# Mathematics

# Long Term Plan

# Year 1

Updated June 2023

To be read in conjunction with the Calculation Policy

# Year 1 Long Term Plan

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Autumn | NUMBER Place Value (within 10) | | | | | NUMBER Addition and Subtraction (within 10) MWE \| Maths Week England | | | | | GEOMETRY Shape | NUMBER Place Value (within 20) | |
| Spring | NUMBER Addition and Subtraction (within 20) | | | NUMBER Place Value (within 50) | | PiXL Assessments | MEASUREMENT Length and Height | | MEASUREMENT Mass and Volume | | NUMBER Multiplication and Division | | |
| Summer | NUMBER Fractions | | GEOMETRY Position and Direction | MEASUREMENT Money | MEASUREMENT Time | | PiXL Assessments | NUMBER Place Value (within 100) | | Consolidation of RTP's PiXL Analysis Focus Number Bonds Focus YE YOUNG enterprise My Money Maths | | | |

# Year 1 Medium Term Plan

| Autumn Term | Weeks 1-5 | Weeks 6-10<br>Maths Week England | Week 11 | Weeks 12-13 |
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| Domain | Place Value (within 10) | Addition and Subtraction (within 10) | Shape | Place Value (within 20) |
| NC Objective | ★ 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<br>★ Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number<br>★ Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens<br>★ Read and write numbers from 1 to 20 in numerals and words<br>★ Given a number, identify one more and one less | MWE<br>Maths Week England will be celebrated during this block with a set focus<br>★ Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs<br>★ Represent and use number bonds and related subtraction facts within 20<br>★ Add and subtract 1-digit and 2-digit numbers to 20, including zero | ★ Recognise and name common 2-D and 3-D shapes, including:<br>• 2-D shapes [for example, rectangles (including squares), circles and triangles];<br>• 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] | ★ 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<br>★ Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number<br>★ Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens<br>★ Read and write numbers from 1 to 20 in numerals and words<br>★ Given a number, identify one more and one less |
| Smaller Steps (WRM) | Step 1 Sort objects<br>Step 2 Count objects<br>Step 3 Count objects from a larger group<br>Step 4 Represent objects<br>Step 5 Recognise numbers as words<br>Step 6 Count on from any number<br>Step 7 1 more<br>Step 8 Count backwards within 10<br>Step 9 1 less<br>Step 10 Compare groups by matching<br>Step 11 Fewer, more, same<br>Step 12 Less than, greater than, equal to<br>Step 13 Compare numbers<br>Step 14 Order objects and numbers<br>Step 15 The number line | Step 1 Introduce parts and wholes<br>Step 2 Part-whole model<br>Step 3 Write number sentences<br>Step 4 Fact families – addition facts<br>Step 5 Number bonds within 10<br>Step 6 Systematic number bonds within 10<br>Step 7 Number bonds to 10<br>Step 8 Addition – add together<br>Step 9 Addition – add more<br>Step 10 Addition problems<br>Step 11 Find a part<br>Step 12 Subtraction – find a part<br>Step 13 Fact families – the eight facts<br>Step 14 Subtraction – take away/cross out (How many left?)<br>Step 15 Take away (How many left?)<br>Step 16 Subtraction on a number line<br>Step 17 Add or subtract 1 or 2 | Step 1 Recognise and name 3-D shapes<br>Step 2 Sort 3-D shapes<br>Step 3 Recognise and name 2-D shapes<br>Step 4 Sort 2-D shapes<br>Step 5 Patterns with 2-D and 3-D shapes | Step 1 Count within 20<br>Step 2 Understand 10<br>Step 3 Understand 11, 12 and 13<br>Step 4 Understand 14, 15 and 16<br>Step 5 Understand 17, 18 and 19<br>Step 6 Understand 20<br>Step 7 1 more and 1 less<br>Step 8 The number line to 20<br>Step 9 Use a number line to 20<br>Step 10 Estimate on a number line to 20<br>Step 11 Compare numbers to 20<br>Step 12 Order numbers to 20 |

