



# 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
<b>M/O starters</b>	count forwards and back in 1s starting with 0 and then any given number						count in multiples of 2s		count in multiples of 5s		count in multiples of 10s	
<b>Autumn Term</b>	<b>Number – place value</b>  read and write numbers from 1 to 20 in numerals and words  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  given a number, identify 1 more and 1 less		<b>Number – addition and subtraction</b>  represent and use number bonds and related subtraction facts within 20  read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs  add and subtract one-digit and two-digit numbers to 20, including 0		<b>Geometry – properties of shape, position and direction</b>  recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]  3-D shapes [for example, cuboids (including cubes), pyramids and spheres]  describe position, direction and movement, including whole, half, quarter and three-quarter turns		<b>Number – place value</b>  read and write numbers from 1 to 20 in numerals and words  count, read and write numbers to 100 in numerals		<b>Number – addition and subtraction</b>  represent and use number bonds and related subtraction facts within 20  read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs  add and subtract one-digit and two-digit numbers to 20, including 0		<b>Measure – money</b>  recognise and know the value of different denominations of coins and notes	



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<b>M/O starters</b>	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 connections between arrays, number patterns, and counting in 2s	make connections between arrays, number patterns, and counting in 5s	make connections between arrays, number patterns, and counting in 10s	
<b>Spring Term</b>	<b>Number – place value</b>  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		<b>Number – addition and subtraction</b>  add and subtract one-digit and two-digit numbers to 20, including 0  solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$		<b>Measurement – length and height</b>  Compare lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]  Measure and begin to record lengths and heights		<b>Number – multiplication and division (fractions linked)</b>  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.					<b>Measurement – time</b>  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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<b>M/O starters</b>	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 connections between arrays, number patterns, and counting in 2s	make connections between arrays, number patterns, and counting in 5s	make connections between arrays, number patterns, and counting in 10s
<b>Summer Term</b>	<b>Number – place value</b>  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;  identify and represent numbers using objects and pictorial representations use the language of: equal to, more than, less than (fewer), most, least		<b>Measure – mass/weight</b>  Compare mass/weight [for example, heavy/light, heavier than, lighter than]  Measure and begin to record mass/weight		<b>Number – addition and subtraction</b>  add and subtract one-digit and two-digit numbers to 20, including 0  solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$		<b>Number – multiplication and division (fractions linked)</b>  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.				<b>Measure – volume</b>  Compare capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]  Measure and begin to record capacity and volume	