# Percy Park Keepers Year 1
# Mathematics Medium term planning with differentiation.
# Autumn A 2025 2026

Activities and groups adapted as necessary following ongoing formative assessments.

| **Week** | **Starters** | **Autumn**<br><br>Target WT1 | **Winter**<br><br>Target: WT1 | **Spring**<br><br>Target: WT1 |
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| | | All below to be done with adult keeping chn on task.<br>Using concrete apparatus initially, then pictorial representations and finally moving to mentally and independently. | All below to be done with adult keeping chn on task.<br>Using concrete apparatus initially, then pictorial representations and finally moving to mentally and independently. | All below to be done with support as necessary.<br>Initially, using concrete apparatus, then moving to pictorial representations. |

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| **1**<br>03/09-05/09 | Counting to 10 forwards and backwards. | **Setting in week**<br><br>Counting forwards and backwards to 10.<br>Recognising the numerals to 10.<br>Number formation to 10. |

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| **2**<br>08/09-<br>12/09 | Counting to 20 forwards and backwards.<br><br>Adult to call a number, children to write numeral on whiteboard.<br><br>White Rose daily starter | **<u>Theme Week</u>**<br><br>Counting forwards and backwards to 20.<br>Recognising the numerals to 20.<br>Number formation to 20. |

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| **3**<br>15/09-<br>19/09 | Counting to 20 forwards and backwards.<br><br>Adult to call a number, children to write numeral on whiteboard.<br><br>White Rose daily starter. | **<u>Shape</u>**<br>Name, compare and describe properties of all 2D shapes in different orientations and contexts including pentagon, hexagon and Octagon.<br>Name common 3D shapes in different orientations and contexts.<br>Understand terminology of properties of 3D shapes.<br>Recognise symmetry in 2D shapes.<br>Identify 2D shapes on the surface of 3D shapes.<br><br><u>Small Steps</u><br>Recognise and name 3D shapes<br>Sort 3D shapes<br>Recognise and name 2D shapes<br>Sort 2 D shapes<br>Patterns with 2D and 3D shapes |

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| **4**<br>22/09-<br>26/09 | Count forwards and backwards to 20.<br><br>White Rose daily starter. | **<u>Place value to 10</u>**<br>Understand that objects can be sorted in more than one way.<br>Identify and represent numbers using objects and pictorial representation.<br>Understand the language 'equal to', 'more than', 'less than'.<br>Begin to use the language 'most' and 'least'.<br>Begin to use language 'equal to', 'more than' and 'less than'.<br>Count to 10 forwards from 0.<br>Count to 10 from any given number.<br>Count backwards from any given number under 10.<br>Read and write numbers to 10 in numerals.<br>Given a number, identify 1 more or 1 less, to 10.<br>Understand the language 'equal to', 'more than', 'less than'.<br>Begin to use the language 'most' and 'least'.<br>Begin to use language 'equal to', 'more than' and 'less than'.<br>Read and write numbers from 1 to 10 in words.<br><br><u>Small steps</u>:<br>Sort objects.<br>Count objects.<br>Count objects from a larger group.<br>Represent Objects.<br>Recognise numbers as words.<br>Count on from any number.<br>1 more.<br>Count backwards within 10. |

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| **5**<br>29/09-<br>03/10 | **Recite the days of the week**<br>Children to count forwards and backwards to 30.<br><br>White Rose Daily starter. | **<u>Place value to 10</u>**<br>Given a number, identify 1 more or 1 less, to 10.<br>Understand the language 'equal to', 'more than', 'less than'.<br>Begin to use the language 'most' and 'least'.<br>Begin to use language 'equal to', 'more than' and 'less than'.<br>Read numbers from 1 to 10 in words.<br>Write numbers from 1 to 10 in words.<br><u>Small steps:</u><br>1 less.<br>Compare groups by matching<br>Fewer, More, Same.<br>Less than, greater than, equal to.<br>Compare numbers<br>Order objects and numbers.<br>The number line |

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| **6**<br>06/10-10/10 | Children to count forwards and backwards to 40.<br><br>White Rose Daily Starter. | **<u>Assessment Week</u>**<br>End of unit assessment : Place Value to 10<br>End of unit assessment: Shape |

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| **7**<br>13/10-17/10 | Children to count to 50 forwards and backwards.<br><br>White Rose Daily Stater | **<u>Addition and subtraction within 10</u>**<br>**<u>Concrete</u>**<br>Represent and use number bonds<br>Add two single digit numbers within 20<br>Add a single digit number to a 2-digit number within 20<br>Add two 2-digit numbers within 20 (e.g. 12+16)<br>Solve one step problems which involve addition<br>Solve missing number questions involving addition (using inverse)<br><u>Small steps:</u><br>Introduce parts and wholes<br>Part-whole model<br>Write number sentences<br>Fact families – addition facts<br>Number bonds within 10 |

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| **8**<br>20/10-24/10 | Children to count to 60 forwards and backwards.<br><br>White Rose Daily Starter | **<u>Addition and Subtraction within 10</u>**<br>**<u>Pictorially</u>**<br>Represent and use number bonds<br>Add two single digit numbers within 20<br>Add a single digit number to a 2-digit number within 20<br>Add two 2-digit numbers within 20 (e.g. 12+16)<br>Solve one step problems which involve addition<br>Solve missing number questions involving addition (using inverse)<br><br><u>Small Steps</u><br>Systematic number bonds within 10<br>Number bonds to 10<br>Addition – add together<br>Addition – add more |