

# Medium-term planning Term 1

Stage: 1

Unit: Math

Framework codes	Learning objective	Montessori Materials	Resources	Comments	Time/weeks
1Nn3	Count objects up to 20, recognising conservation of number.	<ul style="list-style-type: none"> <li>- Sandpaper Numbers – 1-10</li> <li>- Number Rods – quantity 1-10</li> <li>- Number Rods and Cards</li> <li>- Numbers and Counters</li> <li>- Teen Boards – teen numbers to 20</li> <li>- 11-19 beads</li> <li>- Short Bead Stair – numbers 1-20</li> <li>- Hundred Board – counting from 1-20</li> </ul>			Ongoing
1Nn9	Order numbers to at least 20 positioning on a number track; use ordinal numbers.	<ul style="list-style-type: none"> <li>- Number Rods – quantity 1-10</li> <li>- Teen Boards – teen number to 20</li> </ul>	Ordinal number activity – added to the shelf after this lesson.		WCL Ongoing

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			<ul style="list-style-type: none"> <li>- Short Bead Stair – numbers 1-20</li> <li>- Hundred Board – counting from 1-100</li> <li>- Square and Cube Chains (cabinet)</li> </ul>			
1Nn11	Give a sensible estimate of some objects that can be checked by counting, e.g. to 30.			Resources added to the shelf on completion of this lesson		WCL
1Nn12	Find halves of small numbers and shapes by folding, and recognise which shapes are halved.	<ul style="list-style-type: none"> <li>- Geometric cabinet for shapes</li> <li>- Card &amp; counters for halving numbers</li> </ul>	- add resources to shelf on completion of the lesson			( shapes) WCL (numbers) WCL
1Nc5	Know doubles to at least double 5.	<ul style="list-style-type: none"> <li>- Numbers Rods</li> <li>- Short Bead Stair</li> <li>- Addition Snake Game</li> <li>- Addition Strip Board</li> <li>- Addition Charts</li> </ul>				Ongoing
1Nc6	Find near doubles using doubles already known, e.g. 5 + 6.	<ul style="list-style-type: none"> <li>- Numbers Rods</li> <li>- Short Bead Stair</li> <li>- Addition Strip Board</li> <li>- Addition Charts</li> </ul>				Ongoing

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1Nc8	Understand addition as counting on and combining two sets; record related addition sentences.	<ul style="list-style-type: none"> <li>- Number Rods</li> <li>- Short Bead Stair</li> <li>- Snake Game</li> <li>- Stamp Game</li> <li>- Addition Strip Board</li> <li>- Addition with the Golden Bead Material</li> </ul>			Ongoing
1Nc9	Understand subtraction as counting back and 'take away'; record related subtraction sentences.	<ul style="list-style-type: none"> <li>- Number Rods</li> <li>- Short Bead Stair</li> <li>- Snake Game</li> <li>- Stamp Game</li> <li>- Subtraction Strip Board</li> <li>- Subtraction with the Golden Bead Material</li> </ul>			Ongoing
1Nc13	Relate counting on and back in tens to finding 10 more/less than a number (< 100).	<ul style="list-style-type: none"> <li>- Tens Board</li> <li>- 100 Chain</li> <li>- Square and Cube Chains (cabinet)</li> <li>- Golden Bead Material</li> </ul>	100 board resource		Ongoing
1Nc18	Begin to add single- and two-digit numbers.	<ul style="list-style-type: none"> <li>- Numbers Rods</li> <li>- Short Bead Stair</li> <li>- Stamp Game</li> <li>- Addition Snake Game</li> <li>- Addition Strip Board</li> </ul>			Ongoing

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			- Short Bead Frame			
1Nc21	Try to share numbers to 10 to find which are even and which are odd.		- Cards and Counters - Fractions - Snake Game			Ongoing
1Nc22	Share objects into two equal groups in a context.		- Fractions			Ongoing
1Gs1	Name and sort common 2D shapes (e.g. circles, squares, rectangles and triangles) using features such as number of sides, curved or straight. Use them to make patterns and models.		- Geometry Cabinet	Add additional resources to the shelf on completion of the lesson		WCL Ongoing

