

Tanfield Lea Community Primary School - Maths Long Term Plan—Year 1—Autumn

Key Skills	CATCH UP	CATCH UP	ARITHME- TIC	REVISIT 2D/3D shape	CATCH UP	CATCH UP	ARITHMETIC	REVISIT Place value within 10	CATCH UP	CATCH UP	ARITHME- TIC	REVISIT Addition within 10	CATCH UP	CATCH UP	ARITHME- TIC	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	Number: Place Value (within 10)					Number: Addition (within 10)		Assessment	Number: Subtraction (within 10)		Number: Place Value (within 20)		Geometry: 2D and 3D Shapes		Measure: Time	Consol- idate
	-Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -Identify and represent numbers using objects -read and write numbers from 1 to 20 in numerals Sort objects Count objects One to one correspondence to start to compare groups Represent objects	-Count, read and write numbers to 100 in numerals -Given a number, identify 1 more and 1 less -read and write numbers from 1 to 20 in numerals and words Count, read and write forwards from any number 0 to 10 Count, read and writing backwards from any number 0 to 10 Count one more Count one less	-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 Compare groups using language such as equal, more/ greater, less/ fewer Compare numbers	-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 Order groups of objects Order numbers Ordinal numbers (1st, 2nd, 3rd) The number line	- Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs - Add and subtract one-digit and two-digit numbers to 20, including 0 Part whole model Addition symbol Fact families – Addition facts Find number bonds for numbers within 10 Systematic methods for number bonds within 10	- Represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including 0 Number bonds to 10 Addition: Adding together Addition: Adding more Finding a part	Time allocate for assessment. May occur at a different time of the term as indicated.	- Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Add and subtract one-digit and two-digit numbers to 20, including 0 Subtraction: Taking away, how many left? Crossing out Subtraction: Taking away, how many left? Introducing the subtraction symbol Subtraction: Finding a part, breaking apart	Represent and use number bonds and related subtraction facts within 20 Fact families – The 8 facts Subtraction: Counting back Subtraction: Finding the difference	-Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -Given a number, identify 1 more and 1 less Count forwards and backwards and write numbers to 20 in numerals and words Numbers from 11 to 20 Tens and ones Count one more and one less	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 Compare groups of objects Compare numbers Order groups of objects Order numbers	-recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] Recognise and name 2D shapes Sort 2D shapes	recognise and name common 2-D and 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] Recognise and name 3D shapes Sort 3D shapes Patterns with 3D and 2D shapes	recognise and use language relating to dates, including days of the week, weeks, months and years sequence events in chronological order using language Before and after Dates	This time will be used to consolidate and revisit skills that the children needed more time with. The learning objectives will be determined by the mathematical area covered. Further time could be spend at any point during the half-term	

Tanfield Lea Community Primary School - Maths Long Term Plan - Year 1 - Spring

Key Skills	Revisit Subtraction within 10	CATCH UP	CATCH UP	ARITHMETIC	Revisit 2D/3D Shape	CATCH UP	CATCH UP	ARITHMETIC	REVIST Place value within 50	CATCH UP	CATCH UP	ARITHMETIC
	1	2	3	4	5	6	7	8	9	10	11	12
	Number: Place Value (within 50) (Multiples of 2s, 5s and 10s to be included)			Measurement: Money	Measurement: Time—clocks	Assessment	Number: Addition and Subtraction crossing within 20		Measurement: Length and Height, Weight and Volume			Geometry: Position and Direction
	<p>-Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>-Identify and represent numbers using</p> <p>Numbers to 50</p> <p>Tens and ones</p> <p>Represent numbers to 50</p>	<p>-Count, read and write numbers to 100 in numerals</p> <p>-Given a number, identify 1 more and 1 less</p> <p>One more one less</p> <p>Compare objects within 50</p> <p>Compare numbers within 50</p>	<p>-Count, read and write numbers to 100 in numerals</p> <p>Order numbers within 50</p> <p>Count in 2s</p> <p>Count in 5s</p>	<p>recognise and know the value of different denominations of coins and notes</p> <p>Recognising coins</p> <p>Recognising notes</p> <p>Counting in coins</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>-compare, describe and solve practical problems for time</p> <p>-measure and begin to record time</p> <p>Time to the hour</p> <p>Time to the half hour</p> <p>Writing time</p> <p>Comparing time</p>	<p>Time allocate for assessment.</p> <p>May occur at a different time of the term as indicated.</p>	<p>Add and subtract one-digit and two-digit numbers to 20, including 0</p> <p>- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, Add by counting on</p>	<p>Add and subtract one-digit and two-digit numbers to 20, including 0</p> <p>Subtraction – Not crossing 10</p> <p>Subtraction – Crossing 10 (1)</p> <p>Subtraction – Crossing 10 (2)</p>	<p>Compare, describe and solve practical problems for lengths and heights</p> <p>Compare lengths and heights</p> <p>Measure length (1)</p> <p>Measure and begin to record lengths and heights</p> <p>Measure length (1)</p> <p>Measure length (2)</p>	<p>Compare, describe and solve practical problems for capacity and volume</p> <p>-Measure and begin to record capacity and volume</p> <p>Introduce capacity</p> <p>Measure capacity</p> <p>Compare capacity</p>	<p>Compare, describe and solve practical problems for mass / weight</p> <p>-Measure and begin to record mass / weight</p> <p>Introduce weight and mass</p> <p>Measure mass</p> <p>Compare mass</p>	<p>-describe position, direction and movement, including whole, half, quarter and three-quarter turns</p> <p>Describe turns</p> <p>Describe Position (1)</p> <p>Describe Position (2)</p>

Tanfield Lea Community Primary School - Maths Long Term Plan—Year 1- Summer

Key Skills	REVISIT Number addition and subtraction	CATCH UP	CATCH UP	ARITHMETIC	REVISIT Geometry: Position and Direction	CATCH UP	CATCH UP	ARITHMETIC	REVISIT Multiplication	CATCH UP	CATCH UP	ARITHMETIC
	1	2	3	4	5	6	7	8	9	10	11	12
	Number: Place Value (Within 100)		Number: Multiplication (Reinforce multiples of 2 5 and 10 to be included)		Assessment	Number: Division	Number: Fractions		Number: Addition and Subtraction		Number: Missing number problems	Consolidation
	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -Identify and represent numbers using objects Counting to 100 Partitioning numbers Comparing numbers (1)	-Count, read and write numbers to 100 in numerals -Given a number, identify 1 more and 1 less Comparing numbers (2) Ordering numbers One more, one less	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 Count in 10s Make equal groups Add equal groups	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 Make arrays Make doubles	Time allocate for assessment. May occur at a different time of the term as indicated.	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 Make equal groups – grouping Make equal groups - sharing	recognise, find and name a half as 1 of 2 equal parts of an object, shape recognise, find and name a quarter as 1 of 4 equal parts of an object, shape Halving shapes or objects Find a quarter of a shape or object	recognise, find and name a half as 1 of 2 equal parts of an object or quantity recognise, find and name a quarter as 1 of 4 equal parts of an object or quantity Find a quarter of a quantity Halving a quantity	- Add and subtract one -digit and two-digit numbers to 20, including 0 Find & make number bonds Add by making 10	- Represent and use number bonds and related subtraction facts within 20 Related Facts Compare Number Sentences	- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$	This time will be used to consolidate and revisit skills that the children needed more time with. The learning objectives will be determined by the mathematical area covered. Further time could be spend at any point during the half-term