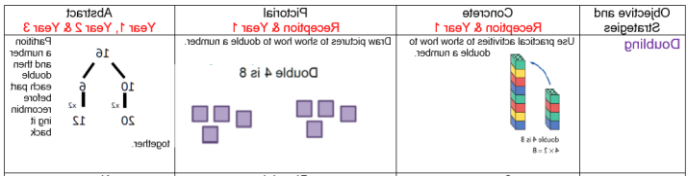
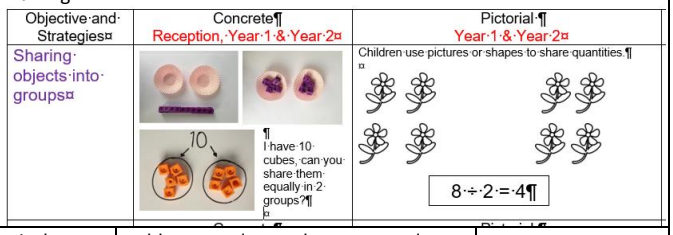
Year 1 Main Maths Long Term Planning

Week	Topic	Objectives	Vocabulary	Things to revisit
15, 16, 17	Place Value to 100	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, exchange, digit, teens, number, the same number as, as many as, equal to Of two objects/amounts: greater, more, larger, bigger, less, fewer, smaller	
18, 19	Doubles/Halves	Double and halve numbers to 20.	double, half, equal to	

