Rising Stars Mathematics
Year 1

Medium-term Plans

Teaching in Year 1 follows along similar lines to Reception, with a mix of continued provision, group and whole-class focus teaching. These medium-term plans give a complete at-a-glance overview of the structure of *Rising Stars Mathematics* for Year 1 and shows the objectives covered over the year. Please note that tasks will very often be adapted to be done through play, Rainbow Challenges and using the outdoors. We also use resources from NCETM, *White Rose* and are currently using *Ready to Progress* for curriculum prioritization to address gaps in learning as a result of the pandemic.

These medium-term plans give a complete at-a-glance overview of the structure of *Rising Stars Mathematics* for Year 1 detailing the order of teaching, key resources and a suggestion of what could be covered each week. The term 'week' is used flexibly. Depending on the class, coverage may take a little less or a little more than a week. If teachers are confident that children have mastered a concept, then it is acceptable to move on quickly, just as it is important to allow children to spend longer on a topic if necessary to ensure they have fully mastered it before moving on.

Throughout the medium-term plans, the 'And finally' review pages are included at the end of each unit. However, it can be appropriate to use these pages throughout the unit by running the tasks after the relevant concepts.

It is important to remember that the length of a half-term will vary. If the half-term is short, teachers can choose to move a unit into the next term. If a half-term is long, teachers can choose to move a unit back into the preceding term. It is best practice to avoid splitting units between two half-terms, unless the content in each concept is very distinct.

Autumn 1

Rising Stars Mathematics							National Curriculum	
Week	**Strand**	**Weekly summary**	**Textbook topics and page numbers**	**Teacher's Guide**	**Practice Book**	**Interactives and videos**	**Domain**	**Statement**

1	Number Sense	Count, read and write numbers to 50 and count one more or one less.	1 *Numbers everywhere!*, p.10–11 1a *One more, one less*, p.12–13	p.22–25 Homework: *1 more and 1 less* and *Add 1 and subtract 1*, p.182	Book A p.4–7	Interactive: *Number line* CPD: *Number Sense - Introduction*, *The Learning Journey*, *Key Ideas* and *Next Steps*	Number - number and place value	• count to and across 100, forwards and backwards, beginning with 0 or 1 • count, read and write numbers to 100 in numerals • given a number, identify 1 more and 1 less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
2	Number Sense	Begin to explore place value.	1b *Tens and ones*, p.14–15 *Race to 30!*, p.20–21	p.26–27, p.32–33 Homework: *Make 10* and *1p and 10p coins*, p.183	Book A p.8–10		Number - number and place value	• identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
3	Number Sense	Compare lengths and heights and solve problems including measurements.	1c *Length and height*, p.16–17	p.28–29 Homework: *Measuring shoes* and *How tall?*, p.184	Book A p.11–13	Animation: *Longest, tallest and shortest*	Measurement	• compare, describe and solve practical problems for: – lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] – mass/weight [for example, heavy/light, heavier than, lighter than] – capacity/volume [for example, full/empty, more than, less than, half, half full, quarter]

4	Number Sense	Use measures of time including days and months.	1d *Days of the week, months of the year*, p.18–19 *And finally …*, p.22–23	p.30–31, p.34–35 Homework: *Race through February* and *Birthdays*, p.185	Book A p 14–15		Measurement	• recognise and use language relating to dates, including days of the week, weeks, months and years
5	Additive Reasoning	Use number bonds and addition and subtraction facts to 10. Apply number bonds and number facts to a variety of situations.	2 *Adding, subtracting and sequencing*, p.24–25 2a *Number stories*, p.26–27 *Dinosaur pool*, p.30–31	p.36–39, p. 42–43 Homework: *Counting to 10 with fingers* and *Taking away from 14*, p.186	Book A p.16–21	Animation: *Number bonds to 6* Animation: *Number bonds to 9* Animation: *Number bonds to 10* CPD: *Additive Reasoning - Introduction, The Learning Journey, Key Ideas 1* and *Next Steps*	Number - addition and subtraction	• represent and use number bonds and related subtraction facts within 20 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9
6	Additive Reasoning	Sequence chronological events.	2b *Sequencing*, p.28–29 *And finally …*, p.32–33	p.40–41, p.44–45 Homework: *Before and after* and *In order*, p.187	Book A p.22–27	CPD: *Additive Reasoning - Key Ideas 2* and *Next Steps*	Measurement	• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
Rising Stars Mathematics Half-Termly Test Year 1 Autumn 1								

