Year 1: Maths Long Term Plan



Our Ambition: To be the highest performing MAT in the country Our Mission: To improve the communities we serve for the better

Vision:

Challenging educational orthodoxies so that every child makes good progress in all subjects; all teachers are committed to personal improvement and fulfil their responsibilities; all children receive an inspiring curriculum; all academies strive to be outstanding.

Mathematics Long Term Planning Support: Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7						
	Place Value (within 10) 4 weeks				Number: Addition and Subtraction (within 10) 3 weeks								
	Count to ten, for number.	rwards and backwards,	beginning with 0 or 1	 Represent and use number bonds and related subtraction facts within 10 Read, write and interpret mathematical statements involving addition (+) subtraction (-) and 									
	 Count, read and identify one more 	write numbers to 10 ir e or one less.	numerals and words.	Given a number,	er, equals (=) signs.								
	Identify and rep including the pu	resent numbers using a	bers using objects and pictorial representations			Add and subtract one digit numbers to 10, including zero.				Add and subtract one digit numbers to 10, including			
	 including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. 					l pictorial oblems.							
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Number: Addition and Subtraction (within 10) 1 week	Place Value (within 20) 2 weeks		Geomet 2 w	r y: Shape reeks	Assessment Week 1 week	Consolidation 1 week
Autumn 2	 Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. 	 Count to twenty, backwards, begir from any given n Count, read and in numerals and Given a number, one less. Identify numbers using ol representations in line, and use the to, more than, les most, least. 	forwards and ning with 0 or 1, umber. write numbers to 20 words. identify one more or and represent ojects and pictorial ncluding the number language of: equal as than (fewer),	 Recognise and na shapes, including rectangles (include and triangles). Recognise and na shapes, including cuboids (includin and spheres.) 	ame common 2-D :: (for example, ding squares), circles ame common 3-D :: (for example, g cubes), pyramids		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
	Number: Add	i tion and subtractio 3 weeks	n (within 20)	Place Value (within 50) 3 weeks				
Spring 1	 Represent and use n 20. Read, write and inter (+), subtraction (-) a Add and subtract on zero. Solve one step probl concrete objects and problems such as 7= 	umber bonds and related rpret mathematical statem and equals (=) signs. e-digit and two-digit numb ems that involve addition a l pictorial representations, $\Box - 9$.	subtraction facts within eents involving addition pers to 20, including and subtraction, using and missing number	 Read and write numb Count to 50 forwards any number. Count, read and write Given a number, iden Identify and represen representations incluc equal to, more than, l of twos, fives and ten 	ers from 1 to 20 im nume and backwards, beginning e numbers to 50 in numera tify one more or one less. t numbers using objects a ling the number line, and less than (fewer), most, le s.	rals and words. g with 0 or 1, or from als. Ind pictorial use the language of: east. Count in multiples		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Measurement: Length and height 2 weeks		Measurement: we 2 we	e ight and Volume eeks	Assessment week 1 week	Consolidation 1 week
	Measure and begin t heights.	o record lengths and	Measure and begin to capacity and volume.	p record mass/weight,		
Spring 2	 Measurement: Length and height 2 weeks 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). 		 Compare, describe al problems for mass/w heavy/light, heavier to capacity and volume full/empty, more that full, quarter]. 	nd solve practical eight: [for example, than, lighter than]; [for example, n, less than, half, half		

	Week 1	Week 2	Week 3	Week 4	Week 5	
	Numbe	er: Multiplication and D 3 weeks	Number: Fractions 2 weeks			
Summer 1	 Count in multiples of twos Solve one step problems i answer using concrete ob the teacher. Make connections betwee 10. 	3 weeks s, fives and tens. nvolving multiplication and divisi jects, pictorial representations a n arrays, number patterns and	sion, by calculating the and arrays with the support of counting in steps of 2,5 and	 Recognise, find and name parts of an object, shape Recognise, find and name equal parts of an object, s Compare, describe and so lengths and heights (for elonger/shorter, tall/short, Compare, describe and so mass/weight [for example lighter than]; capacity and full/empty, more than, les quarter]. 	eeks a half as one of two equal or quantity. a quarter as one of four shape or quantity. olve practical problems for: example, long/short, double/half). olve practical problems for: e, heavy/light, heavier than, d volume [for example, ss than, half, half full,	

	Week 1	Week 2	Week 3	Week 4		Week 5	Week 6	Week 7
	Geometry: Position and Direction 1 week	Place Value 2 w	e (within 100) eeks	Money 1 week		Tir 2 we	ne eeks	Consolidation & assessment week 1 week
Summer 2	Describe position, direction and movement, including whole, half, quarter and three quarter turns.	 Count to and acr and backwards, I 1, or from any gi Count, read and 100 in numerals. Given a number, and one less. Identify and repr objects and picto including the nur the language of: less than, most, 	oss 100, forwards beginning with 0 or ven number. write numbers to identify one more esent numbers using rial representations nber line, and use equal to, more than, east.	Recognise and know the value of different denominations of coins and notes.	•	Sequence events order using langu- before and after, yesterday, tomor afternoon and ev Recognise and us to dates, includin weeks, months a Tell the time to th the hour and dra clock face to show Compare, describ problems for time quicker, slower, e Measure and beg (hours, minutes,	in chronological uage [for example, next, first, today, row, morning, ening. Se language relating g days of the week, nd years. The hour and half past w the hands on a w these times. De and solve practical e [for example, earlier, later]. in to record time seconds).	