

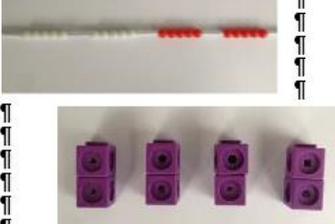
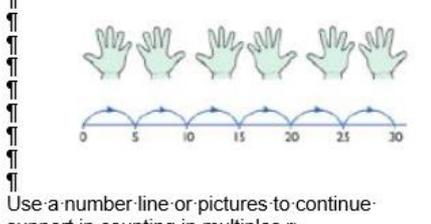
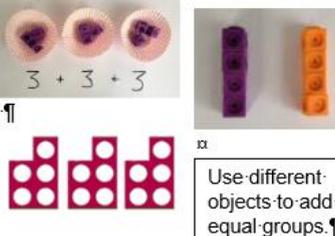
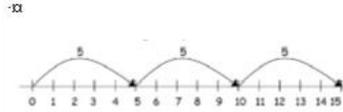
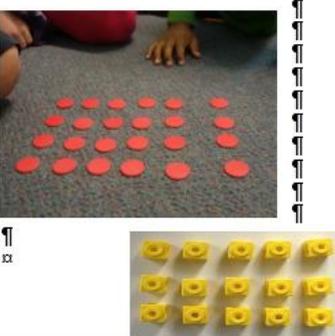
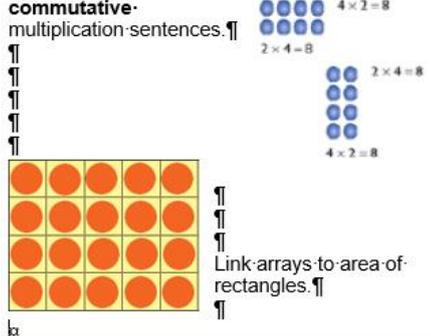
Year 1 Main Maths Long Term Planning

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		<p>Objective and Strategies</p> <p>Doubling Use pictorial activities to double a number.</p> <p>Concrete Reception & Year 1 Use concrete objects to double a number.</p> <p>Pictorial Reception & Year 1 Draw pictures of words or objects to double.</p> <p>Abstract Reception & Year 1 Use number lines to double.</p>	<p>Halving</p> <p>Objective and Strategies</p> <p>Sharing objects into groups</p> <p>Concrete Reception, Year 1 & Year 2 Children use pictures or shapes to share quantities.</p> <p>Pictorial Reception, Year 1 & Year 2 Children use pictures or shapes to share quantities.</p> <p>$8 \div 2 = 4$</p>		
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		<p>Objective and Strategies</p> <p>Combining two parts to make a whole: part-whole model</p> <p>Concrete Reception & Year 1 Use cubes to add two numbers together as a group or in a bar.</p> <p>Pictorial Reception, Year 1 & year 2 Use pictures to add two numbers together as a group or in a bar.</p> <p>Abstract Year 1 & Year 2 Use the part-part whole diagram as shown above to move into the abstract.</p> <p>$4 + 3 = 7$ $10 = 6 + 4$</p>	<p>Subtraction</p> <p>Objective and Strategies</p> <p>Taking away ones</p> <p>Concrete Reception & Year 1 Use physical objects, counters, cubes etc. to show how objects can be taken away.</p> <p>$6 - 2 = 4$</p> <p>Pictorial Reception & Year 1 Cross out drawn objects to show what has been taken away.</p> <p>$15 - 3 = 12$</p> <p>Abstract Year 1 $18 - 3 = 15$ $8 - 2 = 6$</p>		
Starting at the bigger number and counting on		<p>Concrete Reception & Year 1 Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.</p> <p>$12 + 5 = 17$</p> <p>Pictorial Reception, Year 1 & year 2 Start at the larger number on the number line and count on in ones or in one jump to find the answer.</p> <p>$5 + 12 = 17$</p> <p>Abstract Year 1 & Year 2 Place the larger number in your head and count on the smaller number to find your answer.</p>	<p>Counting back</p> <p>Concrete Reception & Year 1 Make the larger number in your subtraction. Move the beads along your bead string as you count backwards in ones.</p> <p>$13 - 4$</p> <p>Pictorial Reception, Year 1 & Year 2 Count back on a number line or number track.</p> <p>$9 - 4 = 5$</p> <p>Abstract Year 1 & Year 2 Put 13 in your head, count back 4. What number are you? Use your fingers to help.</p>		
Regrouping to make 10.		<p>Concrete Year 1 & Year 2 $6 + 5 = 11$</p> <p>Start with the bigger number and use the smaller number to make 10.</p> <p>Pictorial Year 1 & year 2 Use pictures or a number line. Regroup or partition the smaller number to make 10.</p> <p>$9 + 5 = 14$</p> <p>Abstract Year 1 & Year 2 $7 + 4 = 11$ If I am at seven, how many more do I need to make 10. How many more do I add on now?</p>	<p>Find the difference</p> <p>Concrete Year 1 & Year 2 Compare amounts and objects to find the difference.</p> <p>$13 - 7 = 6$</p> <p>Pictorial Year 1 & Year 2 Use cubes to build towers or make bars to find the difference.</p> <p>Abstract Year 1 & Year 2 Use basic bar models with items to find the difference.</p> <p>$13 - 7 = 6$</p>		
Part Part Whole Model		<p>Concrete Reception, Year 1 & Year 2 Link to addition- use the part whole model to help explain the inverse between addition and subtraction.</p> <p>If 10 is the whole and 6 is one of the parts. What is the other part? $10 - 6 =$</p>	<p>Part Part Whole Model</p> <p>Pictorial Reception, Year 1 & Year 2 Use a pictorial representation of objects to show the part whole model.</p> <p>$10 - 6 =$</p> <p>Abstract Year 1 & Year 2 Move to using numbers within the part whole model.</p>		
Make 10		<p>Concrete Reception, Year 1 & Year 2 $14 - 9 =$</p> <p>Make 14 on the ten frame. Take away the four first to make 10 and then take away one more so you have taken away 5. You are left with the answer of 9.</p>	<p>Make 10</p> <p>Pictorial Reception, Year 1 & Year 2 $13 - 7 = 6$</p> <p>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.</p> <p>Abstract Year 1 & Year 2 $16 - 8 =$ How many do we take off to reach the next 10? How many do we have left to take off?</p>		

