# Maths - Year 1 Long Term Plan

Intent	Implementation	Impact
Planning and Progression of Learning	All planning is created knowing the cohort of	The maths curriculum provides parity for all
Maths is planned from the starting point of the Y2	children. It is based on planning and progression	groups of pupils, allowing for differentiation as
assessment criteria that is required for end of	from the previous year wherever possible &	required to ensure progress is made.
year. Progressive planning is made to build on	adapting lessons / resources to suit the children,	
knowledge across the required standards as	creating 3 to 4 differentiated independent	Showing that maths is successfully implemented
stated below.	activities.	ensuring pupils' progression in knowledge – pupils
	However, teaching sessions are taking place	successfully 'learn the curriculum' and it is
WTS – Working Towards the Standard	across 2 long mornings of maths to ensure that	adapted based on how the pupils access the
EXS – Working at the Expected Standard	the children grasp the concepts more solidly. At	lessons.
GD -Working at Greater Depth within the	the end of Summer 2019, this format was used	
Expected Standard.	and it was deemed more effective to embed	Variation on how maths is delivered to suit
	concepts (rather than 4 separate sessions).	learning styles of all pupils.
	There is a lot of practical maths taking place -	
	Active Maths in both the hall & classroom.	
	Away from teaching opportunities are made	
	through twice-weekly maths challenges and	
	regular number bond recall sessions and testing.	
Assessment	Each statement is dated when the children have	Enables teachers to evaluate the teaching and to
Assessment is reviewed termly using individual	carried out the work independently. The aim is to	understand individual pupil knowledge so changes
assessment grids for each child.	gain evidence from 2 or 3 different dates and	to teaching can be made.
The ITAF (Interim Teacher Assessment	away from point of teaching opportunities, to	
Framework) Statements are used to form the	confirm that the children have reached the	Have a clear picture that progress of children is
basis of teacher assessments and are updated	objective or not.	being made through internal monitoring and
termly with the date a child has independently	This information then helps update internal data	tracking.
reached that objective.	through O-track.	
	Using old SATs paper (arithmetic & reasoning) to	Ability to make more qualitative assessment of
	form a basis of assessment and review. The end of	children through previous tests.
	year SATs papers also support end of year	
	assessment judgements.	

Moderation	Teachers attend local authority and cluster	Enables teachers to make comparisons to carry
The Year 2 teachers were externally moderated in	moderation to maintain standards and knowledge	out improvements / changes to own judgements
Summer 2019 with accurate evaluations made.	levels.	and planning.
This also supports ongoing teacher assessment	Peer-to-peer moderation reviewing previously	
and teachers use moderated examples to support	moderated books and current work in books in	
judgements.	different Y2 classes.	
Developing Further Challenge	Year 2 teachers are now taking a small group of	Ensure a wide and balanced curriculum so that all
Children believed to be able to work with the	children once a week during singing assembly to	children can progress to their full potential.
Greater Depth require further challenge to	do some problem-solving type questions - some	
develop their learning and skills in maths –	of which is based on the resources from White	Ensure that parents have a say in supporting their
particularly problem solving.	Rose.	children's learning.
Annual IMPACT maths workshops where parents are invited to a presentation of maths learning in school. It enables them to understand how maths is taught and how they can then help their children with the 6-week programme of homework.	<ul> <li>Children who complete work during class time also have access to their own set of reasoning-style questions from White Rose that they complete in their maths books which provides additional challenge.</li> <li>IMPACT Maths: 6-week programme of homework with a focus on Maths</li> </ul>	
Mathletics Online Resource	Weekly activities are set by teachers that are	Allow further maths-based work outside of the
Greater use and focus of maths learning using the	differentiated and are related to the previous	classroom to support a greater learning
online Mathetics resource that children can	week of work that has been done in maths	opportunity for as many children as possible.
access from home with their unique log-ins.	lessons.	
	Bronze certificates are celebrated in class. Silver &	Provide a sense of competition and achievement
	Gold certificates are celebrated in weekly school	for individuals.
	assemblies. Annual school-wide mathletics	
	competitions to encourage greater access to this	
	learning tool.	

