Long Term Plan - overview — Year 1 — 2024 - 2025

autumn

Number & Place Value to 10
- *Rote* count from any number to at least 20→50 **(20+ * ELG)**
- **Identify numerals to at least 10**
- **Write numerals to at least 5→10**
- Sort and count objects /count out
- Count, read & write numerals
- Represent objects –
- Subitise – up to 6
- One more/less within 10
- Compare – fewer or more
- Order objects and numbers - number lines – before/after

Addition Number Bonds
- Whole and not whole – parts and wholes
- Part-whole diagram
- Partition whole numbers
- Explore part-part-whole facts & ways of writing as no. sentences
- Revise addition bonds to 5 (ELG) use
- Extend to bonds to 10 – use
   Include doubles to 5

Addition within 10
- Understand – as adding parts, increase
- Combining sets – how many altogether (count all) 10
- Combine sets – add more (count on) / no. line
- Find the missing 'part' in a number sentence
- Use the language of addition including = is equal to, altogether

Subtraction within 10
- Understand – as taking from a whole set to find what is left or 'part'
- Take away by crossing out
- By 'taking' – how many left?
- By breaking a 'whole' into parts
- 1d ± 1d fact families
- Subtraction using a no. line
- **Solve simple problems ±**

Number & Place Value to 20 visit 1
- Rote count from any number to at least 50
- Identify the numbers before and after
- Write numerals to 20
- Order numbers to 20 – track
- Compare sets: say which has more/fewer/ less

(Autumn 1 PAL link – targeted overlearn opportunity)

Geometry: Properties of shapes
- Recognise, name and sort 3D shapes
- Recognise, name and sort 2D shapes
- Make repeating patterns
- Christmas maths

Set up shape of the week table in continuous provision

Position and direction – *cross curricular including PE*

Guide	≈ 3 weeks	≈ 6 weeks	≈ 1 week	≈ 2 weeks

Autumn 1: 3 days, 6 weeks, 4 days (Teacher Day – Monday 21st October)   Autumn 2: 7 weeks

spring

Measures – Time
- Order days of the week – know there are 7 days in a week
- Know there are 12 months in a year – begin to order
- Before, after
- Reading time to the hour

(interwoven through registration and continuous provision)

Number & Place Value to 20 visit 2
- Rote count from any number to at least 50→100
- Count, read and write numerals to at least 20
- Make groups of ten and the rest.   and write no. sentences
- One more /less to at least 20 Use -
- Compare to say more/fewer
- Order to 20 using no. line.
- Identify missing no's   Estimate.

Addition within 20
- Consolidate understanding of addition as combining sets
- Count on to add more
- Count on from the larger number to add more - no. line
- Use knowledge of number bonds to find totals
- Number bonds to 20
- Calculate near doubles using knowledge of doubles

Subtraction within 20
- Subtract a single digit using known facts
- Subtract 10s and 1s from 'teens' numbers – not crossing boundary – count back
- Subtract a single digit from a 'teens' number – crossing tens boundary – count back
- **Derive fact families (+ -)**
- Solve simple one-step problems

Number & Place Value to 50
- Rote count → to at least 50
- Emphasis on 'ty' and 'teen'
- Count →← missing numbers
- Order numbers/representations - identifying which is greater or less than
- Make groups of 10 - count
- PV – groups of ten and ones
- Partition into 10s and 1s
- 1 more 1 less

Multiplication - count
- Count forwards & backwards in 10s, 5s and 2s (PAL)

Measure: length & height
- Compare and order more than two objects by length or height
- Use and suggest uniform non-standard units
- Explore how using non-standard units can lead to different results
- Measure, describe and record lengths and heights

Guide	≈ 1 week	≈ 2 weeks	≈ 4 weeks	≈ 2 weeks	≈ 2 weeks CP & curriculum

Spring1: 6 weeks   Spring 2: 7 weeks

summer

Geometry: Properties of shapes
- Name 2D shapes and describe their features
- Name the faces of 3D shapes
- Make and describe pictures and patterns

(Shape of the week table)

Multiplication and Division
- Count forwards and backwards in 2s, 5s, 10s – pictorial equal group images and no. line jumps
- Count and make equal groups
- Add equal groups of objects
- Identify number on a number line after … e.g. 3 hops of 2
- Explore arrays, practical contexts – equal groups
- Double numbers to 10
- = sharing – how many each?

