

## Year 1 Maths 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
M/O starters	count forw number	ards and ba	ck in 1s star	ting with 0 a	nd then any	given	count in m 2s	ultiples of	count in multiples of 5s		count in multiples of 10s	
Autumn Term	Number – place valueread and write numbers from 1 to 20 in numerals and wordsidentify 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, leastgiven a number, identify 1 more and 1 less		Number addition subtraction represent number bor related su facts withi read, write interpret mathemat statement addition (-1 subtraction equals (=) add and s one-digit a digit numb	and ion and use onds and btraction n 20 and ical s involving -), n (-) and signs ubtract and two- pers to 20, )	Geometry properties shape, po and direct recognise common 2 shapes, int 2-D shape example, r (including s circles and 3-D shape example, c (including of pyramids a spheres] describe p direction a movement whole, half and three-t turns	y – es of osition ction and name -D and 3-D cluding: s [for rectangles squares), I triangles] s [for cuboids cubes), and osition, nd c, including f, quarter quarter	Number - value read and w numbers fr in numeral count, read numbers to numerals	- place vrite rom 1 to 20 s and words d and write o 100 in	Number and sub represent number b related su facts with read, writ interpret mathema statemen addition ( subtraction equals (= add and so one-digit digit number including	<ul> <li>addition traction</li> <li>and use onds and ibtraction in 20</li> <li>e and</li> <li>tical ts involving +), on (-) and ) signs</li> <li>subtract and two-pers to 20, 0</li> </ul>	Measure recognise the value denomina coins and	e and know of different ations of notes



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M/O starters	read and write numbers from 1 to 20 in numerals and words		given a number, identify 1 more and 1 less		count, read and write numbers to 100 in numerals		count in multiples of 2s	count in multiples of 5s	count in multiples of 10s	make connection s between arrays, number patterns, and counting in 2s	make connectio ns between arrays, number patterns, and counting in 5s	make connectio ns between arrays, number patterns, and counting in 10s
Spring Term	Number – place value		Number – addition and subtraction		Measurement – length and height		Number – (fractions	multiplicati linked)	Measurement – time			
	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		add and su one-digit at digit numbe including 0 solve one-s problems th addition an subtraction concrete of pictorial representa missing nu problems s = $? - 9$	ubtract nd two- ers to 20, step hat involve nd bjects and tions, and mber such as 7	Compare la heights [for long/short, longer/short tall/short, d Measure a to record la heights	engths and r example, rter, louble/half] nd begin engths and	solve one- multiplicati answer usi representa the teache recognise, parts of an recognise, equal parts Through g pupils begi division; do finding sim and quanti	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 recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.			sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon etc 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 time [for example, quicker, slower, earlier, later)	



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Summer Term	Number – place valuecount to and across 100, forwards and backwards, beginning with 0 or 1, or from any given numbercount, read and write numbers to 100 in numerals;identify and represent numbers using objects and pictorial representations use the language of: equal to, more than, less than (fewer), most, least		Measure mass/wei Compare mass/weig example, h heavier tha than] Measure a to record mass/weig	Measure - mass/weightNumber - addition at subtractionCompare mass/weight [for example, heavy/light, heavier than, lighter than]add and sub one-digit and digit number including 0Measure and begin to record mass/weightsolve one-st problems the addition and subtraction, concrete ob pictorial representati missing num problems su ? - 9		and on lbtract nd two- ers to 20, step hat involve d , using bjects and tions, and mber such as 7 =	Number - (fractions solve one- multiplicati answer us representa the teacher recognise, parts of an recognise, equal parts Through g pupils beg division; de finding sim and quanti	- multiplica s linked) step problem on and divisi- ing concrete ations and ar r find and nar object, shap find and nar s of an objec rouping and in to underst publing num ple fractions ties.	ation and d hs involving ion, by calcu objects, pict rays with the me a half as be or quantity ne a quarter t, shape or q sharing sma and: multiplic bers and qua of objects, r	livision lating the orial support of 1 of 2 equal d as 1 of 4 uantity Il quantities, cation and intities; and numbers	Measure volume	capacity ne [for full/empty, , less than, ull, quarter] and begin nd volume