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1M11	Compare lengths and weights by direct comparison, then by using uniform non-standard units.	<ul style="list-style-type: none"> <li>- Red Rods</li> <li>- Baric Tablets</li> </ul>			Week 12 WCL Ongoing
1M13	Use comparative language, e.g. longer, shorter, heavier, and lighter.	<ul style="list-style-type: none"> <li>- Three period name lesson with Red Rods and Baric Tablets</li> <li>- Extended exercises with the Red Rods and Baric Tablets</li> </ul>			Ongoing
1Mt1	Begin to understand and use some units of time, e.g. minutes, hours, days, weeks, months and years.	<p>Understand and use in context: link to daily routines and activities.</p> <ul style="list-style-type: none"> <li>- What can you do in 1 minute, how many jumps? How many times can you write your name?</li> <li>- Order the days of the week, months of the year. Know that 1 week = 7 days 1 day = 24 hours Make estimates and check.</li> </ul>	Sand timers, clocks.	Ask the class for other ideas. Extend to 2 minutes or 5 minutes. Use the vocabulary of time, e.g. today, tomorrow, and yesterday.	WCL Ongoing/ daily

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1Mt3	Order the days of the week and other familiar events.	<ul style="list-style-type: none"> <li>- Everyday morning activity (before Phonics, 7.50-8.00)</li> </ul>		<ul style="list-style-type: none"> <li>- order days of the week</li> <li>- order classes for the day</li> </ul>	Ongoing/daily
1Pt3	Find many combinations, e.g. combinations of three pieces of different coloured clothing.	<ul style="list-style-type: none"> <li>- Colour Box 1</li> <li>- Colour Box 2</li> <li>- Colour Box 3</li> </ul>			Ongoing
1Pt4	Decide to add or subtract to solve a simple word problem (oral), and represent it with objects.	<ul style="list-style-type: none"> <li>- Short Bead Stair</li> <li>- Small Number Rods</li> <li>- Addition Strip Board</li> <li>- Subtraction Strip Board</li> <li>- Snake Game</li> </ul>	Add resources to the shelf on completion of the lesson		WCL Ongoing
1Pt5	Check the answer to an addition by adding the numbers in a different order.	<ul style="list-style-type: none"> <li>- Number Rods</li> <li>- Short Bead Stair</li> <li>- Snake Game</li> <li>- Addition Strip Board</li> <li>- Addition Charts</li> </ul>			Ongoing
1Pt6	Check the answer to a subtraction by adding the answer to the smaller number in the question.	<ul style="list-style-type: none"> <li>- Number Rods</li> <li>- Subtraction Strip Board</li> </ul>			Ongoing

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### Stage: 1

### Unit: Math

	Framework codes	Learning objective	Montessori Materials	Resources	Comments	Time/weeks
	1Nn2	Read and write numerals from 0 to 20.	<ul style="list-style-type: none"> <li>- Sandpaper Numbers 1-10</li> <li>- Number Rods – quantity 1-10</li> <li>- Number Rods and Cards</li> <li>- Numbers and Counters</li> <li>- Teen Boards – Teen numbers to 20</li> <li>- 11-19 Beads</li> <li>- Short Bead Stair – numbers 1-20</li> <li>- Hundred Board – counting from 1-20</li> </ul>			Ongoing
	1Nn4	Count on in tens from zero or a single-digit number to 100 or just over.	<ul style="list-style-type: none"> <li>- Tens Board</li> <li>- 100 Board</li> <li>- Golden Bead Material</li> </ul>			Ongoing
	1Nn8	Use more or less to compare two numbers, and give a number which lies between them.	<ul style="list-style-type: none"> <li>- Small Number Rods</li> <li>- 100 Board</li> <li>- Golden Bead Material</li> </ul>	< or > & = material		Week 2 WCL Ongoing
	1Nn10	Use the = sign to represent equality.	<ul style="list-style-type: none"> <li>- Addition Strip Board</li> <li>- Snake Game</li> </ul>	< or > & = material		Week 2 WCL Ongoing