### Year 1 Autumn Term 1

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Block 1 Number &	Block 1 Number &	Block 1 Number &	Block 2 Addition &	Block 2 Addition &	Block 2 Addition &	Block 2 Addition &	Geometry: Shape
	Place Value	Place Value	Place Value	Subtraction	Subtraction	Subtraction	Subtraction	
	Count to and across	Count to and across	Count to and across	Read. write and	Read, write and	Read, write and	Represent and use	Recognise and
	100. forwards &	100. forwards &	100. forwards &	interpret	interpret	interpret	number bonds and	name common 2D
	backwards.	backwards.	backwards.	mathematical	mathematical	mathematical	related subtraction	and 3D snapes,
	beginning with 0 or	beginning with 0 or	beginning with 0 or	statements	statements	statements	facts (within 10)	roctangles squares
	1, or from any given	1, or from any given	1, or from any given	involving addition	involving addition	involving addition	· · · · ·	circlos and triangles
	number	number	number	(+), subtraction (–)	(+), subtraction (–)	(+), subtraction (–)	Add and subtract	cuboids pyramids
				equals (=) signs	equals (=) signs	equals (=) signs	one digit numbers	and spheres
	Count, read and	Count, read and	Count, read and				(to 10), including	Describe position
	write numbers to	write numbers to	write numbers to	Represent and use	Represent and use	Represent and use	zero.	direction and
	100 in numerals;	100 in numerals;	100 in numerals;	number bonds and	number bonds and	number bonds and		movement
	counting in two,	counting in two,	counting in two,	related subtraction	related subtraction	related subtraction	Read, write and	including whole
	fives and tens	fives and tens	fives and tens	facts within 20	facts within 20	facts within 20	interpret	half quarter and
	Given a number	Given a number	Given a number	Add and subtract 1-	Add and subtract 1-	Add and subtract 1-	mathematical	three quarter turns
	identify one more	identify one more	identify one more	digit & 2-digit	digit & 2-digit	digit & 2-digit	statements	
	and one less	and one less	and one less	numbers to 20.	numbers to 20.	numbers to 20.	involving addition	
				including zero	including zero	including zero	(+), subtraction (-)	
	Identify & represent	Identify & represent	Identify & represent	0		0	and equals (=) signs.	
	numbers using	numbers using	numbers using	Solve one-step	Solve one-step	Solve one-step		
	objects and pictorial	objects and pictorial	objects and pictorial	problems that	problems that	problems that	Solve one step	
	representations	representations	representations	involve addition and	involve addition and	involve addition and	problems that	
	including the	including the	including the	subtraction, using	subtraction, using	subtraction, using	involve addition and	
	number line, and	number line, and	number line, and	concrete objects &	concrete objects &	concrete objects &	subtraction, using	
	use language of:	use language of:	use language of:	pictorial	pictorial	pictorial	concrete objects	
	equal to, more	equal to, more	equal to, more	representations and	representations and	representations and	and pictorial	
	than, less than	than, less than	than, less than	missing problems	missing problems	missing problems	representations and	
	(fewer), most, least	(fewer), most, least	(fewer), most, least	Part whole model			missing number	
	Read and write	Read and write	Read and write	Addition symbol	Systematic	Compare number	problems.	
	numbers from 1 to	numbers from 1 to	numbers from 1 to	Fact families –	methods for	bonds		
	20 in numerals and	20 in numerals and	20 in numerals and	addition facts	number bonds	Addition: Adding		
	words	words	words	Find number bonds	Number bonds to	together		
			<b>6</b>	for numbers within	10	Addition: Adding		
	Sort objects	Sort objects	Counting	10		more		
	Count objects	Count objects	Dackwarus			Finding a part		
	Represent objects	Represent objects	Count one more					
	Count read and	Count read and	One to one					
	write forwards	write forwards	correspondence to					
	from any number 0	from any number 0	start to compare					
	- 10	- 10	groups					
		l	Broups					

### Year 1 Autumn Term 2

Autumn 2	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	To be able to identify	Place Value	Place Value within 20	To see numbers as	White Rose		
	and represent	Count to and across	Count to and across	positional	Assessments		
	numbers using objects	100, forwards &	100, forwards &				
	and pictorial	backwards, beginning	backwards, beginning	<b>T</b>			
	representations	with 0 or 1, or from	with 0 or 1, or from	To use a number line			
	including the number	any given number	any given number	and consolidate skills			
	line, and use the			so far- counting to 10			
	language of: equal to,	Count, read and write	Count, read and write	(20)			
	more than, less than	numbers to 100 in	numbers to 100 in				
	(fewer), most, least	numerals; counting in	numerals; counting in	To use a number line			
		two, fives and tens	two, fives and tens	and consolidate skills			
	To be able to make a			so far- one more/one			
	number using base 10	Given a number,	Given a number,	less			
	following instructions	identify one more and	identify one more and				
	with the language~	one less	one less				
	Equal to, more, less,						
	fewer	Identify & represent	Identify & represent				
		numbers using objects	numbers using objects				
	To be able to reason	and pictorial	and pictorial				
	about numbers using	representations	representations				
	the language~ Equal	including the number	including the number				
	to, more, less, fewer	line, and use language	line, and use language				
		of: equal to, more	of: equal to, more				
	To be able to continue	than, less than (fewer),	than, less than (fewer),				
	a sequence of	most, least	most, least				
	numbers in 2's and 5's.						
		Read and write	Read and write				
	To be able to solve	numbers from 1 to 20	numbers from 1 to 20				
	simple problems using	in numerals and words	in numerals and words				
	their skills in counting						
	in 2's and 5's.		Compare groups of				
			objects				
			Compare numbers				
			Order groups of				
			objects				
			Order numbers				