Fractions
- Recognise and find half of a shape and quantity
- Recognise and find a quarter of a shape and quantity
- Understand fractions as **equal** parts of a whole

Measure: time
- Read time to the hour
- Read time to half-past the hour
- Record o'clock and half-past by drawing hand on a clock face

Number & Place Value to 100
- Count from 50 to 100 – 100 square representation
- Count and identify multiples of 10 to 100
- Recognise & explore patterns
- Partition into 10s and 1s
- Identify numbers on a no. line
- 1 more 1 less
- Compare numbers – which is larger/ smaller, greater/less

Addition & Subtraction with money
- Recognise value of coins → then notes
- Count in context of coins
- **Consolidate skills of addition and subtraction,** including with money context
- Find the difference by comparing and counting up
- Solve problems

Measures: mass, capacity
- Heavier and lighter
- Measure mass
- Compare mass of two then more objects
- Full and empty
- Measure capacity
- Compare capacity

Guide	≈ 1 week	≈ 1.5 weeks	≈ 2 weeks	≈ 1.5 weeks	≈ 2-3 weeks	≈ 1 week

Summer 1: 4 weeks (including a bank holiday)   Summer 2: 7 weeks

Year 1 programme of study (statutory requirements) *Ready-to-progress criteria* (2020)

Number and place value	Addition and subtraction	Multiplication and division	Fractions
- 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, count *forwards and backwards* in multiples, twos, fives and tens *beginning with any multiple, and count forwards and backwards through the odd numbers.* - given a number, identify one more and one less - identify and represent numbers using objects and pictorial representations including the number line, and <u>use the language of: equal to, more than, less than (fewer), most, least</u> *Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = (PG < > Y2)* - read and write numbers from 1 to 20 in numerals and words.	- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs *and relate additive expressions and equations to real-life contexts.* *Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.* - represent and use number bonds and related subtraction facts within 20 *Develop fluency in addition and subtraction facts within 10* - add and subtract one-digit and two-digit numbers to 20 including zero - solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ - 9	solve simple one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. ==PRIORITY CONCEPTS==	- 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.

Measurement	Geometry: properties of shapes	Geometry: position and direction
- compare, describe and solve practical problems for: – lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) – mass or weight (e.g. heavy/light, heavier than, lighter than) – capacity/volume (e.g. full/empty, more than, less than, half, half full, quarter) – time (e.g. quicker, slower, earlier, later) - measure and begin to record the following: – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds) - recognise and know the value of different denominations of coins and notes - sequence events in chronological order using language [e.g. 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 - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	- recognise and name common 2-D and 3-D shapes … including: – 2-D shapes [e.g. rectangles (including squares), circles and triangles] – 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]. *… presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.* *Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.*	describe position, directions and movements, including whole, half, quarter and three-quarter turns. ==PE==

