



## Crosby Primary School

## Mathematics Medium Term Plan Year 1 Summer Term

## Unit 1 Multiplication and Division (3 Weeks)

### National Curriculum

- Solve one-step problems including multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- Count in multiples of 2s 5s 10s

### Ready to Progress

- 1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.

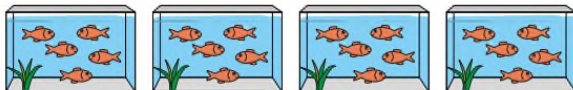
### Times Tables

- Continue to develop counting in multiples of 2s 10s 5s with growing fluency

### Ready to Progress

- 1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.

How many fish are there?



There are \_\_\_\_\_ fish in each tank.

There are \_\_\_\_\_ tanks.

There are \_\_\_\_\_ fish altogether.

Dan is drawing equal groups of 3



Finish his drawing.

### Concept Sequence

- Count in 2s – use pictures, bead strings, number lines and hundred squares.
- Count in 10s
- Count in 5s
- Recognise equal groups – use stories which link pictures to manipulatives to explore making equal groups. There are \_\_\_ groups of \_\_\_\_\_. Recognise/explain how they know when they are equal or not. See same groups arranged differently. Don't explore multiplication formally.
- Add equal groups – use equal groups to find a total. Count in 2s 5s 10s within 50. Link to real life – legs, wheels, flowers in vases. Use stem sentences to link calculation with situation.
- Make arrays – by making equal groups and building them into rows/columns. Use concrete and pictorial representations alongside stem sentences. Explore arrays that are built incorrectly.
- Making doubles – explore doubling to 20. Reinforce doubling is two groups of the same amount. Show and explain using concrete and pictorial representations. Record using: double \_\_\_\_\_ is \_\_\_\_\_. Use repeated addition to show this in the abstract. Look at different representations to decide if it shows doubling.
- Make equal groups – grouping – start with a given total and make groups of equal amounts. Record in sentence spot in formal division. Expose children to numbers which do not group equally.
- Make equal groups – sharing – use 1:1 correspondence to show sharing concrete objects. See when you cannot share objects into equal groups.

### Existing Vocabulary

Sharing, Doubling, Halving, Number patterns

### New Vocabulary

Multiplication, Multiply, Multiplied by, Multiple  
Division, Dividing, Grouping  
Array, Times, I like it so much I want X times

### Planning Links

White Rose Scheme of Work:

<https://assets.whiterosemaths.com/new-schemes/Year%201%20Summer%20Block%201%20SOL%20Multiplication%20and%20Division.pdf>

Primary Stars Resources:

<https://primarystarseducation.co.uk/2022/#viewo>

NCETM Teacher Guide and Representations:

<https://www.ncetm.org.uk/classroom-resources/primm-2-01-counting-unitising-and-coins/>  
Power Maths, White Rose Maths, Maths No Problem, Aspire Maths

### Resources

Objects (counters, unifix), Bead strings  
100 Square, Number Lines, Counting Stick  
Working Wall – stem sentences  
Gordons Maths Games, Mathletics, TTRockstars BBC Super Movers  
<https://www.bbc.co.uk/teach/supermovers/ks1-maths-collection/z6v4scw>

Complete the sentence to match the picture.



There are \_\_\_\_\_ equal groups of \_\_\_\_\_ pencils.

