

**Year 1 Maths Long Term Plan (KPIs are shown in blue)**

The national curriculum objectives which have been arranged to start with mainly place value, followed by the four operations. In order to make rich connections across mathematical ideas, objectives which have clear links have been grouped together. Although the sequence of objectives should broadly be followed, teachers are encouraged to react to their class' needs by making more links between objectives and rearranging them to suit the needs of the children.

Place Value	1	<b>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</b>
	2	<b>Count, read and write numbers to 100 in numerals.</b>
	3	<b>Count in multiples of twos, fives and tens.</b>
	4	<b>Given a number, identify one more and one less.</b>
	5	Identify and represent numbers using objects and pictorial representations including the number line.
	6	Use the language of: equal to, more than, less than (fewer), most, least.
	7	Read and write numbers from 1 to 20 in numerals and words.
	8	Order numbers (for example, first, second, third...)
	9	Identify odd and even numbers linked to counting in twos from 0 and 1.
+	10	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
	11	<b>Represent and use number bonds and related subtraction facts within 20.</b>
	12	Add and subtract one-digit and two-digit numbers to 20, including zero.
x	13	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [ ] - 9$ .
	14	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.
Fractions	15	Recall and use doubles of all numbers to 10 and corresponding halves.
	16	Understand that a fraction can describe part of a whole.
	17	Understand that unit fractions are equal parts of a whole.
	18	<b>Recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure)</b>
Measurements	19	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure).
	20	Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half].
	21	<b>Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than].</b>
	22	Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].
	23	Compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later].
	24	Measure and begin to record the following: lengths and heights.
	25	Measure and begin to record the following: mass/weight.
	26	Measure and begin to record the following: capacity and volume.
	27	Measure and begin to record the following: time (hours, minutes, seconds).
	28	Recognise and know the value of different denominations of coins and notes.
	29	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].
Shape	30	Recognise and use language relating to dates, including days of the week, weeks, months and years.
	31	<b>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</b>
	32	<b>Name 2-D shapes [for example, rectangles (including squares), circles and triangles]</b>
Position	33	<b>Name 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</b>
	34	Recognise and create repeating patterns with objects and with shapes.
Statistics	35	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
	36	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
	37	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
	38	Ask and answer questions about totalling and comparing categorical data.