

# Mathematics long term plan – Year 1



Key Targets are highlighted in red – these targets should be delivered first within each unit of work and children should not progress beyond these targets within each unit of work until they are secure. If children do not secure key targets within a unit of work, they should progress onto the next unit of work with the rest of the class but these key targets should be revisited during consolidation weeks and/or during the next academic year (e.g. before progressing onto key targets for addition in Year 1, unsecured key targets for addition from the EYFS curriculum should be secured first when a child progresses into Year 1).

Order of delivery – targets have been placed in a suggested order of delivery; however, class teachers should use their professional judgement and discuss the order of delivery and/or the number of lessons that should be dedicated to each learning objective with the maths coordinator/SLT members, if needed.

Teaching some objectives through regular practice – some targets/learning objectives may not need their own lesson for delivery (e.g. using estimation to check answer to calculations). Teachers should use their professional judgement when deciding how many lessons should be dedicated to each learning objective. Teachers may decide that using estimation to check answers to calculations is something that will be incorporated into most of their teaching inputs throughout the year and that additional lessons could be used for the delivery of more essential targets. Class teachers to discuss which targets may not need their own lesson for delivery with maths coordinator/SLT members; however, all key targets must have their own dedicated lessons for delivery.

Children working below age-related expectations – class teachers should consolidate and secure key targets from a previous year group before progressing children working below age-related expectations onto the learning objectives attached to their current year group (e.g. before progressing onto key targets for addition in Year 1, unsecured key targets for addition from the EYFS curriculum should be secured first when a child progresses into Year 1). If children have secured key targets from the previous year group during the unit of work, they should progress onto key targets attached to their current year group. If a unit of work is being delivered with no key targets (e.g. statistics), class teachers should review gaps in learning from previous year groups and use their professional judgement when deciding which targets that child should consolidate and secure during that unit of work (e.g. more essential gaps in learning involving statistics from previous year groups should be consolidated and secured first; less-essential targets from previous year groups may be left undelivered if it is not appropriate for that child to progress onto that target).

Re-capping and consolidating targets from previous year groups – as part of ongoing and good practice across all year groups, all teachers should re-cap learning objectives from the previous year group as part of their success criteria in one or more of their lessons (e.g. Year 6 lessons should re-cap multiplying 4-digit numbers by a 1-digit number before progressing children onto multiplying numbers with up to 4 digits by 2-digit numbers.) A one-size-fits-all approach is nearly impossible to achieve but gaps in learning for a vast majority of pupils working at age-related expectations should be addressed and secured across all year groups if every year group does this well.

Adapting weeks to suit each academic year – the number of weeks in each academic year may slightly change (e.g. autumn term may have 15 weeks instead of 14 weeks in some academic years). Class teachers should adapt the overviews accordingly depending on the length of each term and discuss and agree this with the maths coordinator or SLT members if needed.

Retention of learning – Learning has been organised into units of work (e.g. 2 weeks may be dedicated to addition at the start of the year and then addition may not be planned in to be revisited for the remainder of the year). Class teachers should ensure that calculations of the day, discussion of past paper questions every day, and starter activities throughout the year recaps prior learning throughout the year to ensure retention of previous learning.

**The aim of the curriculum design is to ensure that every child, or nearly every child, progresses into the next year group with all of the key targets attached to their year group secure. This will ensure that children can access maths lessons being delivered in the following academic year.**



# Year 1: Autumn Term

<p><b><u>Weeks 1, 2 &amp; 3</u></b>  <b>Number – place value</b></p>	<p><b><u>Weeks 4, 5 &amp; 6</u></b>  <b>Number – addition, subtraction,</b></p>	<p><b><u>Week 7</u></b>  <b>Geometry                      - shape</b></p>	<p><b><u>Weeks 8 &amp; 9</u></b>  <b>Number – place value</b></p>	<p><b><u>Weeks 10, 11 &amp; 12</u></b>  <b>Number – addition and subtraction</b></p>	<p><b><u>Weeks 13 &amp; 14</u></b>  <b>Consolidation weeks</b></p>
<p><b>-Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.</b></p> <p><b>-Count, read and write numbers to 10 in numerals and words.</b></p> <p><b>-Count in multiples of twos.</b></p> <p>-Given a number, identify one more or one less.</p> <p>-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.</p>	<p><b>-Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</b></p> <p><b>-Add and subtract one digit numbers to 20 (for example <math>9 + 7 =</math>), including zero.</b></p> <p><b>-Represent and use number bonds and related subtraction facts (within 10)</b></p> <p>-Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>	<p>-Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.</p> <p>-Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p><b>-Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.</b></p> <p><b>-Count, read and write numbers from 1 to 20 in numerals and words.</b></p> <p><b>-Count in multiples of twos and fives</b></p> <p>-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.</p>	<p><b>-Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</b></p> <p><b>-Add and subtract one-digit and two-digit numbers to 30 (for example <math>18 + 7 =</math>), including zero.</b></p> <p><b>-Represent and use number bonds and related subtraction facts within 20.</b></p> <p>-Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></p>	<p>Based on knowledge of their pupils and awareness of misconceptions, class teachers to decide which targets should be re-capped and consolidated during these weeks.</p> <p><b>Key Targets should be prioritised during consolidation weeks.</b></p> <p><b>Assessment week will also take place during week 13.</b></p>

