

# Year 1: Maths Long Term Plan



THE PYTHON HILL ACADEMY

LABOR OMNIA VINCIT

*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
<b>Autumn 1</b>	<b>Place Value (within 10)</b> 4 weeks				<b>Number: Addition and Subtraction (within 10)</b> 3 weeks		
	<ul style="list-style-type: none"> <li>Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or one less.</li> <li>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.</li> </ul>				<ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 10 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>Add and subtract one digit numbers to 10, including zero.</li> <li>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</li> </ul>		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Autumn 2</b>	<b>Number: Addition and Subtraction (within 10)</b> 1 week	<b>Place Value (within 20)</b> 2 weeks		<b>Geometry: Shape</b> 2 weeks		<b>Assessment Week</b> 1 week	<b>Consolidation</b> 1 week
	<ul style="list-style-type: none"> <li>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</li> </ul>	<ul style="list-style-type: none"> <li>Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.</li> <li>Count, read and write numbers to 20 in numerals and words.</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles).</li> <li>Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)</li> </ul>			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Spring 1</b>	<b>Number: Addition and subtraction (within 20)</b> 3 weeks			<b>Place Value (within 50)</b> 3 weeks		
	<ul style="list-style-type: none"> <li>• Represent and use number bonds and related subtraction facts within 20.</li> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>• Add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>• Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> </ul>			<ul style="list-style-type: none"> <li>• Read and write numbers from 1 to 20 in numerals and words.</li> <li>• Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.</li> <li>• Count, read and write numbers to 50 in numerals.</li> <li>• Given a number, identify one more or one less.</li> <li>• 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.</li> </ul>		

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Spring 2</b>	<b>Measurement: Length and height</b> 2 weeks		<b>Measurement: weight and Volume</b> 2 weeks		<b>Assessment week</b> 1 week	<b>Consolidation</b> 1 week
	<ul style="list-style-type: none"> <li>• Measure and begin to record lengths and heights.</li> <li>• Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).</li> </ul>		<ul style="list-style-type: none"> <li>• Measure and begin to record mass/weight, capacity and volume.</li> <li>• 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].</li> </ul>			

	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Summer 1</b>	<b>Number: Multiplication and Division</b> 3 weeks			<b>Number: Fractions</b> 2 weeks	
	<ul style="list-style-type: none"> <li>Count in multiples of twos, fives and tens.</li> <li>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.</li> <li>Make connections between arrays, number patterns and counting in steps of 2,5 and 10.</li> </ul>			<ul style="list-style-type: none"> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> <li>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).</li> <li>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].</li> </ul>	

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Summer 2</b>	<b>Geometry: Position and Direction</b> 1 week	<b>Place Value (within 100)</b> 2 weeks		<b>Money</b> 1 week	<b>Time</b> 2 weeks		<b>Consolidation &amp; assessment week</b> 1 week
	<ul style="list-style-type: none"> <li>Describe position, direction and movement, including whole, half, quarter and three quarter turns.</li> </ul>	<ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>Count, read and write numbers to 100 in numerals.</li> <li>Given a number, identify one more and one less.</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</li> <li>Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> <li>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].</li> <li>Measure and begin to record time (hours, minutes, seconds).</li> </ul>		