

Y1 medium-term immersion plan –Autumn Term learning sequence 1

Week	1	2	3	4	5	6	7	8	9	10	11	12
Number and place value	<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number 1N1a count, read and write cardinal and ordinal numbers to 100 in numerals (e.g. 1st in a race of 5) 1N2a read and write numbers from 1 to 20 in words 1N2c count in multiples of two <i>forwards and backwards from 0 or 1</i> and relate to odds and evens using concrete objects and pictorial representations such as the array 1N1b <i>recognise and create repeating patterns with numbers, objects and shapes</i> given a number, identify one more and one less than known numbers 1N2b identify and represent numbers <i>to 20</i>; using objects and pictorial representations including number tracks, lines and grids 1N4 be increasingly accurate when identifying and comparing sets of objects to 10 without counting (learning to subitise) recognise place value of tens and ones in teen numbers order, compare and use the language of: equal to, more than, less than solve practical problems involving all of the above 											
Addition and subtraction	<ul style="list-style-type: none"> rehearse, represent and begin to memorise through reasoning, addition and subtraction facts for numbers up to at least 10 1C1 <i>combine and increase numbers, counting forwards and backwards</i> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs 1C2b represent and begin to use number bonds and related subtraction facts within 20 1C1 add and subtract one-digit and two-digit numbers to 20, including zero 1C2a <ul style="list-style-type: none"> begin to explore the concepts and language of distance between and difference between two numbers or sets using comparison models and when counting forwards and backwards add or subtract a pair of single digit numbers including the use of partitioning to bridge through 10 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 1C4 											
Measurement	<ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes (link to counting in 2s, 5s and 10s) 1M3 compare, describe and solve practical problems for: <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) 1M1 measure and begin to record: <i>using non-standard units</i> <ul style="list-style-type: none"> lengths and heights mass/weight, capacity and volume 1M2 within children's range of counting fluency tell the time to the hour and half past the hour and draw the hands on a clock face to show these times 1M4a 											
Multiplication and division	<ul style="list-style-type: none"> explore (see counting in multiples of 2) and use doubles of all numbers to 10 and corresponding halves through grouping and sharing 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 1C8 											
Fractions	<ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object shape or quantity (including measure) 1F1a compare and combine halves as part of a whole and know that two halves make a whole use associated language related to the concept of half such twice as many/much - sweets /high/tall etc half as... 											
Geometry	<ul style="list-style-type: none"> use familiar objects and known shapes to recreate patterns and build models recognise, create and describe patterns describe position, direction and movement, including whole, and half turns 1P2 											

Y1 medium-term immersion plan – Spring Term learning sequence 2

Week	1	2	3	4	5	6	7	8	9	10	11	12
Number and place value	<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number 1N1a count, read and write to 100 in numerals 1N2a read and write numbers from 1 to 20 in words (<i>and 0</i>) 1N2c count in multiples of two, five and ten forwards and backwards using concrete objects and pictorial representations such as the array and link to denominations of money and 5 minute intervals of time 1N1b <ul style="list-style-type: none"> recognise and create repeating patterns with numbers, objects and shapes recognise odd and even numbers given a number, identify one more and one less than known numbers 1N2b identify and represent numbers to 100; using objects and pictorial representations including the number tracks, lines and grids (100 square): 1N4 <ul style="list-style-type: none"> continue to subitise in order to estimate accurately numbers up to 20 recognising place value of the ten and ones in teens numbers and begin to recognise place value in numbers beyond 20 order and compare numbers to 100 and use the language of: equal to, more than, less than, most, least and fewer solve practical problems involving all of the above 											
	<ul style="list-style-type: none"> sort objects, numbers, money, and shapes using given rules and devising their own criterion use practical equipment to present and compare data in simple block diagrams and tables ask and answer simple questions by counting the number of objects in each category (children may be encouraged to count in 2s, 5s and 10s depending on the size of the sets) 											
Addition and subtraction	<ul style="list-style-type: none"> combine and increase numbers, counting forwards and backwards continue to memorise through reasoning, rehearse and use addition and subtraction facts for numbers up to at least 10 add or subtract a pair of single digit numbers including the use of partitioning to bridge through 10 begin to reorder numbers when adding e.g. $6 + 3 + 4 = 6 + 4 + 3$ begin to explore the relationship between addition and subtraction read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs 1C2b represent and begin to reason about number bonds and related subtraction facts within 20 e.g. $5 + 4 = 9$ so $15 + 4 = 19$ 1C1 add and subtract one-digit and two-digit numbers to 20, including zero making links to money, measure and chronology (days, weeks, months and years) 1C2a continue to explore the concepts and language of distance between and difference between two numbers or sets using comparison models and when counting forwards and backwards solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 1C4 											
Measurement	<ul style="list-style-type: none"> compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) mass/weight (e.g. heavy/light, heavier than, lighter than) capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter) time (e.g. quicker, slower, earlier, later) 1M1 sequence events in chronological order using language (e.g., before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) 1M4b 											
Multiplication and division	<ul style="list-style-type: none"> memorise, through reasoning and rehearsal; doubles of all numbers to 10 and corresponding halves through grouping and sharing reason about odd and even numbers and relate to doubling and halving 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 (making links to counting in multiples of 2, 5 and 10; doubling and halving; odd and even numbers; grouping and sharing; and sequencing) 1C8 											
Fractions	<ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object shape or quantity (including measurement) 1F1a recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measurement) 1F1b compare and combine halves and quarters as part of a whole know that two halves make a whole and four quarters make a whole 											
Geometry	<ul style="list-style-type: none"> uses familiar objects and known shapes to recreate patterns and build models recognise, create and describe patterns describe movement, including whole, half, quarter turns 1P2 describe position and direction 1P2 recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles 1G1a recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres 1G1b explore the characteristics of known 2-d and 3-d shapes and sort according to these 											