# Year 1: Spring Term



<p><b><u>Weeks 1 &amp; 2</u></b> <b>Measurement - time</b></p>	<p><b><u>Weeks 3 &amp; 4</u></b> <b>Number – place value</b></p>	<p><b><u>Weeks 5 &amp; 6</u></b> <b>Number – addition and subtraction</b></p>	<p><b><u>Week 7</u></b> <b>Measurement</b></p>	<p><b><u>Weeks 8 &amp; 9</u></b> <b>Number – multiplication and division</b></p>	<p><b><u>Weeks 10 &amp; 11</u></b> <b>Fractions</b></p>	<p><b><u>Week 12</u></b> <b>Consolidation week</b></p>
<p>-Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>-Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>-Measure and begin to record time (hours, minutes, seconds).</p> <p>-Sequence events in chronological order using appropriate language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).</p> <p>-Compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later).</p>	<p><b>-Count to 40 forwards and backwards, beginning with 0 or 1, or from any number.</b></p> <p><b>-Count, read and write numbers from 1-40 in numerals.</b></p> <p><b>-Given a number, identify 1 more or 1 less.</b></p> <p>-Identify and represent numbers using objects and pictorial representations.</p> <p>-Read and write numbers from 1-20 in numerals and words.</p>	<p><b>-Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</b></p> <p><b>-Add and subtract one digit and two digit numbers to 50 (for example, 29 + 18), including zero</b> <b>Note: please recap and consolidate adding with smaller numbers first and then progress onto larger numbers</b></p> <p>-Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems</p>	<p>-Measure and begin to record lengths and heights</p> <p>-Compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/short er, tall/short, double/half</p>	<p><b>-Count in multiples of twos, fives and tens.</b></p> <p><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.</b></p>	<p><b>-Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</b></p> <p><b>-Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</b></p> <p>Assessment week will also take place during week 11.</p>	<p>Based on knowledge of their pupils and awareness of misconceptions, class teachers to decide which targets should be re-capped and consolidated during these weeks.</p> <p><b>Key Targets should be prioritised during consolidation weeks.</b></p>

# Year 1: Summer Term



<p><b><u>Weeks 1 &amp; 2</u></b>  <b>Number – place value</b></p>	<p><b><u>Weeks 3, 4 &amp; 5</u></b>  <b>Number – addition and subtraction</b></p>	<p><b><u>Weeks 6 &amp; 7</u></b>  <b>Number – multiplication and division</b></p>	<p><b><u>Weeks 9 &amp; 10</u></b>  <b>Measurement – money</b></p>	<p><b><u>Weeks 10 &amp; 11</u></b>  <b>Measurement – weight and volume</b></p>	<p><b><u>Weeks 12 &amp; 13</u></b>  <b>Consolidation weeks</b></p>
<p><b>-Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</b></p> <p><b>-Count, read and write numbers from 1- 100 in numerals.</b></p> <p><b>-Given a number, identify one more and one less.</b></p> <p>-Read and write numbers from 1 – 20 in numerals and words.</p> <p>-Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</p>	<p><b>-Read, write and interpret mathematical statements involving addition (+) subtraction (-) and equals (=) signs.</b></p> <p><b>-Add and subtract one digit and two digit numbers to 100 (for example <math>49 + 38 =</math>), including 0. Note: please recap and consolidate adding with smaller numbers first and then progress onto larger numbers</b></p> <p><b>-Represent and use number bonds and related subtraction facts within 20.</b></p> <p>-Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p>	<p><b>-Count in multiples of twos, fives and tens.</b></p> <p><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</b></p>	<p>-Recognise and know the value of different denominations of coins and notes.</p> <p>-Solve one-step problems that involve addition and subtraction of money, using concrete objects and pictorial representations, and missing number problems.</p>	<p>-Measure and begin to record mass/weight, capacity and volume.</p> <p>-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)</p>	<p><b>Based on knowledge of their pupils and awareness of misconceptions, class teachers to decide which targets should be re-capped and consolidated during these weeks.</b></p> <p><b>Key Targets should be prioritised during consolidation weeks.</b></p> <p><b>Assessment week will also take place during week 12.</b></p>