AB BC MATHS

YEAR 1					
autumn		**spring**		**summer**	
Overview & Assessment **Facts to learn** 2 + 2, 3 + 3, 4 + 4, 5 + 5, 7 + 3, 8 + 2, 9 + 1, 4 + 6, 2 + 1, 4 + 1, 3 + 2 **(EYFS** – know facts to 5 and some bonds to 10)	**Overview & Assessment Challenge** ▪ Count how many between 10 and 20 ▪ Sequence →← in 1s within 20 ▪ Order three numbers within 20 ▪ 1 more than within 20 ▪ 2 more than within 20 ▪ 1 less within 20 ▪ 2 less within 20 ▪ Circle smallest number to 20 ▪ Circle largest number to 20	**Overview & Assessment** **Facts to learn** 4 + 3, 5 + 3, 6 + 3, 4 + 2, 5 + 2, 6 + 2, 7 + 2 **Practice** Previous term 1 facts	**Overview & Assessment Challenge** ▪ How much is there? Numicon 10s image ▪ Identify and circle the number - number recognition ▪ Order three numbers within 50 ▪ 1 more than a two-digit number within 50 ▪ 1 less than a two-digit ▪ 10 more than multiples of 10 ▪ 10 less than multiples of 10 ▪ Write a number between two given numbers - teens ▪ 1d – 1d ▪ Subtraction from 10 – related facts	**Overview & Assessment** **Facts to learn** 6 + 6, 7 + 7, 8 + 8, 9 + 9, 10 + 10, **Practice** Previous term 1 and 2 facts	**Overview & Assessment Challenge** ▪ How much is there? Numicon image ▪ Count in 2s - identify missing numbers in sequence ▪ Count back in 1s - identify missing numbers in sequence ▪ Missing box addition + first ▪ Missing box addition = first ▪ Doubles within 10 ▪ Corresponding half to doubles ▪ 1d – 1d ▪ Spell the number within 10 ▪ Write the number

Left label: **PAL Yr1**

Counting		
▪ **Identify numerals to at least 10** ▪ **Write numerals to at least 5→10** ▪ Count forwards and backwards in ones from 0 or 1 to 20 and beyond in different contexts ▪ One more/less than a given number to 20 or more ▪ Place numbers on number lines / reorder / reason why ▪ Identify odd and even numbers in a count ▪ Count reliably up to 20 objects ▪ Count forwards and backwards from any given number in ones to at least 50 ▪ Identify 'ty' and 'teen' numbers in counting sequences ▪ Count on and back in 10s from 0 ▪ Two/three more or less than a given number to 50 or more ▪ Ordinal numbers: 1st, 2nd, 3rd … last	▪ Count forwards and backwards in ones from 0,1 and any given number to 50 and beyond in different contexts ▪ One more/less than a given number to 50 or more ▪ Place numbers on number lines / reorder / reason why ▪ Identify odd and even numbers in a count ▪ Count reliably up to 20 objects ▪ Count forwards and backwards from any given number in ones to at least 100 ▪ Identify 'ty' and 'teen' numbers in counting sequences ▪ Count on and back in 2s, 5s, 10s from 0 ▪ Two/three more or less than a given number to 50 or more ▪ Ordinal numbers	▪ Count forwards and backwards in ones from 0,1 and any given number to 100 ▪ One more/less than a given number to 100 ▪ Place numbers on number lines / reorder / reason why ▪ Identify 'ty' and 'teen' numbers in counting sequences ▪ Identify odd and even numbers in a count ▪ Count on and back in 2s, 5s, 10s from 0 and 'an odd number' e.g. 10, 20, 30, 40 … 9,19,29,39, 49 … ▪ Two/three more or less than a given number

Left label: **PAL Yr1**

Continuous Provision Opportunities		**Flashback – White Rose**
▪ Ten frame – self-registration + **Write numerals activities** ▪ Counting pot – registration ▪ Days / weeks / months – registration ▪ Watch wearer – child wears watch for the day, o'clock … ▪ Shape table – shape of the week, related objects, pictures, books ▪ Constant counting … lining up – assembly, lunch, PE … ▪ Quiz box – maths facts (waiting times – adult led) ▪ Number formation activities – lists, money, shop …	▪ Voice box number line matching activities ▪ Muddled numbers – sort ▪ Peg the answer cards … e.g. how many? ▪ Matching cards ▪ True/False, right/wrong cards ☑ ☒ e.g. makes 5 doesn't make 5 1 and 4 3 and 3 ▪ 5 and 10 frames - make facts, doubles / find halves ▪ Maths mats ▪ Pattern blocks	▪ Flashback - a valuable overlearn opportunity that may be incorporated at any point during the school day. ▪ It could be used to settle the children at the beginning of the day, as a 'break point' between one activity or another e.g. after PE before lunch, or as a 'settler' after lunch. ▪ It could be given as online homework – the PP can easily be edited into chunks and answers deleted. ▪ *It should not replace the overlearn of key ideas prior to the start of a lesson in a sequence of learning.*

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