Autumn 2

	Rising Stars Mathematics						National Curriculum	
Week	Strand	Weekly summary	Textbook topics and page numbers	Teacher's Guide	Practice Book	Interactives and videos	Domain	Statement
7	Geometric Reasoning	Recognise and name common 3-D and 2-D shapes.	3 *3-D and 2-D shapes*, p.34–35 3a *3-D shapes*, p.36–37	p.46–49 Homework: *Shapes all around us* and *Shape hunt*, p.188	Book A p.28–30	Animation: *3-D shapes in real life* Interactive: *3-D shapes* CPD: *Geometric Reasoning - Introduction*, *The Learning Journey*, *Key Ideas 1* and *Next Steps*	Geometry - properties of shapes	• recognise and name common 2-D and 3-D shapes, including: - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
8	Geometric Reasoning	Recognise and name common 3-D and 2-D shapes.	3b *2-D shapes*, p.38–39 *Everyday shapes!*, p.42–43	p.50–51, p.54–55 Homework: *Looking for 2-D shapes* and *Design a logo*, p.189	Book A p.31–34	Animation: *2-D shapes* Interactive: *2-D shapes* Geometric Reasoning - *Key Ideas 1*	Geometry - properties of shapes	• recognise and name common 2-D and 3-D shapes, including: - 2-D shapes [for example, rectangles (including squares), circles and triangles] - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
9	Geometric Reasoning	Describe position, direction and movement.	3c *Position, direction and movement*, p.40–41 *And finally …*, p.44–45	p.52–53, p.56–57 Homework: *Giving directions* and *Position the toys on the grid*, p.190	Book A p.35–37	Animation: *Ghost hunt* Geometric Reasoning - *Key Ideas 2*	Geometry - position and direction	• describe position, direction and movement

10	Number Sense	Explore number patterns.	4 *Counting and comparing*, p.46–47 4a *Number patterns*, p.48–49 *100 square games*, p.54–55	p.58–61, p.66–67 Homework: *Three in a row* and *Race with 1 more and 1 less*, p.191	Book A p.38–41	CPD: *Number Sense - Key Ideas* and *Next Steps*	Number - number and place value	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals • given a number, identify 1 more and 1 less
11	Number Sense	Begin to talk about time.	4b *Time*, p.50–51	p.62–63 Homework: *Timing 1 minute* and *Events in 1 day*, p.192	Book A p.42–44		Measurement	• compare, describe and solve practical problems for: - time [for example, quicker, slower, earlier, later]
12	Number Sense	Make comparisons between quantities and measures.	4c *Comparing*, p.52–53 *And finally …*, p.56–57	p.64–65, p.68–69 Homework: *Weighing puzzle* and *Heavy and light*, p.193	Book A p.45–51		Measurement	• compare, describe and solve practical problems for: - 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]
Rising Stars Mathematics Half-Termly Test Year 1 Autumn 2								

Spring 1

Rising Stars Mathematics							National Curriculum	
Week	Strand	Weekly summary	Textbook topics and page numbers	Teacher's Guide	Practice Book	Interactives and videos	Domain	Statement
13	Additive Reasoning	Use number bonds and number facts to 20 to solve addition and subtraction calculations.	5 *Adding and subtracting to 20*, p.58–59 5a *Doubles*, p.60–61	p.70–73 Homework: *Doubling patterns* and *Finding doubles*, p.194	Book B p.4–8	Animation: *Doubles* CPD: *Additive Reasoning - Key Ideas 1* and *Next Steps*	Number - addition and subtraction	• represent and use number bonds and related subtraction facts within 20 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9
14	Additive Reasoning	Continue to use number bonds and number facts to 20 to solve addition and subtraction calculations.	5b *Adding and subtracting with 20*, p.62–63 *Twenty*, p.66–67	p.74–75, p.78–79 Homework: *Making 20* and *Take away from 20*, p.195	Book B p.9–13		Number - addition and subtraction	• represent and use number bonds and related subtraction facts within 20 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9

