Grindon Infant School Year 1 Mathematics Medium Term Planning 2025-2026 – SPRING 1 2026

Place Value (within 20)

Pupils will learn to:

- Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number
- 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 from 1 to 20 in numerals and words
- Given a number, identify 1 more and 1 less

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Pre-learning challenge Place value (within 20) • Count within 20 • Understand 10	• Understand 11 and 12 • Understand 13 and 14 • Understand 15 and 16 • Understand 17 and 18	• Understand 19 • Understand 20	• 1 more and 1 less • The number line to 20	• Use a number line to 20 • Estimate on a numberline to 20. • Compare numbers to 20	• Order numbers to 20. Post-learning challenge Place value (within 20)	Pause and stretch
Key vocabulary Add Before After Greater Less ones	Key vocabulary Tens Ones More than Same Different Empty	Key vocabulary Tens Ones Less than Greater than Tens frame More Less	Key vocabulary Numberline Estimate Compare Greater than Less than Equal to	Key vocabulary Group Fewest Most Greatest Smallest Order	Key vocabulary Group Fewest Most Greatest Smallest Order	Key vocabulary Add Bar model Numberline Number bonds Addition
Nrich – Writing digits **Reasoning:** Describe and explain with reasons. Listen to others' explanations and try to make sense of them.	**Next domino** **Problem solving:** Independently pattern spot and copy and continue a pattern (objects, shapes, numbers, spatial) predicting what will come next. **Reasoning:**	**One more one less** – dice sheet activity -Twinkl **Problem solving:** Begin to idependently find a starting point to break into a problem.	**Board game** Baby bunny numberline addition game – Twinkl	**Brick ordering** Children to be given duplo bricks with numbers 0-20, chn to order these as a group. **Problem solving:** Use trial and error improvement strategy. **Reasoning:**	**Outdoor learning** Create a large number line and ask children questions, eg Which numbers are after 10? Which is the greatest number 5 or 17 etc. **Problem solving**	**Board games** Snakes and ladders

	Describe and explain with reasons. Listen to others' explanations and try to make sense of them.			Listen to others' explanations and try to make sense of them.	Independently find possibilities.	
Mastering Numbers Week 13: • recap that 9 can be composed of 5 and 4 • explore ways in which 9 counters can be arranged in a 3-by-3 grid. • explore ways in which 9 counters can be arranged in a 3-by-3 grid • describe the parts they can see within 9. • identify the missing part to make 9 • work systematically to find all the ways that 9 can be composed of two parts on the rekenrek. • identify the bond of 9 shown in a spatial pattern in a 3-by-3 grid • identify the missing part to make 9.	**Mastering Numbers Week 14:** • recap the 'shape' of odd and even numbers • sort odd and even numbers to 10 • begin to generalise that even numbers can be composed of 2 odd parts. • recap that even numbers can be composed of 2 odd parts • subitise odd parts within 10 • identify that even numbers can also be composed of 2 even parts. • recap the odd numbers to 10 • explore how the odd number, 9, can be composed of 1 odd part and 1 even part. • recap that 9 cannot be made with 2 odd parts or 2 even parts • identify that 7 cannot be made with 2 odd parts or 2 even parts • begin to make generalisations about the composition of odd numbers	**Mastering Numbers Week 15:** • subitise the numbers 5–9 and represent them on a rekenrek • use the language of 'whole' and 'part' to describe groups and sub-groups • identify different ways of seeing parts within a whole. • reason about ways to make 7 • use the language of 'splitting' and 'combining' to describe partitioning a whole into its parts • partition a set of objects in different ways, describing how they have done it. • subitise the numbers 6–9 and represent them on their fingers • partition a set of objects into two parts, using the language of 'splitting', and put parts together to make a whole, using the language of 'combining' • explain what each number in a part–part–whole diagram means in relation to objects or pictures.	**Mastering Numbers Week 16:** • represent the partitioning of a number on a part–part–whole diagram. • observe and explain the patterns made by numbers when a systematic approach to partitioning is used. • reason about missing parts when 4 is the whole • use cubes to systematically partition 5 • observe and explain the patterns made by numbers when a systematic approach to partitioning is used. • recap representations of partitions of 5 • represent systematic partitioning on a rekenrek.	**Mastering Numbers Week 17:** • reason about missing parts when 4 or 5 is the whole • systematically partition 6 using a rekenrek. • recap that even numbers can be composed of 2s • identify that even numbers can be split into two equal parts and made by combining two equal parts. • subitise even numbers within 10 and display them on a rekenrek • use the language of 'double' and 'half'. • practise recalling doubles within 10 and show them on part–part–whole diagrams and on their fingers • identify arrangements of beads as 'near doubles' using a rekenrek.	• **Assessment.**	**Consolidation**

		• identify the whole when given two parts • partition a set of objects in different ways, describing how they have done it • represent partitioning using a part–part–whole diagram.				