Year 1 Main Maths Long Term Planning

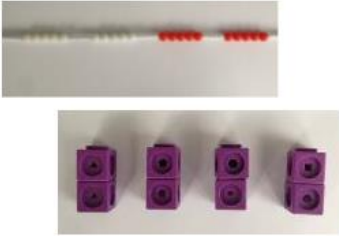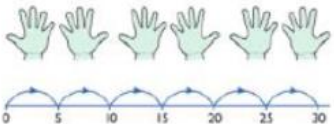| Week	Topic	Objectives	Vocabulary	Things to revisit
1,2,3	Place Value to 20	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. Identify and represent numbers using objects and pictorial representations including 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.	number zero, one, two, three… to twenty and beyond, how many, count, count up to, count on (from, to), count back (from, to), more, less, many	
4,5,6	Addition and Subtraction to 20	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 0. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	add, more, plus, make, sum, total, altogether, score, double, one more, two more, how many more to make, how many more is… than…, how much more is …, subtract, take away, minus, leave, how many are left/left over, how many have gone, one less, two less, how many fewer is… than…, how much less is…, difference between, half, halve, equals, sign, is the same as	

Addition

Objective and Strategies	Concrete Reception & Year 1	Pictorial Reception, Year 1 & year 2	Abstract Year 1 & Year 2
Combining two parts to make a whole: part-whole model	Use cubes to add two numbers together as a group or in a bar.	Use pictures to add two numbers together as a group or in a bar.	$4 + 3 = 7$ $10 = 6 + 4$ Use the part-part whole diagram as shown above to move into the abstract.
Starting at the bigger number and counting on	Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.	$12 + 5 = 17$ Start at the larger number on the number line and count on in ones or in one jump to find the answer.	$5 + 12 = 17$ Place the larger number in your head and count on the smaller number to find your answer.

Objective and Strategies	Concrete Year 1 & Year 2	Pictorial Year 1 & year 2	Abstract Year 1 & Year 2
Regrouping to make 10.	$6 + 5 = 11$ Start with the bigger number and use the smaller number to make 10.	$3 + 9 =$ Use pictures or a number line. Regroup or partition the smaller number to make 10. If I am at seven, how many more do I need to make 10. How many more do I add on now? $9 + 5 = 14$	$7 + 4 = 11$

Subtraction

Objective and Strategies	Concrete Reception & Year 1	Pictorial Reception & Year 1	Abstract Year 1
Taking away ones	Use physical objects, counters, cubes etc to show how objects can be taken away. $6 – 2 = 4$	Cross out drawn objects to show what has been taken away. $15 – 3 = 12$	$18 – 3 = 15$ $8 – 2 = 6$

Objective and Strategies	Concrete Reception & Year 1	Pictorial Reception, Year 1 & Year 2	Abstract Year 1 & Year 2
Counting back	Make the larger number in your subtraction. Move the beads along your bead string as you count backwards in ones. $13 – 4$ Use counters and move them away from the group as you take them away counting backwards as you go.	Count back on a number line or number track. Start at the bigger number and count back the smaller number showing the jumps on the number line.	Put 13 in your head, count back 4. What number are you at? Use your fingers to help.

Objective and Strategies	Concrete Year 1 & Year 2	Pictorial Year 1 & Year 2	Abstract Year 1 & Year 2
Find the difference	Compare amounts and objects to find the difference. Use cubes to build towers or make bars to find the difference. Use basic bar models with items to find the difference	Count on to find the difference. **Comparison Bar Models** Draw bars to find the difference between 2 numbers.	Hannah has 23 sandwiches. Helen has 15 sandwiches. Find the difference between the number of sandwiches.

Objective and Strategies	Concrete Reception, Year 1 & Year 2	Pictorial Reception, Year 1 & Year 2	Abstract Year 1 & Year 2
Part Part Whole Model	Link to addition- use the part whole model to help explain the inverse between addition and subtraction. If 10 is the whole and 6 is one of the parts. What is the other part? $10 – 6 =$	Use a pictorial representation of objects to show the part part whole model.	Move to using numbers within the part whole model.

Objective and Strategies	Concrete Year 1 & Year 2	Pictorial Year 1 & Year 2	Abstract Year 1 & Year 2
Make 10	$14 – 9 =$ Make 14 on the ten frame. Take away the four first to make 10 and then takeaway one more so you have taken away 5. You are left with the answer of 9.	$13 – 7 = 6$ Start at 13. Take away 3 to reach 10. Then take away the remaining 4 so you have taken away 7 altogether. You have reached your answer.	$16 – 8 =$ How many do we take off to reach the next 10? How many do we have left to take off?

Week	Topic	Objectives		
7	Consolidation	See 'Things to revisit'		

Week	Topic	Objectives	Vocabulary	Things to revisit
8,9,10	Place Value up to 50	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. 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.	units, ones, tens, digit, teens, number, the same number as, as many as, equal to	
11	Money	Recognise and know the value of different denominations of coins and notes.	money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change	
12,13	Multiples of 2, 5, 10	Count in multiples of 2s, 5s and 10s.	count in ones, twos, tens, more, less, many, few, odd, even	

	Concrete Year 1 & Year 2	Pictorial Year 1, Year 2, Year 3 & Year 4	Abstract All year groups
Counting in multiples	 Count in multiples supported by concrete objects in equal groups.	 Use a number line or pictures to continue support in counting in multiples.	Count in multiples of a number aloud. Write sequences with multiples of numbers. 2, 4, 6, 8, 10 5, 10, 15, 20, 25, 30

Week	Topic	Objectives	Vocabulary	Things to revisit
14	Consolidation	See 'Things to revisit'		