15	Additive Reasoning	Continue to use number bonds and number facts to 20 to solve addition and subtraction calculations.	5c *Adding and subtracting with 11 to 19*, p.64–65 *And finally …*, p.68–69	p.76–77, p.80–81 Homework: *Making totals* and *Making the same totals*, p.196	Book B p.14–19		Number - addition and subtraction	• represent and use number bonds and related subtraction facts within 20 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9
16	Number Sense	Begin to work with different coins and notes.	6 *Money*, p.70–71 6a *Coins and notes*, p.72–73	p.82–85 Homework: *Coins in a purse* and *Ways to pay*, p.197	Book B p.20–24	Interactive: *Coin* Interactive: *Money*	Number - number and place value Measurement	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • recognise and know the value of different denominations of coins and notes
17	Number Sense	Count forwards and backwards in tens.	6b *Ten more, ten less*, p.74–75 *Coin race*, p.78–79	p.86–87, p.90–91 Homework: *Race to 100p* and *Shopping and price increases*, p.198	Book B p.25–27		Number - number and place value Measurement	• count, read and write numbers to 100 in numerals; count in multiples of 2s and 10s • recognise and know the value of different denominations of coins and notes
18	Number Sense	Count forwards and backwards in twos.	6c *Two more, two less*, p.76–77 *And finally …*, p.80–81	p.88–89, p.92–93 Homework: *Odd and even* and *Counting in twos and pairs*, p.199	Book B p.28–31		Number - number and place value Measurement	• count, read and write numbers to 100 in numerals; count in multiples of 2s and 10s • recognise and know the value of different denominations of coins and notes
Rising Stars Mathematics Half-Termly Test Year 1 Spring 1								

Spring 2

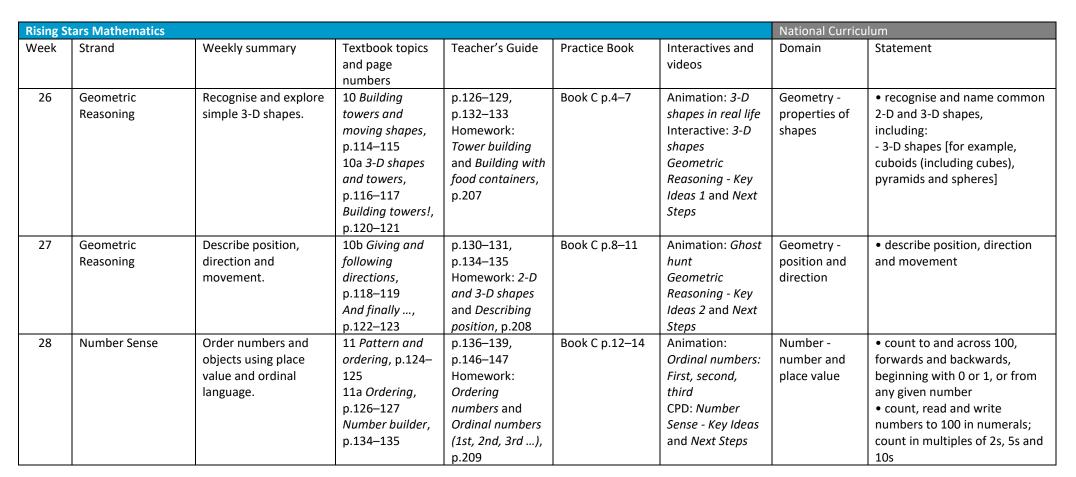| Rising Stars Mathematics							National Curriculum	
Week	Strand	Weekly summary	Textbook topics and page numbers	Teacher's Guide	Practice Book	Interactives and videos	Domain	Statement
19	Multiplicative Reasoning	Use arrays and grouping to count numbers to 20 and solve problems.	7 *Groups and rows*, p.82–83 7a *Arrays and grouping*, p.84–85 *Arrays!*, p.88–89	p.94–97, p.100–101 Homework: *Finding arrays* and *Division by grouping*, p.200	Book B p.32–37	CPD: *Multiplicative Reasoning - Introduction*, *The Learning Journey*, *Key Ideas* and *Next Steps*	Number - number and place value	• count, read and write numbers to 100 in numerals; count in multiples of 2s and 10s
20	Multiplicative Reasoning	Use arrays and grouping to count in twos and tens.	7b *Twos, tens and sharing*, p.86–87 *And finally …*, p.90–91	p.98–99, p.102–103 Homework: *Counting in twos and tens* and *Division by sharing*, p.201	Book B p.38–41		Number - number and place value Measurement	• count, read and write numbers to 100 in numerals; count in multiples of 2s and 10s • recognise and know the value of different denominations of coins and notes
21	Number Sense	Measuring length and height.	8 *Measuring*, p.92–93 8a *Measuring length and height*, p.94–95	p.104–107 Homework: *Measuring in centimetres* and *Measure a metre*, p.202	Book B p.42–45	Animation: *Longest, tallest and shortest*	Measurement	• measure and begin to record the following: - lengths and heights
22	Number Sense	Use scales to measure mass.	8b *Measuring mass*, p.96–97	p.108–109 Homework: *Spanish omelette* and *Comparing weights*, p.203	Book B p.46–48	Animation: *Heavier than and lighter than*	Measurement	• measure and begin to record the following: - mass/weight

