Year 1 Maths Long Term Plan

	Term 1			Term 2		
Unit Focus	**Place Value to 10 (3wks)**	**Time (1wk)**	**Addition and Subtraction within 10 (4wks)**	**Geometry – 3D shape (1wk)**	**Place Value to 20 (3wks)**	**Assessment**
Priority	• 1NF–1 Develop fluency in addition and subtraction facts within 10. • 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.			• 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. • 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =		
National Curriculum	**Place value** • count to and across 10 (100), forwards and backwards, beginning with 0 or 1, or from any given number • given a number, identify one more and one less (within 10) • 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 • read and write numbers from 1 to 10 (20) in numerals and words. **Time** • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years **Addition and Subtraction** • represent and use number bonds and related subtraction facts within 10 (20) • add and subtract one-digit and two-digit numbers to 10 (20), including zero			**Addition and Subtraction** • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. **Geometry – properties of shape** • recognise and name common 2-D and 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. **Place value** • count to and across 20 (100), forwards and backwards, beginning with 0 or 1, or from any given number • given a number, identify one more and one less (within 20) • 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 • read and write numbers from 1 to 20 in numerals and words.		
Mental maths	• number pairs with a total of 10, e.g. 3 + 7 • addition facts for totals to at least 10, e.g. 2 + 3, 4 + 3 • addition doubles for all numbers to at least 10, e.g. 8 + 8 • counting forwards and backwards from any given number • recognise and name pentagons, hexagons and octagons. • recognise and name cubes, cuboids and cones.			• add or subtract a pair of single digit numbers, e.g. 4 + 5, 8 – 3 • add or subtract a single-digit number to or from a teens number, e.g. 13 + 5, 17 – 3 • Use the language of day, week, months, year. •Know the months of the year. •finding one more or one less		
Times tables	● Count in 2's up to 24, linking with even numbers and supporting doubles. ● Count in multiples of 10 in order up to 120.					
Retrieval from EYFS	Geometry – names of 2D and 3D shapes			**Addition and Subtraction within 10**		
Covid Recovery	• Uses the language of 'more' and 'fewer' to compare two sets of objects. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. •Beginning to use everyday language related to money.			•Estimates how many objects they can see and checks by counting them. •Say which number is one more or one less than a given number •Uses everyday language related to time. • Orders and sequences familiar events.		

	Term 3			Term 4		
Unit Focus	**Geometry 2D shape (1wk)**	**Place Value to 50 (3wks)**	**Measurement: Money (1 Wk)**	**Addition and Subtraction to 20 (4wks)**	**Measurement: Length and Height (3wks)**	**Assessment**
Priority	• 1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.			• 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. • 1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.		

National Curriculum	**Geometry – properties of shape**
	• recognise and name common 2-D and 3-D shapes, including:
	  - 2-D shapes [for example, rectangles (including squares), circles and triangles]
	
	Place Value
	• count, read and write numbers to 100 in numerals;
	
	Money
	• recognise and know the value of different denominations of coins and notes
	• solve one-step problems that involve addition and subtraction,
	
	Addition and Subtraction
	• represent and use number bonds and related subtraction facts within 20
	• add and subtract one-digit and two-digit numbers to 20, including zero
				Place value
				• count in multiples of twos, fives and tens
				
				Addition and Subtraction
				• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
				• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.
				
				Measurement
				• compare, describe and solve practical problems for:
				  - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
				  - time [for example, quicker, slower, earlier, later]
				• measure and begin to record the following:
				  - lengths and heights
				  - time (hours, minutes, seconds)		

Mental maths	• reorder numbers when adding, e.g. put the larger number first • count on or back in ones, twos or tens • partition small numbers, e.g. 8 +3 = 8 + 2 + 1 • partition and combine tens and ones • partition: double and adjust, e.g.5 + 6 = 5 + 5 + 1			• doubles of all numbers to 10, e.g. double 6 • Halves of even numbers to 20 e.g. half of 14 is 7. • odd and even numbers to 20		
Times tables	• Focus on counting in multiples of 5 up to 60, linking with knowledge of counting in 10s. • Continue to develop fluency of counting in 2's and 10's.					
Retrieval (Quick starter)	Measures – weight, mass, capacity, length, height			Place Value		
Covid Recovery	• Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems			• They solve problems, including doubling, halving and sharing. • Orders two items by weight or capacity.		

	Term 5			Term 6		
Unit Focus	**Multiplication and division (4wks)**	**Fractions (2wks)**	**Geometry – position and direction (2wks)**	**Place Value to 100 (2wks)**	**Measurement – weight/mass/capacity (2 weeks)**	**Assessment**
Priority				• 1NPV–1 Count within 100, forwards and backwards, starting with any number.		
National Curriculum	**Multiplication and division** • 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. **Fractions:** • recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **Geometry – position and direction** • describe position, direction and movement, including whole, half, quarter and three quarter turns.			**Measurement** • 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] • measure and begin to record the following: - mass/weight - capacity and volume • recognise and know the value of different denominations of coins and notes **Place value** • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count in multiples of twos, fives and tens		
Mental maths	• Recognise a half or quarter of a shape or quantity. • add or subtract a single-digit to or from 10, and add a multiple of 10 to a single-digit number, e.g. 10 + 7, 7 + 30 • add near doubles, e.g. 6 + 7			• count on from and back to zero in ones, twos, fives or tens • use patterns of last digits, e.g. 0 and 5 when counting in fives		
Times tables	Count in multiples of 10, 2 and 5 in order with growing fluency.			Count in multiples of 10, 2 and 5 in order fluently		
Retrieval (Quick starter)	Addition and subtraction			Multiplication and division		
Covid Recovery						

Continuous Provision

Time
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years

Money
- recognise and know the value of different denominations of coins and notes