

Maths Long Term Plan – Year One

Threading through counting part of daily timetable: 1NPV–1 Count within 100, forwards and backwards, starting with any number.

	Small step progression	2020-2021 Ready to progress criteria	NCTEM spine	White Rose Block
Place value to 10	Sorting	1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.		Y1 Aut block 1 Place value to 10
	Count forwards, count backwards			
	Subitising Partitioning up to 5 Partitioning up to 10 Part part whole		1.3 1.4	
	Count one more, Count one less		1.2 1.3 TP6	
	Comparing objects and then numbers	1NPV–2 Reason about the location of numbers to 20 within the linear number system	1.1	
	Ordering objects and then numbers			
	Ordinal numbers and number line			
Addition to 10	Introduce symbols Fact families	1NF–1 Develop fluency in addition and subtraction facts within 10  1AS–2 Read, write and interpret equations containing addition, subtraction and equal symbols, and relate additive expressions and equations to real-life contexts.	1.5	Y1 Aut block 2 Addition and Subtraction to 10
	Bonds within ten Bonds of 10		1.7?	
	Adding together (within 10) (part,part,whole)		1.5	
	Adding more (first,then,now)		1.6	
	Finding a missing part			
Subtraction to 10	Take away, (first,then,now) Take away using subtraction sign		1.6	
	Subtraction as breaking away (part,part,whole)		1.5 1.7	

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	Fact families			
	Subtraction as counting back			
Shape	Name and sort 3D shapes,	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.		Aut A Block 3 Geometry: Shape
	Name and sort 2D shape			
	Solving problems, continue patterns			
Place value to 20	Count forwards and backwards	1NPV–2 Reason about the location of numbers to 20 within the linear number system		Y1 Aut block 4 Place value to 20
	Write and understand value of teen numbers		1.10	
	Make teen numbers		1.10	
	Compare objects and numbers		1.10	
	Order objects and numbers		1.10	
Compare objects and numbers on a number line				
Addition to 20	Odd/even			Y1 Spring block 1 Addition and Subtraction to 20
	Add by combining amounts (contexts of doubles)		1.7 TP9	
	Add by counting on			
	Adding using most efficient method			
	Number bonds of 10 and then 20			
Subtraction to 20	Subtraction by counting back			
	Subtraction using most efficient			
	Mixed calculations and problems			

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Place value to 100	Recognise value of 10, Value of multiples of 10 Count in 10s		1.8	Y1 Spring block 2 Place Value to 50  Y1 Summer block 4 Place Value to 100  Y2 Aut block 1 Place value to 100
	Value of 20 -100		1.9	
	Combining tens and ones			
	One more/less one more one less over boundaries			
	Comparing numbers Order numbers			
	Count in 2s 5s	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	2.1 (TP1, TP2, TP3)	
Measures	Compare length and height		1.1	Y1 Spring block 3 Length and height  Y1 Spring block 4 Weight and volume
	Measure length and height			
	Compare weight		1.1	
	Measure weight			
	Measure volume and capacity			
	Compare volume and capacity			
Multiplication and division	Count in 2s 5s and 10s		2.1	Y1 Summer block 1 Multiplication and division
	Equal and unequal groups		(Y2) 2.2	
	Adding equal groups			
	Make arrays			
	Make equal groups - grouping			
	Make equal groups - sharing			
	doubles and halves		1.7 TP9	
Fractions	Half of shape			Y1 Summer block 2 Fractions
	Half of quantity			
	Quarter of shape			
	Quarter of quantity			
Time	Before and after dates			Y1 Summer block 6 Time
	Recognise o'clock			
	Write o'clock			

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	Recognise half past Write half past			
	Comparing time			
Money	Recognising coins		2.1 (TP1, TP2, TP3)	Y1 Summer block 5 Money
	Recognising notes			
	Counting in coins			
	Simple problems involving money			
Position and direction	Describe turn			Y1 Summer block 3 Position and direction
	Describe position (Left right up down)			
	Describe position (top, middle, bottom, above)			