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| **Year 1 Maths Long Term Planning** |
|  | **Number and Place Value – 3 weeks** | **Addition and Subtraction – 4 weeks.** |  **Multiplication and division (3 weeks)** | **Shape (3 weeks)**  | **Assessment** |
| Autumn Term (14 weeks) | Count groups of objects to 10 and beyond. Count reliably to 10/20 forwards.Begin to count backwards within the number sequence orally and with numerals to 20. Count, read and write numbers to 10 in numerals.Say the numbers that come before and after a given number within 20. Identify and represent numbers using objects and pictorial representations including the number line within 20.Use the language of: equal to, more than, less than (fewer), most, least within 20.Reason about the location of numbers to 20 within the linear system, including comparing using < > and =Use the language of ordinal numbers- first, second, third…Begin to sort objects into groups of 2s, 5s, and 10. Begin to count forwards in 2s, 5s, and 10s. | Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.• Within 10 recognise and use mathematical language associated with addition and subtraction (+), subtraction (–) and equals (=) signs.• Represent and use number bonds and related subtraction facts within 10.• Begin to add and subtract one-digit numbers to 10, including zero (using signs). • Solve one-step problems that involve addition and subtraction, using concrete objects.Compose numbers to 10 from 2 parts and partition numbers to 10 into parts, including recognising odd and even numbers. Develop fluency in addition and subtraction facts within 10. | Through grouping and sharing small quantities pupils begin to understand multiplication and division and doubling numbers and quantities with support of the teacher | Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles][for example, cuboids (including cubes, pyramids and spheres) *wider range of examples than developing* presented in different orientations and know that triangles, rectangles, cuboids and pyramids are not always similar to one another.Use mathematical names for “solid” 3D shapes and “flat” 2D shapes, and mathematical terms to describe shapes. Relate everyday objects to 2D and 3D shapes.Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations**.** |  |
| Spring Term (14 weeks) | **Consolidation Place Value within 20. (1 week)** | **Addition and Subtraction (3 weeks)** | **Number and Place Value within 50 ( 3 weeks)** | **Measurement (3 weeks)** | **Multiplication and Division ( 3 weeks)** | **Assessment** |
|  | Within 20 • recognise and use mathematical language associated with addition and subtraction (+), subtraction (–) and equals (=) signs • begin to represent and use number bonds and related subtraction facts within 20 • begin to add and subtract one-digit and two-digit numbers to 20, including zero • begin to solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations | Count forwards and backwards within the number sequence orally and with numerals to 50.Count, read and write numbers to 50 in numerals. Sort objects into groups of 2s, 5s, and 10s, count forwards in twos, fives or tens with increasing confidence to 50. Start from both odd and even numbers.Say the numbers that come before and after a given number within 50.Identify and represent numbers using objects and pictorial representations including the number line within 50.Use the language of: equal to, more than, less than (fewer), most, least within 50.Use the language of ordinal numbers in a range of contexts. Begin to read and write numbers from 1 to 20 in numerals and words. | Describe and solve simple practical problems for: lengths and heights, mass/weight, capacity and volume. Measure (using a ruler, weighing scales and containers) and begin to record the following moving from non-standard units to using manageable common standard units: lengths and heights, mass/weight, capacity and volume. | 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. |  |
| Summer Term (12 weeks) | **Fractions (2 weeks)** | **Geometry – Position and Direction (2 weeks)** | **Number and Place Value within 100 (3 weeks)** | **Measurement – Time and Money (4 weeks)** | **Assessment.** |  |
|  | 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. | Understand, follow and use positional vocabulary such as: position, grid, outside, inside, beside, next to, front, back, between, centre, underneath, above, on top of, below, halfway, near, far. Understand, follow and use directional language such as: direction, forwards, backwards, sideways, whole turn, half term, quarter turn, three quarter turn, right, left. | 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 twos, fives and tens (begin to link to 2x,5x,10x tables).Given a number, identify one more and one less.Identify and represent numbers using objects and pictorial representations including the number line.Use the language of: equal to, more than, less than (fewer), most, least .Read and write numbers from 1 to 20 in numerals and words. | Describe and solve simple practical problems for:time [for example, quicker, slower, earlier, later]Measure time (hours, minutes, seconds) Begin to recognise and know the value of different denominations of coins and notes.Begin to 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 and months.Tell the time to the hour and half past the hour and begin to draw the hands on a clock face to show these times. |  |  |