ul>	4

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# Busy Ant Maths Year 1 Medium-Term Plans

Unit 7 Number – Addition and subtraction Measurement (time)			
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson	
<b>Number – Addition and subtraction</b>	<b>Week 1</b>		
<ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>realise the effect of adding and subtracting zero in order to establish addition and subtraction as related operations *</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>	<ul style="list-style-type: none"> <li>Recall addition facts for 10</li> </ul>	1	
	<ul style="list-style-type: none"> <li>Recall doubles of all numbers to 5</li> <li>Identify near doubles using known doubles</li> </ul>	2	
	<ul style="list-style-type: none"> <li>Recall addition facts within 10</li> <li>Use known addition facts within 10 to derive related facts</li> </ul>	3	
	<ul style="list-style-type: none"> <li>Recall subtraction facts within 10</li> <li>Use known subtraction facts within 10 to derive related facts</li> </ul>	4	
	<b>Week 2</b>		
	<ul style="list-style-type: none"> <li>Relate addition to counting on</li> <li>Recall addition facts within 10, then 20</li> </ul>	1	
	<ul style="list-style-type: none"> <li>Relate subtraction to 'taking away' (counting back)</li> <li>Recall subtraction facts within 10, then 20</li> </ul>	2	
	<ul style="list-style-type: none"> <li>Add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>Solve simple addition and subtraction missing number problems</li> </ul>	3	
	<ul style="list-style-type: none"> <li>Represent and use addition and subtraction facts within 20</li> <li>Recognise patterns of similar calculations</li> <li>Realise the effect of adding and subtracting zero</li> </ul>	4	
	<b>Measurement (time)</b>	<b>Week 3</b>	
<ul style="list-style-type: none"> <li>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use the names of the days of the week and months of the 1 year, and year numbers</li> </ul>	1	
	<ul style="list-style-type: none"> <li>Sequence events correctly, including seasons of the year, using appropriate language</li> </ul>	2	
	<ul style="list-style-type: none"> <li>Read and understand times to the hour</li> </ul>	3	
	<ul style="list-style-type: none"> <li>Read and understand times to the hour and half past the hour</li> </ul>	4	

Unit 8 Number – Number and place value Number – Fractions Measurement (volume and capacity)		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
<b>Number – Number and place value</b>	<b>Week 1</b>	
<ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals</li> <li>given a number, identify one more and one less</li> <li>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</li> <li>read and write numbers from 1 to 20 in numerals and words</li> </ul>	<ul style="list-style-type: none"> <li>Read and write numbers from 1 to 20 in numerals and words</li> </ul>	1
	<ul style="list-style-type: none"> <li>Recognise place value in numbers to 20</li> </ul>	2
	<ul style="list-style-type: none"> <li>Identify and represent numbers using objects and pictorial representations</li> <li>Use the language of equal to, more than, less than (fewer), most, least</li> </ul>	3
	<ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> </ul>	4
<b>Number – Fractions</b>	<b>Week 2</b>	
<ul style="list-style-type: none"> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> <li>recognise and combine quarters as parts of a whole *</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and find one quarter, (or <math>\frac{1}{4}</math>) of an object or shape</li> <li>Understand that a quarter is one of four equal parts</li> </ul>	1
	<ul style="list-style-type: none"> <li>Recognise and find one quarter, (or <math>\frac{1}{4}</math>) of a quantity</li> <li>Understand that a quarter is one of four equal parts</li> </ul>	2
	<ul style="list-style-type: none"> <li>Recognise and find one quarter, (or <math>\frac{1}{4}</math>) of a length</li> <li>Understand that a quarter is one of four equal parts</li> </ul>	3
	<ul style="list-style-type: none"> <li>Recognise and combine quarters as part of one whole</li> </ul>	4
<b>Measurement (volume and capacity)</b>	<b>Week 3</b>	
<ul style="list-style-type: none"> <li>compare, describe and solve practical problems for mass or weight capacity/volume [for example, full/empty, more than, less than, quarter]</li> <li>measure and begin to record capacity and volume</li> </ul>	<ul style="list-style-type: none"> <li>Use mathematical vocabulary to describe and compare capacity/volume</li> </ul>	1
	<ul style="list-style-type: none"> <li>Measure capacity using uniform non-standard measures</li> </ul>	2
	<ul style="list-style-type: none"> <li>Measure capacity using uniform non-standard measures</li> </ul>	3
	<ul style="list-style-type: none"> <li>Measure capacity using the standard unit – litre</li> </ul>	4

