

Medium term Plans for Autumn Year 1

Week	Main focus of teaching and activities each day	Starter	Outcomes of each day
1	<p>Number and place value</p> <p>Day 1: Count reliably up to 20 objects</p> <p>Day 2: Recognise and estimate numbers more and less than 10</p> <p>Day 3: Use the landmarks of 5s to help place other numbers on a washing line or bead bar</p> <p>Day 4: Make ‘teen’ numbers by adding more to 10</p> <p>Day 5: Partition each ‘teen’ number to 10 and the rest.</p>	<p>Day 1: Starter – Order numbers to 10</p> <p>Day 2: Starter – Comparing numbers</p> <p>Day 3: Starter – Numerals 1 to 10</p> <p>Day 4: Starter – Recite numbers to 20</p> <p>Day 5: Starter – Ordering teens numbers</p>	<p>Number and place value</p> <p>Day 1: Outcomes: 1. Counting reliably to 20. 2. Recognising that the rearranged order of objects has the same value.</p> <p>Day 2: Outcomes: 1. Knowing whether a number is more or less than 10. 2. Using the landmarks of multiples of 5 to help children place other numbers on a line or bead bar.</p> <p>Day 3: Outcomes: 1. Recognise missing numbers from a 1–20 number washing line. 2. Use knowledge of other numbers to place numbers on a line. 3. Find amounts more, less and in between numbers.</p> <p>Day 4: Outcomes: 1. Recognise a teen number adding more to 10. 2. Make teen numbers showing partitioning.</p> <p>Day 5: Outcomes: 1. Understand ‘teen’ numbers as partitioning into 10 and ‘a bit’. 2. Begin to record additions.</p>
2	<p>Addition</p> <p>Day 1: Partition 5 into pairs, record the related additions</p> <p>Day 2: Add a small number by counting on</p> <p>Day 3: Add 1, 2, 3, 4 or 5 to 5 by counting on</p> <p>Day 4: Add 1 or 2 to numbers to 6 by counting on</p> <p>Day 5: Add 1 or 2 to numbers to 10 by counting on</p>	<p>Day 1: Starter – Recognise quantities</p> <p>Day 2: Starter – Recognise quantities</p> <p>Day 3: Starter – Count on</p> <p>Day 4: Starter – Count on</p> <p>Day 5: Starter – Pairs to 5</p>	<p>Addition</p> <p>Day 1: Outcomes: 1. Partition 5 into pairs. 2. Record in addition sentences.</p> <p>Day 2: Outcomes: 1. Add small numbers to 5 to create addition sentences. 2. Count on from 5.</p> <p>Day 3: Outcomes: 1. Add 1, 2, 3, 4 or 5 to 5 by counting on. 2. Record as addition sentences.</p> <p>Day 4: Outcomes: 1. Add 1 or 2 to numbers to 6 by counting on.</p> <p>Day 5: Outcomes: 1. Add 1 or 2 to numbers to 10 and some to 15 by counting on.</p>

