Trimley St Mary Primary School – Maths Long Term Plan - Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	**Number - Place value (within 10)**					**Number - Addition & Subtraction (within 10)**					**Geometry - Shape**	**Consolidation**
	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and one less • read and write numbers from 1 – 10 in numerals and words					• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • add and subtract one-digit and two digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = χ – 9					• recognise and name common 2- D shapes [for example, rectangles (including squares), circles and triangles] • recognise and name common 3- D shapes [for example, cuboids (including cubes), pyramids and spheres]	
Spring Term	**Number - Place value (within 20)**			**Number - Addition and Subtraction (within 20)**			**Number - Place value (within 50)**		**Measurement Length & Height**		**Measurement Mass & Volume**	
	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and one less • read and write numbers from 1 – 20 in numerals and words			• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • add and subtract one-digit and two digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = χ – 9 • represent and use number bonds and related subtraction facts within 20			• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and one less		• compare, describe and solve practical problems for: ➢ lengths and heights ➢ mass/weight ➢ capacity and volume • measure and begin to record the following: ➢ lengths and heights ➢ mass/weight ➢ capacity and volume			
Summer Term	**Number Multiplication & Division**			**Number Fractions**		**Geometry Position & Direction**	**Number Place Value (within 100)**		**Measurement Money**	**Measurement Time**		**Consolidation**
	• 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			• recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity		• describe position, direction & movement, including whole, half, quarter & three-quarter turns	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and one less		• recognise and know the value of different denominations of coins and notes	• compare, describe and solve practical problems for time • measure and begin to record ➢ time (hours, minutes, seconds) • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]		

				• represent and use number bonds and related subtraction facts within 20 • read and write numbers from 1 – 20 in numerals and words		• recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times • 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 relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	