23	Number Sense	Measure capacity and volume.	8c *Measuring capacity and volume*, p.98–99 *Vegetable soup*, p.100–101 *And finally …*, p.102–103	p.110–115 Homework: *Fruity drinks* and *Comparing capacities*, p.204	Book B p.49–51		Measurement	• measure and begin to record the following: - capacity and volume
24	Additive Reasoning	Use number lines to add and subtract to 20.	9 *Number lines*, p.104–105 9a *Adding and subtracting on a number line*, p.106–107	p.116–119 Homework: *Up and down the number line* and *Subtracting from 20p*, p.205	Book B p.52–56	Animation: *Subtraction on a number line* Interactive: *Number line* CPD: *Additive Reasoning - Key Ideas 1*	Number - addition and subtraction	• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • add and subtract one-digit and two-digit numbers to 20, including 0 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9
25	Additive Reasoning	Use vocabulary related to place and time.	9b *When and where?*, p.108–109 *Time o'clock*, p.110–111 *And finally …*, p.112–113	p.120–125 Homework: *O'clock times* and *Matching times*, p.206	Book B p.57–60	Animation: *Calendars* Animation: *Days of the week* Animation: *Telling the time* Interactive: *Calendar* Interactive: *Days of the week* Interactive: *Clock* CPD: *Additive Reasoning - Key Ideas 2*	Measurement	• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years
Rising Stars Mathematics Half-Termly Test Year 1 Spring 2								

Rising Stars Mathematics
Year 1

Medium-term Plans

Summer 1

Rising Stars Mathematics							National Curriculum	
Week	Strand	Weekly summary	Textbook topics and page numbers	Teacher's Guide	Practice Book	Interactives and videos	Domain	Statement
26	Geometric Reasoning	Recognise and explore simple 3-D shapes.	10 *Building towers and moving shapes*, p.114–115 10a *3-D shapes and towers*, p.116–117 *Building towers!*, p.120–121	p.126–129, p.132–133 Homework: *Tower building* and *Building with food containers*, p.207	Book C p.4–7	Animation: *3-D shapes in real life* Interactive: *3-D shapes* *Geometric Reasoning - Key Ideas 1* and *Next Steps*	Geometry - properties of shapes	• recognise and name common 2-D and 3-D shapes, including: - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
27	Geometric Reasoning	Describe position, direction and movement.	10b *Giving and following directions*, p.118–119 *And finally …*, p.122–123	p.130–131, p.134–135 Homework: *2-D and 3-D shapes* and *Describing position*, p.208	Book C p.8–11	Animation: *Ghost hunt* *Geometric Reasoning - Key Ideas 2* and *Next Steps*	Geometry - position and direction	• describe position, direction and movement
28	Number Sense	Order numbers and objects using place value and ordinal language.	11 *Pattern and ordering*, p.124–125 11a *Ordering*, p.126–127 *Number builder*, p.134–135	p.136–139, p.146–147 Homework: *Ordering numbers* and *Ordinal numbers (1st, 2nd, 3rd …)*, p.209	Book C p.12–14	Animation: *Ordinal numbers: First, second, third* CPD: *Number Sense - Key Ideas* and *Next Steps*	Number - number and place value	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s

