Grindon Infant School Year 1 Mathematics Medium Term Planning 2026-2027 – Autumn 1

Number - Number & Place Value

Pupils will be able to:

- 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
- 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 and write numbers from 1 to 20 in numerals and words.

Number – Calculation Addition & Subtraction

Pupils will able to:

- 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)
- 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 1-digit and 2-digit numbers to 20, including zero

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Y1 Pre-Learning Challenge-Place Value Sort objects Count objects	Count objects from a group of 10 Y2 to 20 Represent objects Represent numbers to 10 Y2 to 20 Count, read and write forwards from any number 0 to 10 Y1 - Count within 10, forwards, backwards, starting with any number.	Count, read and write forwards from any number 0 to 10 Y2 to 20 Count, read and write backwards from any number 0 to 10 Year 2 to 20 One – to -one correspondence to start to compare groups. Count within 20, forwards, backwards, starting with any number.	Compare objects (Compare groups using language such as equal, more/greater/less/ fewer) Introduce= symbols Compare numbers Order groups of objects Order numbers	Ordinal numbers (1st, 2nd, 3rd …) The number line Post-learning challenge Pause and stretch Pre-learning challenge	Introducing parts and wholes Part-whole model with images/objects Part-whole model with images/objects Part-whole model Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts.	Addition symbol Fact families – addition facts Find number bonds for numbers within 10 Y2 number bonds to 20 Read, write and interpret equations containing addition (+) subtraction (-) and equals (=) symbols and relate additive expressions and equations to rela-life contexts.

Problem Solving	**Problem Solving** Discrete Problem Solving. Children to sort the dominoes in any arrangement. Discuss why they have arranged their dominoes in those specific groups. **Reasoning** Describe and explain with reasons.	**Problem Solving** Count one more Count one less Investigation How Would We Count? (maths.org) **Problem solving** Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract).	**Problem Solving** Discrete Problem Solving Print out multiple photos of the same owl. Children to cut out owls and identify how many eyes/ head/wings one owl has (links to English curriculum-owl babies C4). How many eyes does one owl have? How about 2 owls? How many eyes would they have? How many heads would 5 owls come to? Let children explore using cut out owls. C2 Activity linked to Midnight Zoo using a fox. **Problem solving** Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract).	**Problem Solving** Outdoor learning – Complete races outside and use 1st, 2nd, 3rd rosettes. Children to discuss how we will know why gets each rosette. **Reasoning** Listen to others' explanations and try to make sense of them.	**Problem solving** Discrete Problem Solving Ordering and sorting objects: Sammys cake problem. Children to sort cakes into as many different 3 groups as they can. Can the children then order the cakes from smallest to largest? What different answers do they find? **Problem solving** Begin to independently find a starting point to break into a problem.	**Board games**
Mastering Number Week 0: • subitise dot images within 4 • make observations about the beads on the rekenrek	Mastering Number Week 1: • subitise within 5 • de-compose sets of objects in different ways.	Mastering Number Week 2: see 6, 7, 8 and 9 as composed of '5 and a bit'. • see 6, 7, 8 and 9 as composed of '5 and a	Mastering Number Week 3: • re-cap the composition of 6 and 7 as '5 and a bit'	Mastering Number Week 4: • understand that the number of objects in a set can sometimes be compared by subitizing	Mastering Number Week 5: • count forwards from 0 to 10 and backwards from 10 to 0 • identify that each counting number is '1	Mastering Number Week 6: • identify the meaning of 'equal sets', in terms of there being the same number in each set

• practise putting the rekenrek into the 'ready position' • subitise dot images within 5 • practise putting the rekenrek into the 'ready position' • subitise dot images within 5 • practise putting the rekenrek into the 'ready position' • practise moving beads 'into play' using only 'one push'.	• compose numbers using two parts and talk about the parts they used. • systematically explore ways in which 5 can be composed of two parts. • practise recalling ways in which 5 can be composed show some ways in which 5 can be composed.	bit' using fingers and a double dice frame. • see 6, 7, 8 and 9 as composed of '5 and a bit' using fingers and a double dice frame. • recap that 6 and 7 can be composed of '5 and a bit' • use the '5 and a bit' structure to identify representations in which 7 is shown.	• identify 10 as 2 fives using a linear representation. • re-cap that 10 can be seen as 2 fives in a linear arrangement • make 6, 7, 8 and 9 on a rekenrek when 5 is a part. • say what 5 needs to make 6, 7, 8 or 9 • make 6, 7, 8 and 9 on the rekenrek • conceptually subitise 6, 7, 8 and 9 when 5 is a part make the numbers 6 to 9 across 2 rows of the rekenrek.	• use the words 'more than', 'fewer than' and 'equal to' to compare sets. • understand that the number of objects in a set can be compared in different ways (by subitising or by matching) • compare objects by matching • use the words 'more than', 'fewer than' and 'equal to' to compare sets. • use the rekenrek to compare numbers • use the language of 'greater than', 'less than' and 'equal to' to compare numbers. • re-cap the language 'equal to' compare numbers by reasoning and direct comparison.	more' than the previous number • make a 'staircase' pattern to show the order of the counting numbers to 5. • count forwards from 0 to 10 and backwards from 10 to 0 • identify that '1 more than' a given quantity can be found through reference to the order of the counting numbers. • count forwards from 0 to 10 and backwards from 10 to 0 • identify that '1 less than' a given quantity can be found through reference to the order of the counting numbers. • identify the number that is '1 more than' and '1 less than' another number see that the order of the numbers within 10 is 'stable' and can be seen in many places.	• identify whether 2 sets show an equal number. • recap the meaning of 'equal' • show equal numbers on their fingers and describe the arrangements as doubles. • identify doubles and show doubles on their fingers • identify which numbers within 10 are formed by doubles. • show doubles patterns using their fingers use spatial language to describe how doubles can be shown in a 10-frame.
Daily counting Count forwards in 1s, from 0 to 10	**Daily counting** Count backwards in 1s, from 10, to 0	**Daily counting** Count forwards in 1s, from a different starting number, within 10	**Daily counting** Count backwards in 1s, from a different starting number, within 10	**Daily counting** Count forwards, in multiples of two, from zero, to 24 Count backwards, in multiples of two, from 24, to zero	**Daily facts** 0+10 1+10 2+10 2+4 2+5	**Daily facts** 4-2 4-3 5-2 5-3 5-4

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