YEAR ONE MATHEMATICS LONG TERM PLAN 2020/21

Wk	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
1	Number- Place Value NCTEM-1.1 / Measurement (Length/mass/capacity) NCTEM-1.1	Number-Place Value NCTEM-1.3 Composition of number 0-5 TP1, TP2	Geometry- Position and Direction White Rose	Number- Addition and Subtraction NCTEM – 1.5 Partitioning TP1, TP2	Number- Addition and Subtraction NCTEM – 1.7 Add/sub to 10 TP1, TP2	Number- Place Value NCTEM: 1.8 Comp of num 20-100 TP 5, TP6
2	Number- Place Value NCTEM-1.1 / Measurement (Length/mass/capacity) NCTEM-1.1	Number-Addition and Subtraction NCTEM-1.3 Composition of number 0-5 TP3, TP4	Number- Place Value NCTEM: 1.4 Comp of num 6-10 TP 1, TP2	Number- Addition and Subtraction NCTEM – 1.5 Partitioning TP3, TP4	Number- Addition and Subtraction NCTEM – 1.7 Add/sub to 10 TP3, TP4, TP7, TP8	Number- Addition and Subtraction Varied practice – to 10 / 100 using known facts
3	Number- Place Value NCTEM-1.1 / Measurement (Length/mass/capacity) NCTEM-1.1	Number-Add and Sub NCTEM-1.3 Composition of number 0-5 TP5, TP6, TP7	Number- Place Value NCTEM: 1.4 Comp of num 6-10 TP3	Geometry- 2D and 3D shape White Rose	Number- Addition and Subtraction NCTEM – 1.7 Add/sub to 10 TP9	Number- Multiplication and Division Arrays and problems
4	Number-Addition and Subtraction NCTEM-1.2 Part/whole TP1, TP2	Measurement (Length/mass/capacity) White Rose	Measurement (time) White Rose	Number- Addition and Subtraction NCTEM: 1.6 Reduction TP1, TP2	Number- Place Value NCTEM: 1.8 Comp of num 20-100 TP1, TP2	Number- Place Value NCTEM: 1.10 Comp of num 11-19 TP1, TP2, TP3
5	Number-Addition and Subtraction NCTEM-1.2 Part/whole TP3	Number- Multiplication and Division NCTEM 2.1 Unitising	Investigations and Assessments	Number- Addition and Subtraction NCTEM: 1.6 Reduction TP3, TP4	Number- Place Value NCTEM: 1.8 Comp of num 20-100 TP3, TP4, TP5	Number- Place Value NCTEM: 1.10 Comp of num 11-19 TP4, TP5
6	Number-Addition and Subtraction NCTEM-1.2 Part/whole TP4	Number- Multiplication and Division NCTEM 2.1 Unitising	Number- Add and sub NCTEM: 1.4 Comp of num 6-10 TP4, TP5	Measurement (Length/mass/capacity) White Rose	Number- FDP Halves and Quarters- shapes and quantities WR	Number- Add/sub NCTEM: 1.10 Comp of num 11-19 Varied practice add/sub of 2 digit numbers
7	Investigations and Assessments.	Addition and Subtraction NCTEM: Varied practice 0-5				End of term Investigations and Assessments

Focus	Year 1 Objectives	Year 2 Objectives
Number - Number and Place Value	- 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. - 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 - read and write numbers from 1 to 20 in numerals and words.	- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward - recognise the place value of each digit in a two-digit number (tens, ones) - identify, represent and estimate numbers using different representations, including the number line - compare and order numbers from 0 up to 100; use and = signs - read and write numbers to at least 100 in numerals and in words - use place value and number facts to solve problems.
Number - Addition and Subtraction	- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - 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.	- solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers - show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Number – Multiplication and Division	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.	- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs

		• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
Number – Fractions / Decimals / Percentages (FDP)	• 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.	• recognise, find, name and write fractions 1/3, ¼, 2/4, ¾ of a length, shape, set of objects or quantity • write simple fractions for example, 2 1 of 6 = 3 and recognise the equivalence of 4 2 and 2 1 .
Measurement	compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • 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] • time [for example, quicker, slower, earlier, later] measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) 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	• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and = • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day.

	tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	
Geometry – Properties of Shapes	recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects
Geometry – Position and Direction	• describe position, direction and movement, including whole, half, quarter and threequarter turns.	• order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).
Statistics	NA	• interpret and construct simple pictograms, tally charts, block diagrams and simple tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • ask and answer questions about totalling and comparing categorical data.
Investigations and Assessments		