Fairfield Road Primary School

Year 1 Maths Long Term Plan

	1	2	3	4	5	6	7	8		9	10	11	12	13	14	15
AUTUMN	SETTLING	**Number and Place Value** Place Value (within 10)					**Addition and Subtraction** Addition and Subtraction (within 10)		HALF TERM	**Addition and Subtraction** Addition and Subtraction (within 10)			**Geometry – Properties of Shape** Shape		CONSOLIDATION	CHRISTMAS

	1	2	3	4	5	6		7	8	9	10	11				
SPRING	**Number and Place Value** Place Value (within 20)			**Addition and Subtraction** Addition and Subtraction (within 20			HALF TERM	**Number and Place Value** Place Value (within 50)		**Measurement** Length and Height		**Measurement** Mass and volume				

	1	2	3	4	5	6	7		8	9	10	11	12	13		
SUMMER	**Measurement** Mass and volume	**Multiplication and Division** Multiplication and Division			**FDP** Fractions			HALF TERM	**Geometry – Position and Direction** Position and Direction	**Number and Place Value** Place Value (within 100)		**Measure-ment** Money	**Measurement** Time	FINAL WEEK		

Mathematics strand	WRM unit	Small Steps	NC objectives
Number and Place Value	Place Value (within 10)	• Step 1 Sort objects • Step 2 Count objects • Step 3 Count objects from a larger group • Step 4 Represent objects • Step 5 Recognise numbers as words • Step 6 Count on from any number • Step 7 1 more • Step 8 Count backwards within 10 • Step 9 1 less • Step 10 Compare groups by matching • Step 11 Fewer, more, same • Step 12 Less than, greater than, equal to • Step 13 Compare numbers • Step 14 Order objects and numbers • Step 15 The number line	• 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 to and across 100, forwards and backwards, beginning with zero or 1, or from any given number KEY • Compare numbers using and = signs • Read and write numbers from 1 to 20 in numerals and words
Addition and Subtraction	Addition and Subtraction (within 10)	• Step 1 Introduce parts and wholes • Step 2 Part-whole model • Step 3 Write number sentences • Step 4 Fact families – addition facts • Step 5 Number bonds within 10 • Step 6 Systematic number bonds within 10 • Step 7 Number bonds to 10 • Step 8 Addition – add together • Step 9 Addition – add more • Step 10 Addition problems • Step 11 Find a part • Step 12 Subtraction – find a part • Step 13 Fact families – the eight facts • Step 14 Subtraction – take away/cross out (How many left?) • Step 15 Take away (How many left?) • Step 16 Subtraction on a number line • Step 17 Add or subtract 1 or 2	• 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, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • Represent and use number bonds and related subtraction facts within 20 KEY • Add and subtract 1-digit and 2-digit numbers to 20, including zero
Geometry – Properties of Shapes	Shape	• Step 1 Recognise and name 3-D shapes • Step 2 Sort 3-D shapes • Step 3 Recognise and name 2-D shapes • Step 4 Sort 2-D shapes • Step 5 Patterns with 2-D and 3-D shapes	• 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] KEY
Number and Place Value	Place Value (within 20)	• Step 1 Count within 20 • Step 2 Understand 10 • Step 3 Understand 11, 12 and 13 • Step 4 Understand 14, 15 and 16 • Step 5 Understand 17, 18 and 19 • Step 6 Understand 20 • Step 7 1 more and 1 less • Step 8 The number line to 20	• Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number KEY • 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, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s KEY

		• Step 9 Use a number line to 20 • Step 10 Estimate on a number line to 20 • Step 11 Compare numbers to 20 • Step 12 Order numbers to 20	• Read and write numbers from 1 to 20 in numerals and words KEY • Given a number, identify 1 more and 1 less
Addition and Subtraction	Addition and Subtraction (within 20)	• Step 1 Add by counting on within 20 • Step 2 Add ones using number bonds • Step 3 Find and make number bonds to 20 • Step 4 Doubles • Step 5 Near doubles • Step 6 Subtract ones using number bonds • Step 7 Subtraction – counting back • Step 8 Subtraction – finding the difference • Step 9 Related facts • Step 10 Missing number problems	• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • Add and subtract 1-digit and 2-digit numbers to 20, including zero • Represent and use number bonds and related subtraction facts within 20 KEY • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9
Number and Place Value	Place Value (within 50)	• Step 1 Count from 20 to 50 • Step 2 20, 30, 40 and 50 • Step 3 Count by making groups of tens • Step 4 Groups of tens and ones • Step 5 Partition into tens and ones • Step 6 The number line to 50 • Step 7 Estimate on a number line to 50 • Step 8 1 more, 1 less	• Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number KEY • 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, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s KEY • Given a number, identify 1 more and 1 less •
Measurement	Length and Height	• Step 1 Compare lengths and heights • Step 2 Measure length using objects • Step 3 Measure length in centimetres	• Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time KEY • Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time
Measurement	Mas and Volume	• Step 1 Heavier and lighter • Step 2 Measure mass • Step 3 Compare mass • Step 4 Full and empty • Step 5 Compare volume • Step 6 Measure capacity • Step 7 Compare capacity	• Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time KEY • Measure and begin to record the following: lengths and heights; mass/weights; capacity and volume; time
Multiplication and Division	Multiplication and Division	• Step 1 Count in 2s • Step 2 Count in 10s • Step 3 Count in 5s • Step 4 Recognise equal groups • Step 5 Add equal groups • Step 6 Make arrays • Step 7 Make doubles • Step 8 Make equal groups – grouping • Step 9 Make equal groups – sharing	• Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s KEY • 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
FDP	Fractions	• Step 1 Recognise a half of an object or a shape • Step 2 Find a half of an object or a shape	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity KEY

		• Step 3 Recognise a half of a quantity • Step 4 Find a half of a quantity • Step 5 Recognise a quarter of an object or a shape • Step 6 Find a quarter of an object or a shape • Step 7 Recognise a quarter of a quantity • Step 8 Find a quarter of a quantity	
Geometry – Position and Direction	Position and Direction	• Step 1 Describe turns • Step 2 Describe position – left and right • Step 3 Describe position – forwards and backwards • Step 4 Describe position – above and below • Step 5 Ordinal numbers	• Describe position, direction and movement, including whole, half, quarter and three-quarter turns • Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside • Practise counting (1, 2, 3…), ordering (for example, 1st, 2nd, 3rd …)
Number and Place Value	Place Value (within 100)	• Step 1 Count from 50 to 100 • Step 2 Tens to 100 • Step 3 Partition into tens and ones • Step 4 The number line to 100 • Step 5 1 more, 1 less • Step 6 Compare numbers with the same number of tens • Step 7 Compare any two numbers	• Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number KEY • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s KEY • 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
Measurement	Money	• Step 1 Unitising • Step 2 Recognise coins • Step 3 Recognise notes • Step 4 Count in coins	• Recognise and know the value of different denominations of coins and notes • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s KEY
Measurement	Time	• Step 1 Before and after • Step 2 Days of the week • Step 3 Months of the year • Step 4 Hours, minutes and seconds • Step 5 Tell the time to the hour • Step 6 Tell the time to the half hour	• 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 • Compare, describe and solve practical problems for time • Measure and begin to record time (hours, minutes, seconds) • Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times KEY