Y1 medium-term immersion plan – learning sequence 1

Week	1	2	3	4		5	6	7	8	9	10	11	12
Number and place value	 count, i read ar count ii the arra recogn given a identify be incre recogni 	 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 forwards and backwards from 0 or 1 and relate to odds and evens using concrete objects and pictorial representations such as the array 1N1b recognise and create repeating patterns with numbers, objects and shapes given a number, identify one more and one less than known numbers 1N2b identify and represent numbers to 20; 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 											
Addition and subtraction		-	lems involving all of rehearse, in for numbe combine a read, write and equal represent add and s - begin two n backw - add on throug solve one	of the above represent and b rs up to at least and increase n e and interpret ls (=) signs 1 and begin to u subtract one-dig to explore the c umbers or sets ar subtract a pair gh 10 -step problems	begin to t 10 1 number mathe C2b use nu git and concep using c r of sing s that in	o memorise 1C1 rs, counting ematical sta umber bond two-digit i ts and lang comparison gle digit nui nvolve add	through reaso of forwards and atements invo ds and related numbers to 20 uage of distance models and w mbers includin lition and subt	lving addition (+) subtraction facts), including zero ce between and di hen counting forw g the use of partit traction, using co	, subtraction (- s within 20 1C 1C2a fference betwe vards and ioning to bridge	·) 1 en			
Measurement			and pictor	ial representat	•	recognis different notes (lir 10s) 1N compare problems - length long/she double// - mass/ heavy/li than) - capaci full/emp half full, - time (f earlier, measure non-stan - length - mass,	e and know the denomination of the counting 13 , describe and s for: s and heights ort, longer/sho half) weight (for ex- ght, heavier the ty and volume ty, more than quarter) or example, q later) 1M1 and begin to dard units is and heights /weight, sity and volume children's ran	s of coins and in 2s, 5s and d solve practical (for example, orter, tall/short, ample, han, lighter e (for example, less than, half, uicker, slower, record: <i>using</i>	= ⊔ – 9 1C4		and ha draw tl	time to the lf past the l he hands or show thes	hour and n a clock
Multiplication and division								 to 10 and co solve one-s calculating to 	counting in mu rresponding hal tep problems in the answer usi ions and arrays	ves thro nvolving ng conci	ugh grouping multiplication rete objects,	a <mark>nd sharing</mark> on and divis pictorial	g ion, by
Fractions										one shap mea com of a mak use a conc	gnise, find a of two equa be or quantit isure) 1F1a pare and con whole and k e a whole associated lan ept of half su y/much - swo	l parts of ar y (includin nbine halves now that tw nguage relat ich twice as	n object 9 as part vo halves ced to the

	• use t	familiar objects and	
Geometry	know	wn shapes to recreate	
	patte	erns and build models	
	• reco	gnise, create and	
	desc	cribe patterns	
	• desc	cribe position,	
	direc	ction and movement,	
	inclu	uding whole, and half	
	turns	s 1P2	

half as...

Y1 medium-term immersion plan – learning sequence 2

Week	1	2	3	4	5	6	7	8	9	10	11	12
Number and place value	 count, read at count i denom read read given at identify condition read 	read and write nd write num n multiples of inations of mo cognise and d cognise odd a a number, ide a number, ide a number, ide a number subi- cognising place	te to 100 in nur bers from 1 to 2 oney and 5 minu create repeatin and even numb entify one more ent numbers to tise in order to e e value of the te	merals 1N2 20 in words ten forwards ute intervals o <i>g patterns w</i> bers and one les 100; using o estimate accu m and ones in	a (and 0) 1N2c and backwar of time 1N1 with numbers, of the sthan known objects and pion of teens number of teens number	ds using concret b objects and sha numbers 1N ctorial represen s up to 20 rs and begin to	e objects and pes 2b tations inclu	d pictorial re Iding the n lace value in	presentations s umber tracks, n numbers beyo	lines and gr		ıare): 1N4
Statistics		ractical proble sort ob devisin use pra block o ask and objects	are numbers to ems involving al ojects, numbers, ng their own crit actical equipmen diagrams and ta d answer simple s in each catego 55 and 105 deper	l of the above money, and erion nt to present bles questions by ry (children m	e shapes using g and compare o y counting the nay be encoura	data in simple number of ged to count	than, less th	an, most, le	east and fewer			
Addition and subtraction			 combine continue facts for add or su through begin to begin to read, wi (-) and e represe within 2 add and money, i continue between backwar 	e and increase to memorise r numbers up ubtract a pair 10 reorder num explore the r rite and inter equals (=) sig nt and begin 0 e.g. 5 + 4 = 1 subtract on- measure and to explore the two number rds	se numbers, o se through rea o to at least 10 of single digit bers when add relationship be pret mathema gns 1C2b n to reason al = 9 so 15 + 4 e-digit and two chronology (da he concepts an rs or sets using	counting forward soning, rehears numbers includi ling e.g. 6 + 3 + 4 tween addition a tical statements	se and use a ng the use of = 6 + 4 + 3 and subtractions involving a onds and relation to 20, include ths and years stance betwee dels and whe	addition and partitioning on Iddition (+), ated subtra ding zero m o) 1C2a een and diffe en counting f	subtraction ction facts aking links to erence forwards and			
Measurement			and pict	 compa len do ma an qu - tim sequer and aft 	re, describe a ligths and heig uble/half) ass/weight (e.g d volume (e.g arter) lie (e.g. quicke nce events in d	missing number nd solve praction hts (e.g. long/s g. heavy/light, h . full/empty, mo er, slower, earlie chronological of today, yesterda	eavier than, re than, less r, later) 1M der using la	for: shorter, tall, lighter thar than, half 11 nguage (e.s	/short, n) capacity , half full, g., before			
Multiplication and division							and corre reason al solve on calculati and arra multiples	esponding h bout odd an he-step prob ng the answ hys with the s of 2, 5 and	easoning and re alves through gr d even numbers blems involving ver using conci support of the 10; doubling an g; and sequencin	ouping and sh and relate to multiplication rete objects, p teacher (maki d halving; odd	aring doubling and and division dictorial repre ing links to con	halving a, by esentations unting in
Fractions								 recogr one of shape measu recogr quarte of an of 	hise, find and n two equal part or quantity (i urement) 1F1a hise, find and n r as one of fou object, shape o	ame a half as s of an object i ncluding ame a r equal parts r 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
 - 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