Week	Main focus of teaching and activities each day	Starter	Outcomes of each day
3	<p>Money and Measures</p> <p>Day 1: Know how much each coin to 10p is worth</p> <p>Day 2: Add 1p and 2p to coins up to 10p</p> <p>Day 3: Find ways to pay amounts to 10p</p> <p>Day 4: Tell the time to the hour</p> <p>Day 5: Know the times of key events in the day</p>	<p>Day 1: Starter – Compare 1 to 10</p> <p>Day 2: Starter – Count on 1 or 2</p> <p>Day 3: Starter – Count on 1 or 2</p> <p>Day 4: Starter – Counting to 100</p> <p>Day 5: Starter – Days of the week</p>	<p>Money and Measures</p> <p>Day 1: Outcomes: 1. Know how much each coin to 10p is worth. 2. Begin to find the total of two coins.</p> <p>Day 2: Outcomes: 1. Add 1p and 2p to coins up to 10p and write the addition.</p> <p>Day 3: Outcomes: 1. Find ways to pay amounts to 10p.</p> <p>Day 4: Outcomes: 1. Tell the time to the hour. 2. Show o'clock times on small clocks.</p> <p>Day 5: Outcomes: 1. Know the key times of events of the day.</p>
4	<p>Measures and Shape</p> <p>Day 1: Measure length using a uniform unit</p> <p>Day 2: Estimate/measure length using a uniform unit</p> <p>Day 3: Measure and estimate by comparing with a metre stick</p> <p>Day 4: Understand and create symmetrical patterns</p> <p>Day 5: Spot whether a pattern/object is symmetrical</p>	<p>Day 1: Starter – Estimation</p> <p>Day 2: Starter – Comparing numbers to 20</p> <p>Day 3: Starter – Comparing numbers</p> <p>Day 4: Starter – Estimating lengths</p> <p>Day 5: Starter – Bonds to 5</p>	<p>Measures and Shape</p> <p>Day 1: Outcomes: 1. Measure length with non-standard units. 2. Make sensible estimations, stating whether something is shorter or longer.</p> <p>Day 2: Outcomes: 1. Measure length with non-standard units. 2. Order different lengths.</p> <p>Day 3: Outcomes: 1. Begin to have a sense of how long a metre is. 2. Estimate using metres and find items longer and shorter than 1 metre.</p> <p>Day 4: Outcomes: 1. Understand the term 'symmetry'. 2. Create symmetrical patterns.</p> <p>Day 5: Outcomes: 1. Recognise whether a pattern or object is symmetrical. 2. Find a line of symmetry.</p>

Week	Main focus of teaching and activities each day	Starter	Outcomes of each day
5	<p>Addition and subtraction</p> <p>Day 1: Understand subtraction as ‘take away’</p> <p>Day 2: Begin to count back to subtract</p> <p>Day 3: See how subtraction ‘undoes’ addition</p> <p>Day 4: Add and subtract 1 or 2</p> <p>Day 5: Decide whether to add or subtract to solve a word problem</p>	<p>Day 1: Starter – Counting</p> <p>Day 2: Starter – Count back</p> <p>Day 3: Starter – Numbers to 20</p> <p>Day 4: Starter – Count back 2</p> <p>Day 5: Starter – Bonds to 5</p>	<p>Addition and subtraction</p> <p>Day 1: Outcomes: 1. Understand subtraction as ‘take away’. 2. Count what’s left and record the related subtraction sentences.</p> <p>Day 2: Outcomes: 1. Begin to count back to subtract</p> <p>Day 3: Outcomes: 1. See how subtraction ‘undoes’ addition. 2. Add and subtract numbers up to 15.</p> <p>Day 4: Outcomes: 1. Add and subtract 1 or 2. 2. Read the signs + and –.</p> <p>Day 5: Outcomes: 1. Decide whether to add or subtract to solve a word problem. 2. Represent objects in a word problem with cubes or fingers.</p>
6	<p>Number and place value</p> <p>Day 1: Mark numbers on a 0 to 20 beaded line</p> <p>Day 2: Compare 2 numbers less than 20</p> <p>Day 3: Count in 10s from 10</p> <p>Day 4: Find halves of shapes</p> <p>Day 5: Find quarters of shapes</p>	<p>Day 1: Starter – Count to 20</p> <p>Day 2: Starter – Count to 100 in ones</p> <p>Day 3: Starter – Count from 50–100</p> <p>Day 4: Starter – Counting from multiples of 10</p> <p>Day 5: Starter – Identifying multiples of 10</p>	<p>Number and place value</p> <p>Day 1: Outcomes: 1. Order numbers on a track. 2. Mark numbers on a beaded line using the ‘landmarks’ of 5, 10, 15 and 20 to help.</p> <p>Day 2: Outcomes: 1. Compare 2 numbers less than 20.</p> <p>Day 3: Outcomes: 1. Count from 1 to 100. 2. Count in 10s from 10, matching multiples on their fingers.</p> <p>Day 4: Outcomes: 1. Recognise $\frac{1}{2}$ of shapes. 2. Divide regular shapes in half.</p> <p>Day 5: Outcomes: 1. Understand how to find $\frac{1}{4}$ of different shapes.</p>