Y1 medium-term immersion plan – Summer Term learning sequence 3

Week	1	2	3	4	5	6	7	8	9	10	11	12
Number and place value	<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number 1N1a count, read and write to 100 in numerals 1N2a read and write numbers from 1 to 20 in words (and 0) 1N2c count in multiples of two, five and ten forwards and backwards using concrete objects and pictorial representations such as the array and link to denominations of money and 5 minute intervals of time 1N1b recognise and create increasingly complex repeating patterns with numbers, objects and shapes (within number range) identify and represent numbers to 100; using objects and pictorial representations including the number tracks, lines and grids (100 square) 1N4 estimate sets of objects up to 20 with increasing accuracy recognise and use place value of the ten and ones in teen numbers and become increasingly confident with place value in numbers beyond 20 order and, compare numbers to 100 and using the language of: equal to, more than, less than, most, least and fewer 1N4 solve practical problems involving all of the above 											
Addition and subtraction	<ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs 1C2b represent and use number bonds and related subtraction facts within 20 e.g. $5 + 4 = 9$ so $15 + 4 = 19$ 1C1 add and subtract one-digit and two-digit numbers to 25, including zero making links to money, measure and chronology (days, weeks, months and years) 1C2a add or subtract a pair of single digit numbers including the use of partitioning to bridge through 10 and 20 recall and use addition and subtraction facts for numbers to 10 and relate to number bonds to 20 begin to explore the relationship between addition and subtraction reorder numbers when adding several numbers e.g. $6 + 3 + 4 = 6 + 4 + 3$ continue to explore the concepts and language of distance between and difference between two numbers or sets using comparison models and when counting forwards and backwards solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$, and several numbers $2 + 3 + 7$ with increasing independence 1C4 											
Multiplication and division	<ul style="list-style-type: none"> recall doubles of all numbers to 10 and corresponding halves 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 (making links to counting in multiples of 2, 5 and 10; doubling and halving; odd and even numbers; grouping and sharing; sequencing) 1C8 											
Fractions	<ul style="list-style-type: none"> find, represent and name a half as one of two equal parts of an object shape or quantity and a quarter as one of four equal parts of an object, shape or quantity (including measure) <ul style="list-style-type: none"> compare and combine halves and quarters as part of a whole know that two halves make a whole and four quarters make a whole 1F1a,b 											
Measurement	<ul style="list-style-type: none"> measure, begin to record and begin to use appropriate measuring tools: within children's range of counting competence <ul style="list-style-type: none"> lengths and heights, using non-standard and then manageable standard units (m/cm) (rulers, tape measures) mass/weight, using non-standard and then manageable standard units (kg/g) (weighing scales) capacity and volume using non-standard and then manageable standard units (litres/ml) (scaled containers) time (hours/minutes/seconds) (timers and clocks) 1M2 compare, describe and solve practical problems for areas above 1M1 recognise and use language relating to dates, including days of the week, weeks, months and years 1M4c sequence events in chronological order using language (e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) 1M4b recognise and know the value of different denominations of coins and notes 1M3 											
Geometry	<ul style="list-style-type: none"> uses familiar objects and known shapes to recreate patterns and build models recognise, create and describe patterns describe movement, position and direction including whole, half, quarter and three quarter turns 1P2 name 2-d and 3-d shapes and relate to everyday objects 1G1a recognise shapes in different orientations and sizes and know that rectangles, triangles, cuboids and pyramids are not always similar to each other 1G1b begin to identify and describe known 2-d and 3-d shape according to number of sides or edges identify known 2-d shapes as faces of 3-d shapes 											