part of

Oak Trees
MULTI ACADEMY TRUST

Poulton Lancelyn

Maths

Long Term Plan

Y1

2023/24

	W1- Number: Number and Place Value	W2 – Number: Number and Place Value	W3 – Number: Number and Place Value	W4 – Number: Number and Place Value	W5 – Number: Addition and Subtraction	W6 – Number: Addition and Subtraction	W7 – Number: Addition and Subtraction	
A1	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. 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 to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. 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 (fewer), most, least.	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. 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 (fewer), most, least.	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 to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. 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 (fewer), most, least. Represent and use number bonds and related subtraction facts within 20. Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20.	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20.	
Ready to Progress	1NPV–1 Count within 100, forwards and backwards, starting with any number. 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using and =.				1NF–1 Develop fluency in addition and subtraction facts within 10. 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. 1AS–2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.			
	W1 – Number: Addition and Subtraction	W2 – Number: Addition and Subtraction	W3 – Number: Addition and Subtraction	W4 – Number: Addition and Subtraction	W5 – Number: Addition and Subtraction	W6 – Geometry: Properties of Shapes	W7 - Number: Addition and Subtraction	Week 8 (4 days) Geometry: Properties of Shapes
A2	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20.	Represent and use number bonds and related subtraction facts within 20. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = … – 9.	Represent and use number bonds and related subtraction facts within 20. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = … – 9.	Represent and use number bonds and related subtraction facts within 20. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = … – 9. Add and subtract one-digit and two-digit numbers to 20, including zero	Represent and use number bonds and related subtraction facts within 20. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = … – 9.	Recognise and name common 2D and 3D shapes, including: 3D shapes [for example, cuboids (including cubes), pyramids and spheres] Non-statutory guidance: They recognise and create repeating patterns with objects and with shapes	Represent and use number bonds and related subtraction facts within 20. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = … – 9.	

	W1	W2	W3	W4	W5	W6	W7	W8
					Add and subtract one-digit and two-digit numbers to 20, including zero		Add and subtract one-digit and two-digit numbers to 20, including zero	
Ready to Progress	1NF–1 Develop fluency in addition and subtraction facts within 10. 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. 1AS–2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.		1NF–1 Develop fluency in addition and subtraction facts within 10. 1AS–2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	1NF–1 Develop fluency in addition and subtraction facts within 10. 1AS–2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.		1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. 1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientation		
	W1 – Number: Number and Place Value	W2 – Number: Number and Place Value	W3 – Number: Number and Place Value	W4 - Number: Number and Place Value (2 days) Number: Addition and Subtraction (3 days)	W5 - Number: Addition and Subtraction	W6 - Number: Addition and Subtraction (4 days)		
Sp1	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 20) Read and write numbers from 1 to 20 in numerals and words. 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	Read and write numbers from 1 to 20 in numerals and words. 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	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	Read and write numbers from 1 to 20 in numerals and words. 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 Add and subtract one-digit and two-digit numbers to 20, including zero Represent and use number bonds and related subtraction facts within 20 (within 10)	Represent and use number bonds and related subtraction facts within 20 (within 10)	Add and subtract one-digit and two-digit numbers to 20, including zero Represent and use number bonds and related subtraction facts within 20 (within 10) Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9		
Ready to Progress	1NPV–1 Count within 100, forwards and backwards, starting with any number. 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using and =.			1AS–2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.				
	W1 – Number: Addition and Subtraction	W2 – Number: Number and Place Value	W3 – Number: Number and Place Value	W4 – Measurement: Introducing length and height	W5 – Measurement: Introducing Mass and Capacity			