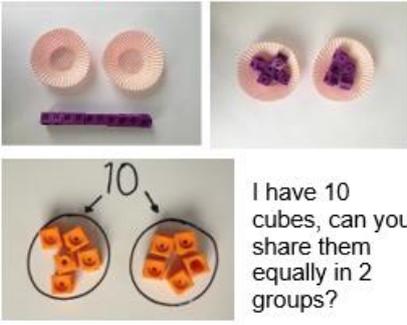
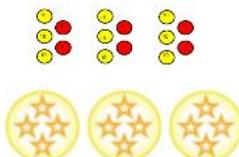
Year 1 Main Maths Long Term Planning

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	 <p>Count in multiples supported by concrete objects in equal groups.</p>	 <p>Use a number line or pictures to continue support in counting in multiples.</p>	<p>Count in multiples of a number aloud.</p> <p>Write sequences with multiples of numbers.</p> <p>2, 4, 6, 8, 10</p> <p>5, 10, 15, 20, 25, 30</p>
Repeated addition	 <p>Use different objects to add equal groups.</p>	<p>There are 3 plates. Each plate has 2 star biscuits on. How many biscuits are there?</p> <p>2 add 2 add 2 equals 6</p>  <p>5 + 5 +</p>	<p>Write addition sentences to describe objects and pictures.</p>  <p>2 + 2 + 2 + 2 + 2 = 10</p>
Arrays showing commutative multiplication	<p>Create arrays using counters/cubes to show multiplication sentences.</p> 	<p>Draw arrays in different rotations to find commutative multiplication sentences.</p>  <p>Link arrays to area of rectangles.</p>	<p>Use an array to write multiplication sentences and reinforce repeated addition.</p>  <p>5 + 5 + 5 = 15</p> <p>3 + 3 + 3 + 3 + 3 = 15</p> <p>5 x 3 = 15</p> <p>3 x 5 = 15</p>

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	
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Objective and Strategies	Concrete Reception, Year 1 & Year 2	Objective and Strategies	Concrete Reception, Year 1 & Year 2
Sharing objects into groups	 <p>I have 10 cubes, can you share them equally in 2 groups?</p>	Division as grouping	<p>Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.</p>   <p>96 ÷ 3 = 32</p> 

26	Consolidation	See 'Things to revisit'		
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