## Year 1 Spring Term 1

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Number: Addition and Subtraction					
	Represent and use number bonds and related subtraction facts (within 10)	Represent and use number bonds and related subtraction facts (within 10)	Represent and use number bonds and related subtraction facts (within 10)	Represent and use number bonds and related subtraction facts (within 10)	Represent and use number bonds and related subtraction facts (within 10)	
	Add and subtract one digit numbers (to 20 and above), including zero.	Add and subtract one digit numbers (to 20 and above), including zero.	Add and subtract one digit numbers (to 20 and above), including zero.	Add and subtract one digit numbers (to 20 and above), including zero.	Add and subtract one digit numbers (to 20 and above), including zero.	
	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	
	Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	

### Year 1 Spring Term 2

Spring 2	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Spring 2	Week 7 <u>Measurement Length &amp;</u> <u>Height</u> Pupils know that the unit of measurement for length is centimetres and metres and they are able to measure & draw lines accurately.	Week 8 Measurement Weight & Measure Estimate, measure and compare weights using non- standard units: Estimate, measure and compare weights using standard units:	Week 9 Measurement Weight & <u>Measure</u> Estimate, measure and compare weights using non- standard units: Estimate, measure and compare weights using standard units:	Week 10 <u>Measurement Weight &amp;</u> <u>Mass</u> Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example]	Week 11 <u>Measurement Weight &amp;</u> <u>Mass</u> Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and	Week 12 Consolidation of all learning
	To be able to compare different measures using the <, > and = signs. To record information in a table.	Estimate, measure and compare weights using standard units: grams and kilograms. Begin to recognise the relationship between grams and kilograms	Estimate, measure and compare weights using standard units: grams and kilograms. Begin to recognise the relationship between grams and kilograms	full/empty, more than, less than, half, half full, quarter Measure and begin to record mass/weight, capacity and volume.	volume [for example, full/empty, more than, less than, half, half full, quarter Measure and begin to record mass/weight, capacity and volume.	

### Year 1 Summer Term 1

Summer1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	<b>Multiplication</b>	<b>Multiplication</b>	<u>Division</u>	<u>Fractions</u>	Fractions	Position and Direction	<u>Number and place</u> Value within 100	<u>Number and place</u> Value within 100
	To be able to count in steps of 2's, 5's and 10's Introduce multiplication by grouping and using concrete objects. To solve simple one- step problems involving multiplication	To understand multiplying by 2 by introducing doubling To use pictorial methods of multiplication using groups and arrays To solve simple one-step problems involving multiplication	To introduce division by sharing into groups Use both concrete and pictorial methods. To solve simple one-step problems involving division	To recognise, find and name a half as one of two equal parts of an object, shape or quantity.	To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Direction Describe position, directions and movements, including half, quarter and three- quarter turns.	Value within 100Count to and across100, forwards & backwards,beginning with 0 or1, or from any given numberCount, read and write numbers to100 in numerals; counting in two, fives and tensGiven a number, identify one more and one lessIdentify & represent numbers using objects and pictorial representations including the number line, and use language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 100 in numerals and wordsCompare groups of objectsOrder groups of objects	Value within 100 As week 7

### Year 1 Summer Term 2

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	<u>Money</u>	Money	<u>Time</u>	<u>Time</u>	<b>Consolidation</b>	White Rose Assessments		
	To recognise all coins and notes.	To solve simple problems involving the addition of	To sequence events in chronological order using	To be able to tell the time to the hour and half past the				
	To make amounts of money in different ways	money and finding change.	language such as: Before and after, next, first, today,	hour and draw hands on a clock face to show these				
	To be able to add small amounts of		yesterday, tomorrow, morning, afternoon and	times.				
	money together.		evening.					
			To recognise and use language					
			relating to dates, including days of the wee, weeks,					
			months and years.					