



Year 1 Maths Long Term Plan - Autumn



Week	1	2	3	4	5	6	7	8	9	10	11	12
Curriculum Content	Number: Place Value Count to ten , forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or one 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.				Number: Addition and Subtraction Represent and use number bonds and related subtraction facts within 10 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10 , including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.				Geometry: Shape Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)	Number: Place Value Count to twenty , forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words. Given a number, identify one more or one 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.		Consolidation
Ready to Progress Criteria	1NPV - 1 1NF - 1 (within Factual Fluency time)				1AS - 1 1AS - 2 1NF - 1 (within Factual Fluency time)				1G - 1 1G - 2 1NF - 1 (within Factual Fluency time)	1NPV - 1 1NPV - 2 1NF - 1 (within Factual Fluency time)		1NF - 1 (within Factual Fluency time)
Factual Fluency and Strategies	Mastering Number 1						Mastering Number 2					



Year 1 Maths Long Term Plan - Spring



Week	1	2	3	4	5	6	7	8	9	10	11	12
Curriculum Content	Number: Addition and Subtraction Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$				Place Value Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one 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. Count in multiples of twos, fives and tens.			Measurement: Length and Height Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)	Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for 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]	Consolidation		
Ready to Progress Criteria					1NPV - 1							
Factual Fluency and Strategies	Mastering Number 3						Mastering Number 4					



Year 1 Maths Long Term Plan - Summer



Week	1	2	3	4	5	6	7	8	9	10	11	12
Curriculum Content	Number: Multiplication and Division Count in multiples of twos, fives and tens. 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.			Number: Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) Compare, describe and solve practical problems for: 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]		Geometry: position and direction Describe position, direction and movement, including whole, half, quarter and three quarter turns	Number: 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 one more and one 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, most, least.		Measurement: Money Recognise and know the value of different denominations of coins and notes.	Measurement: Time 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. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] Measure and begin to record time (hours, minutes, seconds)		
Ready to Progress Criteria	1NF - 2						1NPV - 1					
Factual Fluency and Strategies	Mastering Number 5						Mastering Number 6					

Mastering Number: Overview of content – Year 1

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Addition and subtraction/ Number facts
1 Children will:	<ul style="list-style-type: none"> revisit subitising within 5 using perceptual subitising practise conceptual subitising of bigger numbers as they become more familiar with patterns made by the numbers 5–10. 	<ul style="list-style-type: none"> explore the linear number system within 10, looking at a range of ordinal representations explore the link between the 'staircase' pattern and a number track. 	<ul style="list-style-type: none"> focus on the composition of numbers within 10, with a particular emphasis on the composition of numbers 6, 7, 8 and 9 as '5 and a bit', as well as exploring the composition of numbers 5 and 6 in-depth explore the composition of odd and even numbers, identifying that even numbers are made of 2s and odd numbers have 'an extra 1' – they will link this to the 'shape' of these numbers. 		Although children will not be looking at number bonds expressed as equations, their work on the composition of numbers within 10 will be developing their knowledge of number bonds.
2 Children will:	<ul style="list-style-type: none"> continue to practise conceptually subitising numbers they have already explored the composition of. 	<ul style="list-style-type: none"> review the linear number system to 10 as they compare numbers. 	<ul style="list-style-type: none"> continue to explore the composition of the numbers 7–9 in-depth, linking this to their understanding of odd and even numbers explore the composition of 10, developing a systematic approach to finding pairs that sum to 10. 	<ul style="list-style-type: none"> revisit what is meant by 'comparing' and see that quantities can be compared according to different attributes, including numerosity. 	As above.
3 Children will:	<ul style="list-style-type: none"> continue to practise conceptually subitising numbers they have already explored the composition of. 		<ul style="list-style-type: none"> review the composition of numbers within 10, linking these to part-part-whole representations practise recalling missing parts for numbers within 10. 	<ul style="list-style-type: none"> compare numbers within 10, linking this to their understanding of the linear system use the inequality symbol to create expressions, e.g. $7 > 2$, and use the language of 'greater than' and 'less than' 	<ul style="list-style-type: none"> develop their recall of number bonds within 10, through the use of exercises which use written numerals but not the symbols +, = or =.

				<ul style="list-style-type: none"> reason about inequalities, drawing on their knowledge of the composition of numbers, e.g. Is this true or false? 3 and 2 is less than 4. 	
4 Children will:	<ul style="list-style-type: none"> continue to practise conceptually subitising numbers they have already explored the composition of. 	<ul style="list-style-type: none"> review the linear number system to 10, looking at a range of representations, including a number line explore the use of 'midpoints' to enable them to identify the location of other numbers. 	<ul style="list-style-type: none"> review the composition of odd and even numbers, linking this to doubles and near doubles explore the composition of the numbers 11–20, seeing representations which show the structure of these numbers as 'ten and a bit'. 		<ul style="list-style-type: none"> continue to develop their recall of bonds within 10, through the use of exercises which do NOT involve written equations, such as $4 + 3 = ?$ identify doubles and near doubles through visual representations of odd and even numbers.
5 Children will:	<ul style="list-style-type: none"> continue to practise conceptually subitising numbers they have already explored the composition of. conceptually subitise numbers within 20 as they become more familiar with the composition of numbers within 20. 	<ul style="list-style-type: none"> review the linear number system to 20, looking at a range of representations, including a number line explore the use of 'midpoints' to enable them to identify the location of other numbers. 	<ul style="list-style-type: none"> continue to explore representations which expose the composition of numbers within 20. 	<ul style="list-style-type: none"> compare numbers within 20, including questions which use the symbols +, <, >, or =, such as: True or false? $10 + 4 < 14$ $10 + 4 = 14$ $10 + 4 > 14$ 	<ul style="list-style-type: none"> develop their fluency in additive relationships within 10, using a range of activities and games draw on their knowledge of the composition of numbers to complete written equations revisit strategies for addition and subtraction within 10 and apply these to a range of questions, including written equations.
6 Children will:	<ul style="list-style-type: none"> continue to use conceptual subitising, especially when using a rekenrek. 		<ul style="list-style-type: none"> apply their knowledge of the composition of numbers, to calculations within 10 and 20. 	<ul style="list-style-type: none"> continue to draw on their knowledge of the relative size of numbers when answering questions using the inequality symbol. 	<ul style="list-style-type: none"> continue to practise recalling additive facts within 20, applying their knowledge of the composition of numbers within 20 and strategies within 10.