Maths Long Term Plan Year 1

Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
Week 1- 4 Count to ten, forwards and backwards, beginning from 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Given a number identify one more, one less. Identify and represent objects and pictorial representations including the number line, use language of equal to, more than, less than, fewer, most, least. **Week 5-8** Represent and use number bonds and related subtraction facts within 10. Read write and interpret mathematical statements involving addition (+), subtraction (-) and equals signs (=). Add and subtract a one digit number to ten, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	**Week 9** Recognise and name common 2d shapes, including rectangles, squares, circles and triangles. Recognise and name 3-D shapes (for example cuboids including cubes, pyramids and spheres) **Week 10-11** Count to 20, forwards and backwards, beginning with 0 or 1 and from any given number. Count, read and write numbers to 20 in numerals and words. Given a number identify one more, one less. Identify and represent objects and pictorial representations including the number line, use language of equal to, more than, less than, fewer, most, least. **Week 12** **consolidation**	**Week 1-4** Represent and use number bonds and related subtraction facts within 20 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 = □ – 9 **Week 5-7** Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or 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. Count in multiples of twos, fives and tens.	**Week 1-3** Count in multiples of twos, fives and tens. 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. **Week 4-5** 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. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] **Week 6** Consolidation.	**Week 1-2** Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) **Week 3-4** Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] **Week 5** Recognise and know the value of different coins, denominations and notes. **Week 6** Describe position, direction and movement, including whole, half, quarter and three quarter turns.	**Week 7-8** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. Given a number, identify 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, most, least. **Week 9-10** Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning and afternoon. 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. Compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later) Measure and begin to record time (hours, minutes, seconds) **Week 11-12** **Consolidation**

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