St Paul's C of E Primary School

Maths Long Term Plan Year 1

DOMAINS	TERM 1	TERM 2	TERM 3
NUMBER AND PLACE VALUE	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Read and write numbers from 1 to 20 in numerals and words. • Count, read and write numbers to 100 in numerals. • Begin to recognise the place value of numbers beyond 20 (tens and ones). • 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. • Solve problems and practical problems involving all of the above. • Given a number, identify one more and one less. • Begin to recognise the place value of numbers beyond 20 (tens and ones). • Count in multiples of, twos, fives and tens. • Solve problems and practical problems involving all of the above.	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Read and write numbers from 1 to 20 in numerals and words. • Count, read and write numbers to 100 in numerals. • Begin to recognise the place value of numbers beyond 20 (tens and ones). • 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. • Given a number, identify one more and one less. • Given a number, identify ten more and ten less. • Order numbers to 50. • Solve problems and practical problems involving all of the above.	Read and write numbers from 1 to 20 in numerals and words. • Count, read and write numbers to 100 in numerals. • Begin to recognise the place value of numbers beyond 20 (tens and ones). • 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. • Given a number, identify one more and one less. • Given a number, identify ten more and ten less. • Order numbers to 50. • Solve problems and practical problems involving all of the above. • Recognise and create repeating patterns with numbers, objects and shapes. • Identify odd and even numbers linked to counting in twos from 0 and 1. • Sort objects, numbers and shapes to a given criterion and their own.
ADDITION & SUBTRACTION	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-	• Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations).	Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations). • Solve simple one-step problems that involve addition and subtraction, using

	digit numbers to 20, including zero (using concrete objects and pictorial representations). • Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as 7 = □ – 9.		concrete objects and pictorial representations, and missing number problems, such as 7 = □ – 9.
MULTIPLICATION & DIVISION	• Count in multiples of, twos, fives and tens.	• Recall and use doubles of all numbers to 10 and corresponding halves • Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • Solve one-step problems involving division by calculating the answer using concrete objects, pictorial rep	• 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	• Understand that a fraction can describe part of a whole. • Understand that a unit fraction represents one equal part of a whole. • Recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure). • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Understand that a fraction can describe part of a whole. • Understand that a unit fraction represents one equal part of a whole. • Recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure). • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Understand that a fraction can describe part of a whole. • Understand that a unit fraction represents one equal part of a whole. • Recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure). • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
MEASUREMENT	• Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). • Measure and begin to record lengths and heights, using nonstandard and then manageable standard units (m and cm) within children's range of counting competence. • Compare and describe mass/weight (for example, heavy/light, heavier	• Recognise and know the value of different denominations of coins and notes. Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than). • Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children's range of counting competence. • Solve practical problems for	Compare, describe and solve practical problems capacity/volume (full/empty, more than, less than, quarter). • Measure and begin to record capacity and volume using nonstandard and then standard units (litres and ml) within children's range of counting competence Describe position, directions and movements, including half, quarter and three-quarter turns. • Tell the time to the hour and half past the

	than, lighter than). • Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children's range of counting competence. • Solve practical problems for lengths, heights and masses/weights. • Compare and describe capacity/volume (for example, full/empty, more than, less than, half, half full, quarter). • Measure and begin to record capacity and volume using nonstandard and then standard units (litres and ml) within children's range of counting competence. • Solve practical problems for capacity/volume. • Sequence events in chronological order using language such as: 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. • Measure and begin to record time (hours, minutes, seconds). • compare, describe and solve practical problems for time (quicker, slower, earlier, later). Recognise and know the value of different denominations of coins and notes.	masses/weights Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). • Measure and begin to record lengths and heights, using nonstandard and then manageable standard units (m and cm) within children's range of counting competence. Describe position, directions and movements, including half, quarter and three-quarter turns. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Compare, describe and solve practical problems for time (quicker, slower, earlier, later). • Measure and begin to record the following time (hours, minutes, seconds).	hour and draw the hands on a clock face to show these times. • Sequence events in chronological order using language such as: 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. • Measure and begin to record time (hours, minutes, seconds). • Compare, describe and solve practical problems for time (quicker, slower, earlier, later)
GEOMETRY	• Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles. • Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.	• Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles. • Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.	• Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles. • Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.

STATISTICS	• Present and interpret data in block diagrams using practical equipment. • Ask and answer simple questions by counting the number of objects in each category. • Ask and answer questions by comparing categorical data	• Present and interpret data in block diagrams using practical equipment. • Ask and answer simple questions by counting the number of objects in each category. • Ask and answer questions by comparing categorical data	• Present and interpret data in block diagrams using practical equipment. • Ask and answer simple questions by counting the number of objects in each category. • Ask and answer questions by comparing categorical data.
REVIEW/ASSESSMENT	Rising Stars Domain Tests	Rising Stars Domain Tests	Rising Stars Domain Tests