\* Notes and guidance (non-statutory)

# Busy Ant Maths Year 1 Medium-Term Plans

Unit 9 Number – Number and place value Number – Addition and subtraction Geometry – Position and direction		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Number and place value	<b>Week 1</b>	
<ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals</li> <li>given a number, identify one more and one less</li> <li>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</li> <li>read and write numbers from 1 to 20 in numerals and words</li> <li>recognise place value in numbers beyond 20 *</li> </ul>	<ul style="list-style-type: none"> <li>Read and write numbers from 1 to 20 in numerals and words</li> </ul>	1
	<ul style="list-style-type: none"> <li>Recognise place value in numbers beyond 20</li> </ul>	2
	<ul style="list-style-type: none"> <li>Practice counting beyond 20, to indicate a quantity</li> <li>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</li> </ul>	3
	<ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>Count, read and write numbers to 100 in numerals</li> </ul>	4
Number – Addition and subtraction	<b>Week 2</b>	
<ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>realise the effect of adding and subtracting zero in order to establish addition and subtraction as related operations *</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>	<ul style="list-style-type: none"> <li>Recall doubles of all numbers to 10</li> </ul>	1
	<ul style="list-style-type: none"> <li>Identify near doubles, using doubles already known</li> </ul>	2
	<ul style="list-style-type: none"> <li>Understand addition as counting on</li> <li>Understand that addition can be done in any order</li> <li>Solve one-step problems that involve addition</li> </ul>	3
	<ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>Use known addition and subtraction facts to 10 and 20 to derive related facts</li> <li>Realise the effect of adding and subtracting zero in order to establish addition and subtraction as related operations</li> </ul>	4
Geometry – Position and direction	<b>Week 3</b>	
<ul style="list-style-type: none"> <li>describe position, directions and movements, including half, quarter and three-quarter turns</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use a range of words relating to position: on top of, underneath, in front of, behind, inside, outside</li> </ul>	1
	<ul style="list-style-type: none"> <li>Understand and use a range of words relating to position: around, near, close, far</li> </ul>	2
	<ul style="list-style-type: none"> <li>Understand and use a range of words relating to direction and movement: left, right, forwards and backwards</li> </ul>	3
	<ul style="list-style-type: none"> <li>Describe movement, and recognise and make whole, half, quarter and three-quarter turns</li> </ul>	4

Unit 10 Number – Multiplication and division, including Number and place value Measurement (length and height)			
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson	
Number – Multiplication and division	<b>Week 1</b>		
<ul style="list-style-type: none"> <li>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</li> <li>understand multiplication and division through grouping and sharing small quantities *</li> <li>make connections between arrays, number patterns and counting in twos, fives and tens *</li> </ul>	<ul style="list-style-type: none"> <li>Count in multiples of twos</li> </ul>	1	
	<ul style="list-style-type: none"> <li>Make connections between arrays, number patterns and counting in twos</li> </ul>	2	
	<ul style="list-style-type: none"> <li>Count in multiples of fives and tens</li> </ul>	3	
	<ul style="list-style-type: none"> <li>Make connections between arrays, number patterns and counting in fives and tens</li> </ul>	4	
	<b>Week 2</b>		
Number – Number and place value	<ul style="list-style-type: none"> <li>Understand multiplication through grouping small quantities</li> </ul>	1	
	<ul style="list-style-type: none"> <li>Solve simple one-step problems involving multiplication, calculating the answer using concrete objects, pictorial representations and arrays</li> </ul>	2	
	<ul style="list-style-type: none"> <li>Understand division through sharing small quantities</li> </ul>	3	
	<ul style="list-style-type: none"> <li>Understand division through sharing small quantities</li> </ul>	3	
Measurement (length and height)	<ul style="list-style-type: none"> <li>Solve simple one-step problems involving division, calculating the answer using concrete objects, pictorial representations and arrays</li> </ul>	4	
	<b>Week 3</b>		
	<ul style="list-style-type: none"> <li>compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>mass/weight [for example, heavy/light, heavier than, lighter than]</li> </ul> </li> <li>measure and begin to record lengths and heights</li> </ul>	<ul style="list-style-type: none"> <li>Measure using a standard 30 cm ruler and understand what a metre rule is</li> </ul>	1
		<ul style="list-style-type: none"> <li>Estimate and measure objects</li> </ul>	2
	<ul style="list-style-type: none"> <li>Solve problems involving mass</li> </ul>	3	
	<ul style="list-style-type: none"> <li>Solve problems involving mass</li> </ul>	4	