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| **RTP's** | ★ **1NPV-1** Count within 100, forwards and backwards, starting with any number<br>• **Step 6–Count on from any number**<br>• **Step 8–Count backwards within 10**<br>★ **1NPV-2** Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =<br>• **Step 11–Fewer, more, same**<br>• **Step 12–Less than, greater than, equal to**<br>• **Step 13–Compare numbers**<br>• **Step 14–Order objects and numbers**<br>• **Step 15–The number line**<br>**Not a Year 1 objective but helps to prepare for Year 2 if introduced now.** | ★ **1NF-1** Develop fluency in addition and subtraction facts within 10<br>• **Step 5–Number bonds within 10**<br>• **Step 6–Systematic number bonds within 10**<br>• **Step 7–Number bonds to 10**<br>★ **1AS-1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.<br>• **Step 5–Number bonds within 10**<br>• **Step 6–Systematic number bonds within 10**<br>• **Step 7–Number bonds to 10**<br>**Ensure odd and even numbers are explicitly taught in Year 1. They are explored in Reception and Year 2.**<br>★ **1AS-2** Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.<br>• **Step 4–Fact families – addition facts**<br>• **Step 8–Addition – add together**<br>• **Step 9–Addition – add more**<br>• **Step 10–Addition problems**<br>• **Step 11–Find a part**<br>• **Step 12–Subtraction – find a part**<br>• **Step 13–Fact families – the eight facts**<br>• **Step 14–Subtraction – take away/cross out (How many left?)**<br>• **Step 15–Subtraction – take away (How many left?)**<br>• **Step 16–Subtraction on a number line** | ★ **1G-1** Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.<br>• **Step 1–Recognise and name 3-D shapes**<br>• **Step 2–Sort 3-D shapes**<br>• **Step 3–Recognise and name 2-D shapes**<br>• **Step 4–Sort 2-D shapes**<br>• **Step 5–Patterns with 2-D and 3**<br>★ **1G-2** Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.<br>• **Step 1–Recognise and name 3-D shapes**<br>• **Step 2–Sort 3-D shapes**<br>• **Step 3–Recognise and name 2-D shapes**<br>• **Step 4–Sort 2-D shapes**<br>• **Step 5–Patterns with 2-D and 3-D shapes** | ★ **1NPV-1** Count within 100, forwards and backwards, starting with any number<br>• **Step 1–Count within 20**<br>★ **1NPV-2** Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =<br>• **Step 8–The number line to 20**<br>• **Step 9–Use a number line to 20**<br>• **Step 11–Compare numbers to 20**<br>• **Step 12–Order numbers to 20**<br>**Not a Year 1 objective but helps to prepare for Year 2 if introduced now.** |

# Year 1 Medium Term Plan

| Spring Term | Weeks 1-3 | Weeks 4-5 | Week 6 | Weeks 7-8 | Weeks 9-10 | Weeks 11-12 |
|---|---|---|---|---|---|---|
| **Domain** | **Addition and Subtraction (within 20)** | **Place Value (within 50)** | | **Length and Height** | **Mass and Volume** | **Multiplication and Division** |
| **NC Objective** | ★ Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs<br>★ Represent and use number bonds and related subtraction facts within 20<br>★ Add and subtract 1-digit and 2-digit numbers to 20, including zero<br>★ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9<br><br>**Although formal algebraic notation is not introduced until Y6, algebraic thinking starts much earlier as exemplified by the 'missing number' objectives from Y1/2/3** | ★ 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<br>★ Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number<br>★ Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens<br>★ Given a number, identify one more and one less<br>★ Read and write numbers from 1 to 20 in numerals and words | **PiXL Assessments** | ★ Compare, describe and solve practical problems for:<br>• lengths and heights<br>★ Measure and begin to record the following:<br>• lengths and heights | ★ Compare, describe and solve practical problems for:<br>• mass/weight<br>• capacity and volume<br>★ Measure and begin to record the following:<br>• mass/weight<br>• 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 |
| **Smaller Steps (WRM)** | Step 1 Add by counting on within 20<br>Step 2 Add ones using number bonds<br>Step 3 Find and make number bonds to 20<br>Step 4 Doubles<br>Step 5 Near doubles<br>Step 6 Subtract ones using number bonds<br>Step 7 Subtraction – counting back<br>Step 8 Subtraction – finding the difference<br>Step 9 Related facts<br>Step 10 Missing number problems | Step 1 Count from 20 to 50<br>Step 2 20, 30, 40 and 50<br>Step 3 Count by making groups of tens<br>Step 4 Groups of tens and ones<br>Step 5 Partition into tens and ones<br>Step 6 The number line to 50<br>Step 7 Estimate on a number line to 50<br>Step 8 1 more, 1 less | | Step 1 Compare lengths and heights<br>Step 2 Measure length using objects<br>Step 3 Measure length in centimetres | Step 1 Heavier and lighter<br>Step 2 Measure mass<br>Step 3 Compare mass<br>Step 4 Full and empty<br>Step 5 Compare volume<br>Step 6 Measure capacity<br>Step 7 Compare capacity | Step 1 Count in 2s<br>Step 2 Count in 10s<br>Step 3 Count in 5s<br>Step 4 Recognise equal groups<br>Step 5 Add equal groups<br>Step 6 Make arrays<br>Step 7 Make doubles<br>Step 8 Make equal groups – grouping<br>Step 9 Make equal groups – sharing |