Sp2	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9	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; count in multiples of twos, fives and tens 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	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 Given a number, identify one more and one less	Compare, describe and solve practical problems for: lengths and heights [for example, long/ short, longer/shorter, tall/short, double/half] Measure and begin to record the following: lengths and heights	Compare, describe and solve practical problems for: mass/ weight [for example, heavy/light, heavier than, lighter than] Measure and begin to record the following: mass/weight Compare, describe and solve practical problems for: capacity and volume [for example, full/ empty, more than, less than, half, half full, quarter			
Ready to Progress	1AS–2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	1NPV–1 Count within 100, forwards and backwards, starting with any number.						
	W1 – Measurement: Introducing Mass and Capacity	W2 – Number: Multiplication and Division	W3 – Number: Multiplication and Division	W4 - Number: Fractions	W5 – Geometry: Position and Direction	W6- Fluency Consolidation and Assessment		
Su1	Measure and begin to record the following: capacity and volume Compare, describe and solve practical problems for: capacity and volume [for example, full/ empty, more than, less than, half, half full, quarter]	Count, read and write numbers to 100 in numerals; 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	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 Non statutory guidance: through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities	Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Describe position, direction and movement, including whole, half, quarter and three-quarter turns Non statutory guidance: Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards			

					and backwards, inside and outside Non-statutory guidance: Pupils practise counting (1, 2, 3…), ordering (for example, first, second, third…), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.			
Ready to Progress		1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.						
	W1 – Number: Number and Place Value	W2 – Number: Number and Place Value	W3 – Measurement: Money	W4 – Measurement: Time	W5 – Measurement: Money Measurement: Time	W6 – Consolidation and Problem Solving	W7 – Fluency consolidation	W8 - Fluency (2 days)
Su 2	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens 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	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 Given a number, identify one more and one less	Recognise and know the value of different denominations of coins and notes	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	Recognise and know the value of different denominations of coins and notes Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	Consolidation of number and place value Consolidation of 4 operations Application to problem solving		
Ready to Progress	1NPV–1 Count within 100, forwards and backwards, starting with any number							

Ready-to-progress criteria

Previous experience	Year 1 ready-to-progress criteria	Future applications
Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10.	**1NPV–1** Count within 100, forwards and backwards, starting with any number.	Count through the number system. Place value within 100. Compare and order numbers. Add and subtract within 100.
Play games that involve moving along a numbered track, and understand that larger numbers are further along the track.	**1NPV–2** Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	Reason about the location of larger numbers within the linear number system. Compare and order numbers. Read scales.
Begin to experience partitioning and combining numbers within 10.	**1NF–1** Develop fluency in addition and subtraction facts within 10.	Add and subtract across 10. All future additive calculation. Add within a column during columnar addition when the column sums to less than 10 (no regrouping). Subtract within a column during columnar subtraction when the minuend of the column is larger than the subtrahend (no exchanging).
Distribute items fairly, for example, put 3 marbles in each bag. Recognise when items are distributed unfairly.	**1NF–2** Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	Recall the 2, 5 and 10 multiplication tables. Carry out repeated addition and multiplication of 2, 5, and 10, and divide by 2, 5 and 10. Identify multiples of 2, 5 and 10. Unitise in tens. Identify odd and even numbers.

Previous experience	Year 1 ready-to-progress criteria	Future applications
Understand the cardinal value of number words, for example understanding that 'four' relates to 4 objects. Subitise for up to to 5 items. Automatically show a given number using fingers.	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	Add and subtract within 10.
Devise and record number stories, using pictures, numbers and symbols (such as arrows).	**1AS–2** Read, write and interpret equations containing addition (+), subtraction (−) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	Represent composition and decomposition of numbers using equations.
See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations (for example, triangles not always presented on their base).	**1G–1** Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	Describe properties of shape. Categorise shapes. Identify similar shapes.
Select, rotate and manipulate shapes for a particular purpose, for example: • rotating a cylinder so it can be used to build a tower • rotating a puzzle piece to fit in its place	**1G–2** Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	Find the area or volume of a compound shape by decomposing into constituent shapes. Rotate, translate and reflect 2D shapes. Identify congruent shapes.