Doubling

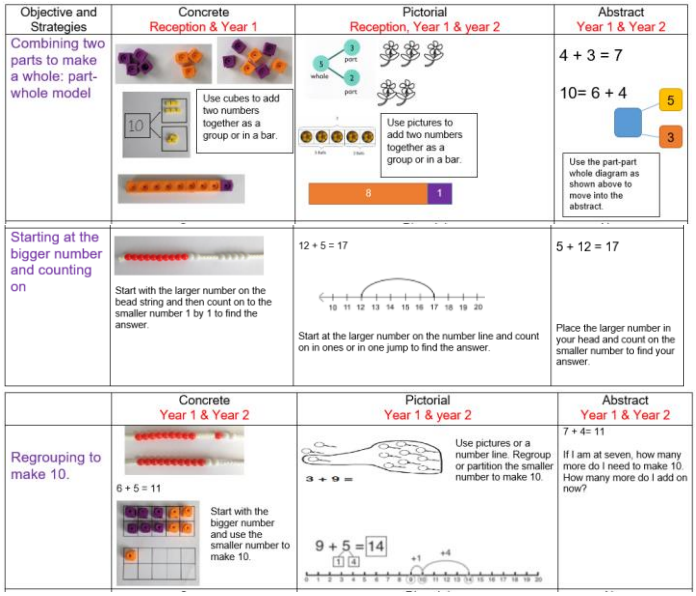


Halving

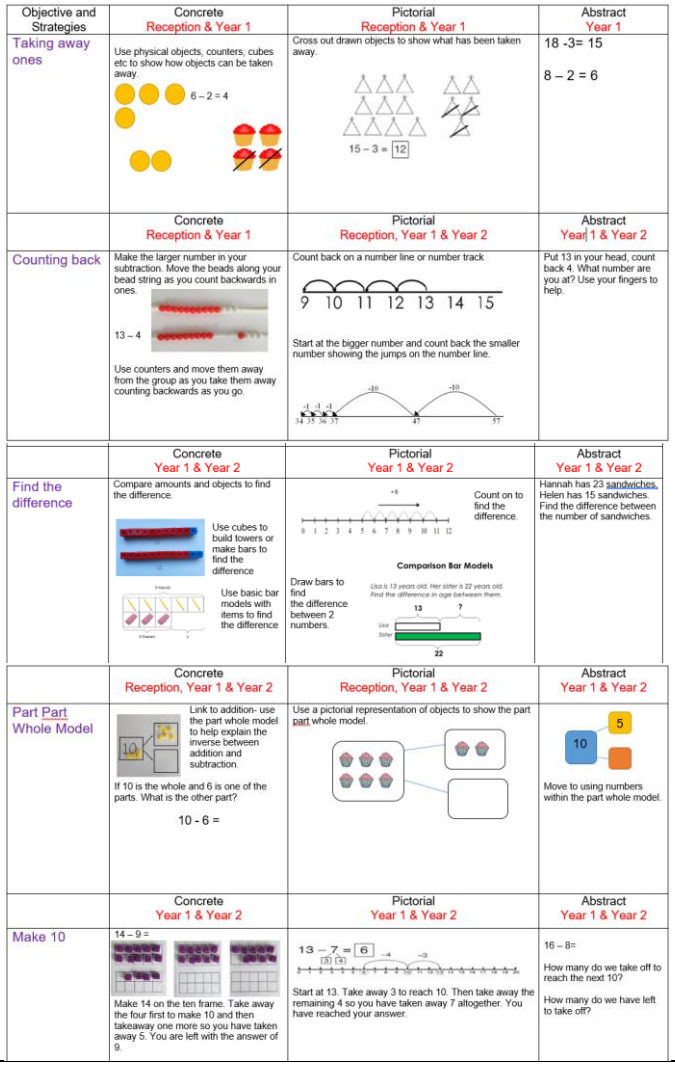


20, 21	Addition & Subtraction	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including 0. Solve one-step problems 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



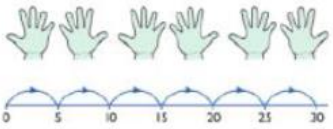
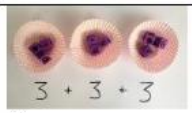
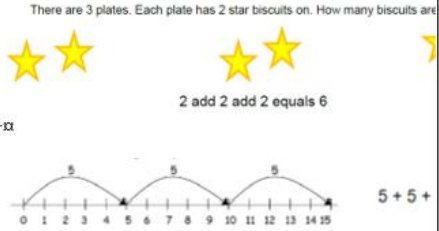
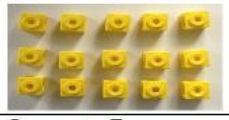
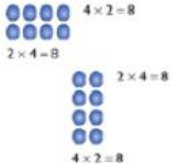
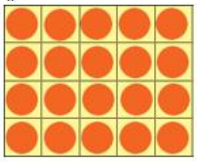
Subtraction



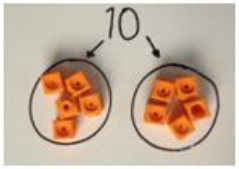
Year 1 Main Maths Long Term Planning

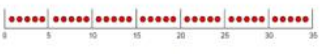
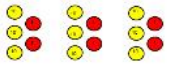
Week	Topic	Objectives	Vocabulary	Things to revisit
22	Addition and Subtraction	See weeks 20 and 21		
23. 24, 25	Multiplication	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	repeated, addition, array, row, column	

Multiplication

¤	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¶ ¶ ¤
Repeated· addition·¤	   Use·different· objects·to·add· equal·groups.¶		¶ Write·addition·sentences·to·describe· objects·and·pictures.¤ 
Arrays-· showing· commutative· multiplication¤	Create·arrays·using·counters/·cubes·to· show·multiplication·sentences.¶  	Draw·arrays·in·different· rotations·to·find· **commutative**· multiplication·sentences.¶   Link·arrays·to·area·of· rectangles.¶	Use·an·array·to·write·multiplication· sentences·and·reinforce·repeated· addition.¶  5 + 5 + 5 = 15 3 + 3 + 3 + 3 + 3 = 15 5 x 3 = 15 3 x 5 = 15

25	Division	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects	share, equally, one each, two each, group, in pairs, in threes, tens, equal groups of, divide, divided by, divided into	

Objective and Strategies	Concrete Reception, Year 1 & Year 2
Sharing objects into groups	   I have 10 cubes, can you share them equally in 2 groups?

Objective and Strategies	Concrete Reception, Year 1 & Year 2
Division as grouping	Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.   96 ÷ 3 = 32  

26	Consolidation	See 'Things to revisit'		