Week	Main focus of teaching and activities each day	Starter	Outcomes of each day
7	<p><i>Doubling and halving and Measures</i></p> <p>Day 1: Double 1 to 5</p> <p>Day 2: Share numbers to 10 to find which are even/odd</p> <p>Day 3: Find odd and even numbers on a 1–20 track</p> <p>Day 4: Order days of the week</p> <p>Day 5: Order months of the year</p>	<p>Day 1: Starter – Count to at least 20</p> <p>Day 2: Starter – Count to 100</p> <p>Day 3: Starter – Count in 2s</p> <p>Day 4: Starter – Days of the week</p> <p>Day 5: Starter – Order numbers to 20</p>	<p><i>Doubling and halving and Measures</i></p> <p>Day 1: Outcomes: 1. Understand that a double is two of the same number added together. 2. Begin to know doubles 1 to 5.</p> <p>Day 2: Outcomes: 1. Try to share numbers to 10 to find which are even and which are odd. 2. Begin to recognise which numbers are odd and even without sharing.</p> <p>Day 3: Outcomes: 1. Find odd and even numbers on a 1–20 track. 2. Count in twos from 1 and 2 to find odd and even numbers to 20.</p> <p>Day 4: Outcomes: 1. Order days of the week. 2. Answer questions about the order of days of the week.</p> <p>Day 5: Outcomes: 1. Order months of the year. 2. Recognise when the months are ordered incorrectly.</p>
8	<p><i>Shape and Data</i></p> <p>Day 1: Name and describe squares, rectangles, circles and triangles</p> <p>Day 2: Name and describe squares, rectangles, circles and triangles</p> <p>Day 3: Name and describe squares, rectangles, circles and triangles</p> <p>Day 4: Use lists to sort objects</p> <p>Day 5: Use a table to help sort objects</p>	<p>Day 1: Starter – Pairs to 10</p> <p>Day 2: Starter – Pattern</p> <p>Day 3: Starter – 2D shape</p> <p>Day 4: Starter – 2D shapes</p> <p>Day 5: Starter – Sorting coins</p>	<p><i>Shape and Data</i></p> <p>Day 1: Outcomes: 1. Name and describe some properties of squares, rectangles, circles and triangles.</p> <p>Day 2: Outcomes: 1. Name and describe properties of squares, rectangles, circles and triangles. 2. Begin to use more mathematical vocabulary to describe properties.</p> <p>Day 3: Outcomes: 1. Name, describe properties of squares, rectangles, circles and triangles and match them into sets. 2. Recognise simple shapes no matter the proportion or orientation.</p> <p>Day 4: Outcomes: 1. Understand that objects can be sorted in different ways. 2. Use lists to sort objects.</p> <p>Day 5: Outcomes: 1. Think of different ways to sort shapes. 2. Use a table to sort objects.</p>