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### Unit: Math

	1Nc4	Begin using pairs to 10 to bridge 10 when adding/subtracting, e.g. $8 + 3$ , add 2, then 1.	<ul style="list-style-type: none"> <li>- Small Number Rods</li> <li>- Addition Board</li> <li>- Subtraction Board</li> </ul>			Ongoing
	1Nc7	Begin to recognise multiples of 2 and 10.	<ul style="list-style-type: none"> <li>- Long Chains</li> </ul>			Ongoing
	1Nc10	Understand difference as ‘how many more to make?’	<ul style="list-style-type: none"> <li>- Number Rods</li> <li>- Spindle Box</li> </ul>			Ongoing
	1Nc11	Add/subtract a single-digit number by counting on/back.	<ul style="list-style-type: none"> <li>- Number Rods – quantity 1-10</li> <li>- Number Rods and Cards</li> <li>- Numbers and Counters</li> <li>- Teen Boards – Teen numbers to 20</li> <li>- 11-19 Beads</li> <li>- Short Bead Stair – numbers 1-20</li> <li>- Hundred Board – counting from 1-20</li> </ul>			Ongoing
	1Nc14	Begin to use the +, – and = signs to record calculations in number sentences.	<ul style="list-style-type: none"> <li>- Small Number Rods</li> <li>- Addition Strip Board</li> <li>- Stamp Game</li> <li>- Snake Game</li> </ul>			Ongoing



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### Unit: Math

	1Nc16	Add a pair of numbers by putting the larger number first and counting on.	<ul style="list-style-type: none"> <li>- Small Number Rods</li> <li>- Addition Strip Board</li> <li>- Snake Game</li> <li>- Stamp Game</li> </ul>			Ongoing
	1Nc20	Find halves of even numbers of objects up to 10.	<ul style="list-style-type: none"> <li>- Cards and Counters</li> <li>- Stamp Game</li> <li>- Snake Game</li> </ul>	(Term 1; week 8 resources from WCL)		Ongoing
	1Gs2	Name and sort common 3D shapes (e.g. cube, cuboid, cylinder, cone and sphere) using features such as number of faces, flat or curved faces. Use them to make patterns and models.	<ul style="list-style-type: none"> <li>- 3D Solids</li> </ul>	Add resources on completion of the lesson		Week 4 WCL Ongoing
	1Ml2	Estimate and compare capacities by direct comparison, then by using uniform non-standard units.	<ul style="list-style-type: none"> <li>- Various Sensorial Material</li> </ul>			Ongoing
	1Mt2	Read the time to the hour (o'clock) and know key times of day to the nearest hour.		Sand timers	Introduce time to the hour	Week 6 WCL Term 2- half pas
	1Pt1	Choose appropriate strategies to carry out calculations, explaining working out.	<ul style="list-style-type: none"> <li>- Small Number Rods</li> <li>- Addition Strip Board</li> </ul>			Ongoing

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			<ul style="list-style-type: none"> <li>- Stamp Game</li> <li>- Snake Game</li> </ul>			
	1Pt2	Explore number problems and puzzles.	<ul style="list-style-type: none"> <li>- Small Number Rods</li> <li>- Addition Strip Board</li> <li>- Stamp Game</li> <li>- Snake Game</li> </ul>			Week 8 WCL Ongoing

## Medium-term planning Term 3

### Stage: 1

### Unit: Math

Framework codes	Learning objective	Montessori Materials	Resources	Comments	Time/weeks
1Nn1	Recite numbers in order (forwards from 1 to 100, backwards from 20 to 0).	<ul style="list-style-type: none"> <li>- Short Bead Stair</li> <li>- 100 Board</li> <li>- Linear Counting – 100 Chain</li> </ul>			Ongoing
1Nn5	Count on in twos, beginning to recognise odd/even numbers to 20 as 'every other number'.	<ul style="list-style-type: none"> <li>- Cards and Counters</li> <li>- Long Chains</li> </ul>			Ongoing
1Nn6	Begin partitioning two-digit numbers into tens and ones and reverse.	<ul style="list-style-type: none"> <li>- Introduction to the Decimal System</li> <li>- Short Bead Stair</li> <li>- Formation of Numbers</li> </ul>			Ongoing
1Nn7	Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number.	<ul style="list-style-type: none"> <li>- 100 Board</li> <li>- Golden Bead Material</li> </ul>			Ongoing
1Nc1	Know all number pairs to 10 and record the related addition/subtraction facts.	<ul style="list-style-type: none"> <li>- Small Number Rods</li> <li>- Addition Strip Board</li> <li>- Subtraction Board</li> <li>- Stamp Game</li> <li>- Snake Game</li> </ul>			Ongoing
1Nc3	Add more than two small numbers, spotting pairs to 10, e.g. $4 + 3 + 6 = 10 + 3$ .	<ul style="list-style-type: none"> <li>- Small Number Rods</li> <li>- Addition Strip Board</li> <li>- Stamp Game</li> <li>- Snake Game</li> </ul>			Ongoing