29	Number Sense	Count forwards and backwards in fives. Begin to tell the time using clocks.	11b *Five more, five less*, p.128–129 11c *Clocks*, p.130–131	p.140–143 Homework: *Counting in fives* and *Teams of 5*, p.210; *Half past times* and *Time hunt*, p.211	Book C p.15–21	Animation: *Telling the time* Interactive: *Clock*	Number - number and place value Measurement	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • measure and begin to record the following: - time (hours, minutes, seconds)
30	Number Sense	Recognise and build patterns using objects.	11d *Repeating patterns*, p.132–133 *And finally …*, p.136–137	p.144–145 Homework: *Repeating patterns* and *Pattern hunt*, p.212	Book C p.22–25	Animation: *Patterns in shape and colour* CPD: *Number Sense - Next Steps*	Number - number and place value	• identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
Rising Stars Mathematics Half-Termly Test Year 1 Summer 1								

Summer 2

Rising Stars Mathematics						National Curriculum	
Week	Strand	Weekly summary	Textbook topics and page numbers	Teacher's Guide	Practice Book	Interactives and videos	Domain	Statement
31	Additive Reasoning	Use pictorial representations to solve addition problems.	12 *Solving problems*, p.138–139 12a *Solving addition problems*, p.140–141	p.150–153 Homework: *Adding to make a given total* and *Total 12*, p.213	Book C p.26–29	CPD: *Additive Reasoning - Key Ideas 1*, *Key Ideas 2*	Number - addition and subtraction	• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • add and subtract one-digit and two-digit numbers to 20, including 0 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$

32	Additive Reasoning	Use pictorial representations to solve subtraction problems.	12b *Solving subtraction problems*, p.142–143 *Calculation hunt*, p.144–145 *And finally …*, p.146–147	p.154–159 Homework: *Subtracting from an amount* and *Subtracting money*, p.214	Book C p.30–35	CPD: *Additive Reasoning - Next Steps*	Number - addition and subtraction	• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • add and subtract one-digit and two-digit numbers to 20, including 0 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9
33	Multiplicative Reasoning	Solve simple division problems involving halves and quarters.	13 *Exploring halves, quarters and arrays*, p.148–149 13a *Halves*, p.150–151 13b *Quarters*, p.152–153	p.160–165 Homework: *Halves bingo* and *Making choices*, p.215; *Quarters* and *Find a quarter by sharing*, p.216	Book C p.36–41	Interactive: *Fraction and decimal wall* CPD: *Multiplicative Reasoning - Key Ideas*	Number - fractions	• recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity • recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity
34	Multiplicative Reasoning	Solve multiplication and division problems using arrays and number tracks.	13c *Multiplying and dividing*, p.154–155 *Fractions races*, p.156–157 *And finally …*, p.158–159	p.166–171 Homework: *Describing arrays* and *Arranging objects in arrays*, p.217	Book C p.42–45	CPD: *Multiplicative Reasoning - Next Steps*	Number - multiplication and division	• 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

35	Geometric Reasoning	Describe turns in terms of fractions.	14 *Making turns*, p.160–161 14a *Different turns*, p.162–163	p.172–175 Homework: *Turning on the spot* and *Turning numbers*, p.218	Book C p.46–48	Animation: *Ghost hunt* CPD: *Geometric Reasoning - Key Ideas 2*	Geometry - position and direction	• describe position, direction and movement, including whole, half, quarter and three-quarter turns
36	Geometric Reasoning	Use vocabulary related to position, direction and movement.	14b *Programming floor robots*, p.164–165 *Sailing races*, p.166–167 *And finally …*, p.168–169	p.176–181 Homework: *Programming people* and *Directions on a grid*, p.219	Book C p.49–52	Animation: *Ghost hunt* CPD: *Geometric Reasoning - Next Steps*	Geometry - position and direction	• describe position, direction and movement, including whole, half, quarter and three-quarter turns
Rising Stars Mathematics Half-Termly Test Year 1 Summer 2								