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9	<p>Addition and subtraction</p> <p>Day 1: Find one more/one less than any number up to 20</p> <p>Day 2: Find two more/less than any number up to 20, recording the hops on a beaded line</p> <p>Day 3: Find one more/one less than 2-digit numbers</p> <p>Day 4: Find one more/one less than any 2-digit number</p> <p>Day 5: Partition 10 into pairs, write the addition</p>	<p>Day 1: Starter – Count to 20</p> <p>Day 2: Starter – Place value of teens numbers</p> <p>Day 3: Starter – Count to 100</p> <p>Day 4: Starter – Count back from 100</p> <p>Day 5: Starter – Ordering numbers to 100</p>	<p>Addition and subtraction</p> <p>Day 1: Outcomes: 1. Find one more/one less than any number up to 20. 2. Record as number sentences.</p> <p>Day 2: Outcomes: 1. Find two more/less than any number up to 20 recording the hops on a beaded line. 2. Understand hopping backwards as subtraction.</p> <p>Day 3: Outcomes: 1. Find one more/one less than 2-digit numbers. 2. Fill in missing numbers in sequences.</p> <p>Day 4: Outcomes: 1. Find one more/less than any 2-digit number, crossing over the tens barrier.</p> <p>Day 5: Outcomes: 1. Partition 10 into pairs and write as additions. 2. Begin to systematically order pairs to 10.</p>
10	<p>Addition and subtraction</p> <p>Day 1: Partition 6 into pairs</p> <p>Day 2: Partition 7 and record addition sentences</p> <p>Day 3: Partition 10 and record the related addition sentences</p> <p>Day 4: Add 2, 3 or 4 by counting on</p> <p>Day 5: Realise that addition can be done in any order</p>	<p>Day 1: Starter – Pairs to 5</p> <p>Day 2: Starter – Pairs to 6</p> <p>Day 3: Starter – Pairs to 10</p> <p>Day 4: Starter – Count on</p> <p>Day 5: Starter – Adding by counting on</p>	<p>Addition and subtraction</p> <p>Day 1: Outcomes: 1. Partition 6 into pairs, write the addition. 2. Find related subtraction facts.</p> <p>Day 2: Outcomes: 1. Partition 7 and record the related addition sentences. 2. Write the related subtraction facts.</p> <p>Day 3: Outcomes: 1. Partition 10 and record the related addition sentences. 2. Begin to find the related subtraction facts.</p> <p>Day 4: Outcomes: 1. Relate counting on to addition. 2. Add 2, 3 or 4 by counting on.</p> <p>Day 5: Outcomes: 1. Realise that addition can be done in any order. 2. Put the larger number first when adding 2 numbers.</p>

Week	Main focus of teaching and activities each day	Starter	Outcomes of each day
11	<p>Number and Addition and subtraction</p> <p>Day 1: Count to 100</p> <p>Day 2: Find one more and one less</p> <p>Day 3: Use ordinal numbers in context</p> <p>Day 4: Number bonds to 10</p> <p>Day 5: Number bonds to 10</p>	<p>Day 1: Starter – Pairs with a total of 6</p> <p>Day 2: Starter – Pairs with a total of 7</p> <p>Day 3: Starter – Bonds to 7</p> <p>Day 4: Starter – Numbers to 100</p> <p>Day 5: Starter – One more/less</p>	<p>Number and Addition and subtraction</p> <p>Day 1: Outcomes: 1. Count to 100 from different starting points.</p> <p>Day 2: Outcomes: 1. Find one more and one less than a given number up to 100.</p> <p>Day 3: Outcomes: 1. Use ordinal numbers in context up to the 10th place.</p> <p>Day 4: Outcomes: 1. Know number bonds to 10 finding matching pairs.</p> <p>Day 5: Outcomes: 1. Know by heart number bonds to 10 and record as number sentences.</p>

Title of topic – colour code (see below)

GREEN – Place Value or number

ORANGE – Addition or subtraction

PURPLE – Multiplication or division (inc. scaling or square/cube numbers or multiples and factors...)

GREY – Fractions or decimals or percentages or ratio

BLUE – shape or measures or data

BROWN – Algebra

The Hamilton plans do provide resources for practice of the relevant algorithms, skills and the reinforcement of crucial understandings. However, some teachers may prefer to use textbooks as an additional source of practice. We have agreed with Pearson, the publisher of Abacus, that we can reference the Abacus textbooks and that they will do a special deal if any Hamilton users wish to purchase a set of these textbooks. These are new books, written specifically to match the new National Curriculum. Any schools wishing to follow this up should go to this webpage:

<http://www.pearsonschoolsandfecolleges.co.uk/Primary/GlobalPages/AbacusFriendsofHamiltonTrust/SpecialOfferforFriendsofHamiltonTrust.aspx>