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1Nc4	Begin using pairs to 10 to bridge 10 when adding/subtracting, e.g. $8 + 3$ , add 2, then 1.	<ul style="list-style-type: none"> <li>- Small Number Rods</li> <li>- Addition Board</li> <li>- Subtraction Board</li> </ul>			Ongoing
1Nc12	Find two more or less than a number to 20, recording the jumps on a number line.	<ul style="list-style-type: none"> <li>- Small Number Rods</li> <li>- Addition Strip Board</li> <li>- Stamp Game</li> <li>- Snake Game</li> </ul>			Ongoing
1Nc15	Understand that changing the order of addition does not change the total.	<ul style="list-style-type: none"> <li>- Small Number Rods</li> <li>- Addition Strip Board</li> <li>- Stamp Game</li> <li>- Snake Game</li> </ul>			Ongoing
1Nc17	Recognise the use of a sign such as ... to represent an unknown, e.g. $6 + \dots = 10$ .	<ul style="list-style-type: none"> <li>- Small Number Rods</li> <li>- Addition Strip Board</li> <li>- Stamp Game</li> <li>- Snake Game</li> </ul>			Ongoing
1Nc19	Double any single-digit number.	<ul style="list-style-type: none"> <li>- Small Number Rods</li> <li>- Addition Strip Board</li> <li>- Stamp Game</li> <li>- Snake Game</li> </ul>			Ongoing
1Gs3	Recognise basic line symmetry.	Use mirrors to make and describe reflections	Mirrors	Also use any pictures, patterns from fabric for example to show symmetry in a real life setting.	WCL
1Mm1	Recognise all coins and work out how to pay an exact sum using smaller coins.	Sort all coins into same value. Exchange coins for an equivalent value in smaller coins. Total coins.  Recognise all coins. Exchange coins	Coins of appropriate value (real not plastic). Small sorting pots.	It is better to use real coins rather than pretend as it is more meaningful.	WCL

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			for an equivalent value. Total coins. How many different ways can an item be paid for? Use different coins to make the same total.			
	1Dh1	<p>Answer a question by sorting and organising data or objects in a variety of ways, e.g.</p> <ul style="list-style-type: none"> <li>– using block graphs and pictograms with practical resources; discussing the results</li> <li>– in lists and tables with practical resources; discussing the results</li> <li>– in Venn or Carroll diagrams giving different criteria for grouping the same objects</li> </ul>	<p>Use questions set in real life contexts e.g. What do you like to do? How can we find out? How shall we organise the information? Make a simple block graph.</p> <p>Classify numbers and organise them in lists and tables: · all the even numbers to 30 · all the odd numbers to 50 · 6 numbers more than 10 but less than 30.</p> <p>Using sorting diagrams, display information collected. Begin with familiar: sorting numbers using a Venn diagram: numbers with 2 tens; even numbers. Repeat using shapes.</p>	<p>Vocabulary cards displayed</p> <p>Any apparatus that allows the information to be displayed: interlocking cubes, pictures etc.</p>		<p>WCL; 4 weeks; 1 graph per week - links in science</p>

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55	1Pt9	Make a sensible estimate of a calculation, and consider whether an answer is reasonable.	Not sure what materials – whole class lesson?			WCL
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### Notes:

- *You may choose to put more than one curriculum framework code in each block, e.g. if the scheme considers weekly blocks within the whole unit. Learning objectives should be listed to match the first column.*
- *The activities should be given in outline only.*
- *Main resource needs should be listed to enable strategic planning, e.g. spending.*
- *The plan will require a statement in the opening rationale regarding prior knowledge.*
- *Comments should highlight specific details:*
  - *where something requires advance preparation*
  - *where different assessment strategies may be in place, e.g. opportunities for active assessment (details should be in short term (lesson) plans)*