Geometry

<u>Y1 medium-term immersion plan – learning sequence 3</u>

Week	1	1 2	3	4	5	6	7	8	9	10	11	12
Number and place value	 C T C d r id e r r o 	count to and across count, read and wr ead and write num count in multiples of lenominations of m ecognise and create dentify and represe estimate sets of obje ecognise and use pl order and, compare	ite to 100 in nu bers from 1 to of two, five and oney and 5 min e increasingly co ent numbers to acts up to 20 wi lace value of the numbers to 100	amerals 1 20 in word ten forwar oute interval omplex repe 0 100; using th increasing e ten and ou D and using	N2a Is (and 0) 1N2 ds and backwar Is of time 1N1 eating patterns w g objects and pio g accuracy nes in teen numb the language o	2c rds using concre b rith numbers, ob ctorial represer rers and become	ete objects and p jects and shapes itations including increasingly con	ictorial repres (within numb ; the number fident with pl	eentations su per range) tracks, lines ace value in	and grids (100 numbers beyo	square) 1N4	
Addition and subtraction	• \$	olve practical probl	 read, wr addition represer within 20 add and including (days, we add or su partition recall and relate to begin to reorder r 4 + 3 continue between comparis solve on using co missing 	ite and inte (+), subtra nt and use 0 e.g. 5 + 4 subtract of g zero mak eeks, month ubtract a pa ing to bridg d use additi number bo explore the numbers wh to explore the numbers wh to explore the numbers prol oncrete obje number prol	rpret mathemat ction (-) and equ number bonds a = 9 so 15 + 4 = ne-digit and two sing links to mone as and years) 10 ir of single digit n e through 10 and on and subtraction	uals (=) signs and related sub = 19 1C1 -digit numbers ey, measure and C2a numbers includir d 20 on facts for num ween addition a al numbers e.g. d language of dis o numbers or se ing forwards and ve addition and al representation $7 = \Box - 9$, and	1C2b traction facts to 25 , chronology ng the use of bers to 10 and nd subtraction 6 + 3 + 4 = 6 + tance ts using I backwards subtraction, ns, and					
Multiplication and division			Turibox	521011	 recall dou corresponse solve one and divisit concrete of arrays wit to countin halving; or 	bles of all numb ding halves -step problems on, by calculati objects, pictoria th the support o g in multiples of	ers to 10 and involving multip ng the answer u al representation of the teacher (m i 2, 5 and 10; dou nbers; grouping a	sing s and aking links bling and				
Fractions					 find, representation of two equal quantity a parts of a final quant of the comparent of the com	esent and nam parts of an obj and a quarter a n object, shape g measure) are and combine ers as part of a	e a half as one o ect shape or s one of four eq or quantity halves and whole make a whole ar	ual				
Measurement						 measure measurin competer lengt mana mass stanc capa mana capa mana time compare above 1 recognise days of ti 	, begin to record og tools: within c hs and heights, ageable standard s/weight, using n lard units (kg/g) (city and volume ageable standard (hours/minutes/s)	hildren's rang using non-sta units (m/cm) on-standard a weighing scal using non-sta units (litres/r seconds) (time olve practica age relating t , months and nological ord	e of counting ndard and th (rulers, tape and then man les) andard and th nl) (scaled co ers and clock l problems f to dates, inc l years 1M4 er using lan	g nen measures) nageable hen ontainers) (s) 1M2 for areas cluding Ic guage (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

- 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

Geometry