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|---|---|---|---|---|---|---|
| **RTP's** | ★ 1AS-2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts<br>• **Step 1–Add by counting on within 20**<br>• **Step 6–Subtract ones using number bonds**<br>• **Step 7–Subtraction –counting back**<br>• **Step 8–Subtraction –finding the difference**<br>• **Step 10–Missing number problems**<br>★ 1NF-1 Develop fluency in addition and subtraction facts within 10<br>• **Step 2–Add ones using number bonds**<br>• **Step 6–Subtract ones using number bonds** | ★ 1NPV-1 Count within 100, forwards and backwards, starting with any number<br>• **Step 1–Count from 20 to 50**<br>• **Step 3–Count by making groups of tens**<br>★ 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =<br>• **Step 6–The number line to 50**<br>**Not a Year 1 objective but helps to prepare for Year 2 if introduced now.** | | | | ★ 1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers<br>• **Step 1-Count in 2s**<br>• **Step 2-Count in 10s**<br>• **Step 3-Count in 5s** |

# Year 1 Medium Term Plan

| Summer Term | Weeks 1-2 | Week 3 | Week 4 | Weeks 5-6 | Week 7 | Weeks 8-9 | Weeks 6-12<br>My Money Maths |
|---|---|---|---|---|---|---|---|
| Domain | Fractions | Position and Direction | Money | Time | | Place Value (within 100) | Consolidation of RTP's and Times Tables |
| NC Objective | ★ Recognise, find and name a half as one of two equal parts of an object, shape or quantity<br>★ Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity | ★ Describe position, direction and movement, including whole, half, quarter and three-quarter turns | ★ Recognise and know the value of different denominations of coins and notes | ★ Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]<br>★ Recognise and use language relating to dates, including days of the week, weeks, months and years<br>★ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times<br>★ Compare, describe and solve practical problems for time<br>★ Measure and begin to record time | PiXL Assessments | ★ Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number<br>★ Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens<br>★ Read and write numbers from 1 to 20 in numerals and words<br>★ Given a number, identify one more and one less<br>★ 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 | Young Enterprise 'My Money Maths' will take place during this block with a set focus<br><br>This time is also used to consolidate:<br>★ RTP's that need revisiting<br>★ Areas of concern through the PiXL analysis<br>★ Number bonds |
| Smaller Steps (WRM) | Step 1 Recognise a half of an object or a shape<br>Step 2 Find a half of an object or a shape<br>Step 3 Recognise a half of a quantity<br>Step 4 Find a half of a quantity<br>Step 5 Recognise a quarter of an object or a shape<br>Step 6 Find a quarter of an object or a shape<br>Step 7 Recognise a quarter of a quantity<br>Step 8 Find a quarter of a quantity | Step 1 Describe turns<br>Step 2 Describe position - left and right<br>Step 3 Describe position - forwards and backwards<br>Step 4 Describe position - above and below<br>Step 5 Ordinal numbers | Step 1 Unitising<br>Step 2 Recognise coins<br>Step 3 Recognise notes<br>Step 4 Count in coins | Step 1 Before and after<br>Step 2 Days of the week<br>Step 3 Months of the year<br>Step 4 Hours, minutes and seconds<br>Step 5 Tell the time to the hour<br>Step 6 Tell the time to the half hour | | Step 1 Count from 50 to 100<br>Step 2 Tens to 100<br>Step 3 Partition into tens and ones<br>Step 4 The number line to 100<br>Step 5 1 more, 1 less<br>Step 6 Compare numbers with the same number of tens<br>Step 7 Compare any two numbers | |
| RTP's | | | ★ 1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers<br>• **Step 4-Count in coins** | | | ★ 1NPV-1 Count within 100, forwards and backwards, starting with any number<br>• **Step 1- Count from 50 to 100**<br>★ 1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.<br>• **Step 2-Tens to 100** | |