Year 1 – Maths Long Term Plan

	Autumn Term	Spring Term	Summer Term
Counting **L**earn Its **I**t's nothing new	Counting **Saying Numbers** Step 3. I can count from 60 to 69 Step 4. I can count to 100 **Reading Numbers** Step 3. I can read 2d multiples of 10 Step 4. I can read 2d numbers **Mastery of Numbers** Step 1. I can understand numbers to 10 **Counting Multiples** Step 2. I can count is 5s **Learn Its** Step 4. +: 1 + 9 , 2 + 8, 3 + 7, 4 + 6, 5 + 5; x: Multiples of 5 **Swapping the Units** Step 1. Swap 'the thing' to another object **Doubling with Pim (without crossing 10)** Step 1. I can double 1d numbers **INN: Number Bonds to 10** Step 1. I can find the missing piece to 10	**Saying Numbers** Step 4. I can count to 100 **Reading Numbers** Step 5. I can read 3d multiples of 100 **Mastery of Numbers** Step 1. I can understand numbers to 10 Step 2. I can understand numbers to 20 **Counting Multiples** Step 2. I can count is 5s **Learn Its** Step 5. +: 4 + 2, 5 + 2, 6 + 2, 7 + 2, 9 + 2, 4 + 3, 5 + 3, 6 + 3 **Swapping the Units** Step 1. Swap 'the thing' to another object **Doubling with Pim (without crossing 10)** Step 2. I can double 2d multiples of 10 **INN: Number Bonds to 10** Step 1. I can find the missing piece to 10	**Saying Numbers** Step 5. I can count past 100 **Reading Numbers** Step 5. I can read 3d multiples of 100 **Place Value** Step 1. I can partition a 2d number **Mastery of Numbers** Step 2. I can understand numbers to 20 **Counting Multiples** Step 3. I can count in 2s **Count Along in 4 Ways** Step 1. 1s / 2s / 5s / 25s **Learn Its** Step 6. +: 6 + 6, 7 + 7, 8 + 8, 9 + 9; x: Multiples of 2 **Swapping the Units** Step 1. Swap 'the thing' to another object **Doubling with Pim (with crossing 10)** Step 1. I can double 1d numbers **Halving with Pim** Step 1. I can find half of 3,5,7,9 **Doubling with Pim (without crossing 10)** Step 2. I can double 2d multiples of 10 **INN: Number Bonds to 10** Step 1. I can find the missing piece to 10 **INN: Fact Families** Step 1. I know the Fact Families for 1d + 1d facts

Calculation Big Maths Steps			

Addition – *Mental Method*
No new step – Revise Step 5 in CLIC

Subtraction – *Mental Method*
No new step – Revise Step 5 in CLIC

Multiplication *- Mental Method*
Step 3: I can set out groups of blocks when I play
Step 4: I can find the total amount of blocks

Division – *Mental Method*
No new step – Revise Step 5 in CLIC

Addition – *Mental Method*
Step 6: I can read a number sentence
Step 7: I can arrange a number sentence
Step 8: I can solve a number sentence
Step 9: I can solve addition on a number line

Subtraction – *Mental Method*
Step 6: I can read a subtraction number sentence
Step 7: I can arrange a subtraction number sentence
Step 8: I can solve a subtraction number sentence
Step 9: I can solve subtraction on a number line

Multiplication *- Mental Method*
No new step – Revise Step 4 in CLIC

Division – *Mental Method*
Step 6: I can share 6, 9, 12 or 15 objects into 3

Addition – *Mental Method*
Step 11: I can add 2 or 3 to a number up to 20
Step 12: I can add a 1d number to a number to 20
Step 13: I can add 1 to a 2d number

Subtraction – *Mental Method*
Step 10: I can take 1 from a number to 20
Step 11: I can take 2 or 3 from a number to 20
Step 12: I can take a 1d number from a number to 20

Multiplication *- Mental Method*
Step 5: I can draw out groups of dots
Step 6: I can find the total amount of dots

Division – *Mental Method*
Step 7: I can share 8, 12, 16 or 20 objects between 4 people
Step 8: I can share 8, 12, 16 or 20 objects into 4
Step 9: I can share equally to solve a division problem
Step 10: I can make groups of 2, 5 or 10
Step 11: I can find how many altogether by counting through each group

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Suggested Coverage Per Term*

Place Value (1-2 weeks)
(Links to CLIC steps)
- Count in multiples of 10
- Count in multiples of 5
- Given a number, identify 1 more or 1 less (to 10)

Calculation (3 weeks)
See Big Maths above, and…
- solve one-step problems involving multiplication, by

Place Value (1 week)
(Links to CLIC steps)
- Count to 100
- Count, read, write to 20 in numerals and in words
- Given a number, identify 1 or more less (to 50)
- Identify and represent numbers…

Calculation (4-5 weeks) *See Big Maths above, and…*

Place Value (1 week)
(Links to CLIC steps)
- Count across 100
- Count in multiples of 2
- Given a number, identify 1 or more less (to 100)
- Count, read, write to 100 in numerals

Calculation (5 weeks) *See Big Maths above, and…*

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 representations and arrays with the support of the teacher

Geometry – shape (2 weeks)
- recognise and name common 2-D and 3-D shapes, including:
  o 2-D shapes [for example, rectangles (including squares), circles and triangles]
  o 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Measurement (2 weeks)
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language

- Read, write and interpret mathematical statements (+, -, =) (as part of Step 6)

Fractions (1 week)
- recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity

- recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity

Measurement (4 weeks)
- Compare, describe and solve practical problems for lengths and height
- Compare, describe and solve practical problems for mass/weight
- Compare, describe and solve practical problems for capacity and volume
- Measure and begin to record lengths and height
- Measure and begin to record mass/weight
- Measure and begin to record capacity and volume

- Add and subtract a one-digit or two-digit number to 20, including 0
- Solve problems that involve addition and subtraction

Geometry – Position & Direction (1 week)
- describe position (on, under, next to, beside, below, on top, between etc.)

- describe direction and movement, including whole, half, quarter and three-quarter turns

Measurement – Time (2 weeks)
- tell the time to the hour and draw the hands on a clock face to show these times
- tell the time to half past the hour and draw the hands on a clock face to show these times
- measure and begin to record the following time (hours, minutes, seconds)
- Compare, describe and solve practical problems for time[for example, quicker, slower, earlier, later]

Measurement – Money (1 week)
- recognise and know the value of

	relating to dates, including days of the week, weeks, months and years		different denominations of coins and notes
	Consolidation: Counting (e.g. CLIC week); Calculation from reception	**Consolidation:** Revisit shape	**Consolidation:** Revisit fractions; shape; measurement

* Big Maths steps for calculation and CLIC must be taught in the relevant terms. The wider maths plan is a suggested structure for the rest of the curriculum to help teachers to plan more effectively in terms of pacing in order to allow for greater depth in a topic. Included are suggested amounts of time to be spent as a minimum on any particular topic. Teachers have flexibility to use their own judgement on whether to extend this or return to it, for example, due to AfL or summative assessments.