# Busy Ant Maths Year 1 Medium-Term Plans

Unit 11 Number – Addition and subtraction Geometry – Properties of shapes		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Addition and subtraction	<b>Week 1</b>	
<ul style="list-style-type: none"> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>• represent and use number bonds and related subtraction facts within 20</li> <li>• add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>	• Recall addition and subtraction facts to 20	1
	• Recognise patterns of similar calculations	2
	• Realise the effect of adding and subtracting zero	
	• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems	3
	• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems	4
	<b>Week 2</b>	
	• Add and subtract one-digit and two-digit numbers to 20, including zero	1
	• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations	2
• Represent and use addition and related subtraction facts within 20	3	
• Add and subtract one-digit and two-digit numbers to 20, including zero	4	
Geometry – Properties of shapes	<b>Week 3</b>	
<ul style="list-style-type: none"> <li>• recognise and name common 2-D and 3-D shapes, including:               <ul style="list-style-type: none"> <li>– 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>– 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</li> </ul> </li> </ul>	• Make patterns using 2-d shapes: circle, triangle, square and rectangle	1
	• Recognise, name and sort common 2-d shapes in real life: circles, triangles, squares and rectangles	2
	• Make patterns and models using 3-d shapes: cuboids, cubes, pyramids, spheres, cylinders and cones	3
	• Recognise, name and sort common 3-d shapes in real life: cuboids, cubes, pyramids, spheres, cylinders and cones	4

Unit 12 Number – Multiplication and division Number – Fractions Measurement (time)		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Multiplication and division	<b>Week 1</b>	
<ul style="list-style-type: none"> <li>• 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</li> <li>• double numbers and quantities *</li> <li>• find simple fractions of objects, numbers and quantities *</li> </ul>	• Double numbers and quantities	1
	• Find simple fractions of objects, numbers and quantities – halves	2
	• Find simple fractions of objects, numbers and quantities – quarters	3
	• Double numbers and quantities	4
<ul style="list-style-type: none"> <li>• Find simple fractions of objects, numbers and quantities – halves and quarters</li> </ul>	• Find simple fractions of objects, numbers and quantities – halves and quarters	
	<b>Week 2</b>	
	• Recognise and find one half of an object or shape	1
	• Recognise and find one quarter of an object or shape	
<ul style="list-style-type: none"> <li>• recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> <li>• connect halves and quarters to the equal sharing and grouping of sets of objects and to measures *</li> <li>• recognise and combine halves and quarters as parts of a whole *</li> </ul>	• Recognise and find one half of a quantity	2
	• Recognise and find one quarter of a quantity	
	• Understand that two halves or four quarters are equal to one whole	3
	• Understand that two quarters are equal to one half	
<ul style="list-style-type: none"> <li>• connect halves and quarters to the equal sharing and grouping of sets of objects and to measures</li> </ul>	• Connect halves and quarters to the equal sharing and grouping of sets of objects and to measures	4
	<b>Week 3</b>	
	• Read and order times to the hour and half past the hour	1
	• Draw hands on clocks to show and compare times	2
<ul style="list-style-type: none"> <li>• measure and begin to record time (hours, minutes, seconds)</li> <li>• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul>	• Begin to understand how long a second, a minute and an hour is	3
	• Solve problems related to time	4

\* Notes and guidance (non-statutory)