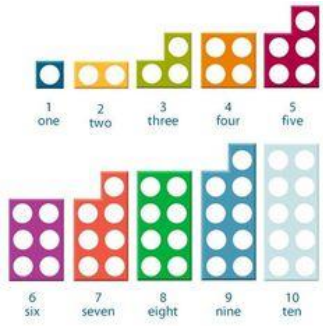
By the end of year 1, children begin to solve simple problems using a range of resources and methods, involving addition and subtraction in real life contexts e.g. shopping. They begin to use what they know to explore problems and provide simple reasons for their answers.

Number- Counting, Place Value and Representing numbers.

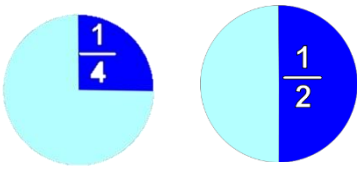


Children will identify and represent numbers using a range of resources e.g. numicon, diennes. They use the vocabulary 'equal to, more than, less than (fewer), most and least.' Children will accurately count numbers to, and across, 100 forwards and backwards from any given number with increasing understanding. They will count, read, write and order numbers in numerals up to 100 and from 1 to 20 in words. When given a number, they will identify one more and one less. They can count twos, fives and tens.

Number- Calculations and Number Facts

Children will begin understand known addition and subtraction facts within 20. They will begin to demonstrate an early understanding of multiplication and division through grouping and sharing using hands-on resources, pictorial representations and arrays (2, 5 and 10). They will understand doubling and halving small quantities and begin to learn these are known number facts.

Number- Fractions



Children will find and name half and one quarter of objects, shapes and quantities.

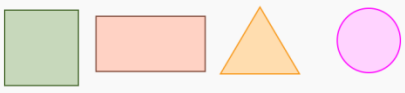
Measurement

Children will begin to measure using non-standard units (squares, pencils, pictures etc.) and then will begin to move to standard units of measure (e.g. cm) using tools such as a ruler, weighing, scales and containers. They will begin explore and compare measurements such as lengths and heights, mass and weight, capacity and volume using language such as long / short; heavy / light; full / half-full / empty. They will tell the time to O'clock, half past and be able to sequence events in chronological order using precise vocabulary (for example, before and after, next, first, today etc.). Children will recognise and know the value of different denominations of coins and notes.

Geometry

Children will recognise and name common 2-D shapes, e.g. rectangle, squares, circles and triangles, and 3-D shapes, e.g. cubes, cones, pyramids and spheres in different orientations and sizes. They will begin to identify some properties of the shapes and use language that is specific to 3d shapes e.g. faces and edges. They will describe position, direction and movement, including whole, half and three quarter turns.

Statistics



In preparation for year 2, children will begin to compare, sort and classify information through cross curricular links e.g. science animal groups. They will also begin to construct simple pictograms and tables, as a class and through computing

Vocabulary ordinal numbers (first, second third etc), Numbers beyond 20, odd, even, add, takeaway, equals put together, altogether, total, distance between, difference between, more than, less than, half, quarter, o clock, half past, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening, shape names, left, right, top, middle, bottom, on top of, above, between, around, near, close, far, up, down, forwards, backwards, inside, outside, whole turn, half turn, quarter turn, three quarter turn, tens, ones

Once children are confident with the skills taught children apply the knowledge they have to solve problems.

Village Infants	Year 1 Long Term Maths Planning - Number					
	1A	1B	2A	2B	3A	3B
Counting: 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 2s, 5s and 10s.	Count forwards 0 to 100 Count back from 20 count in 2s to 20	Count forwards in 1s from any given number Count back from 30 count forwards in multiples of 10	Count back from 50 count in 2s to 30 and beyond count in 5s to 50	Count backwards in 1s from any given number count forwards in 10 from any given number	Count forwards &back in 1s from any given number count back in multiples of 10 count back in 10 from any given number count in 5s to 100	Recap
Place Value: *Recognise place value of 2 digit numbers – 100 (taken from year 2)*	recognise place value of numbers 10-20 represent numbers using objects, pictorial	recognise place value of multiples of 10	Ordering numbers to 20 then 30 Place numbers on an empty number line recognise place value of numbers to 50	recognise place value of numbers to 100	recognise place value of numbers to 100	recognise place value of numbers to 100
Representing Number: Identify and represent numbers using objects and pictorial representations inc using number lines and language – equal to, more than, less than (fewer), most, least.	count read and write numbers to 20 write numbers to 10 in numerals and	read and write multiples of 10 write numbers 11-20 in words	read and write numbers to 50 write multiples of 10 in words	read and write numbers to 100 Empty Number Lines	read and write numbers to 100 in numerals and words	

Read and write numbers from 1 to 20 in words. Read and write numerals to 100 Read/Write and interpret mathematical statements involving + - =	words					
Number Facts +/- 1 more and 1 less to 100. Represent and use number bonds and related subtraction facts within 20.	1 more 1 less number bonds for 1-5	number bonds 6-10	number bonds 11-15	Revise number bonds 16-20	1 more 1 less number bonds 16-20	
Addition/Subtraction Add and subtract one-digit and two-digit numbers to 20, including zero using objects, number lines, hundred squares and empty number lines. Addition can be done in any order. *Add 3 numbers.* Problems +/- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations. Missing number problems such as 15 =….+9.	+ / - to 10 then 20 language: equal to more than less than fewer most least	+ / - to 10 Using number line Solve one step problems + and – concrete objects and pictorial representations missing number problems 7= ?-9	+ / - to 50 (crossing 10s boundaries) solve one-step problems that involve + and - and missing number problems + more than 2 numbers	+ / - 2 digit numbers Use number facts to solve problems	Use number facts to solve problems Add and subtract one digit and two digit numbers to 20 including 0 + in any order, - not Missing Numbers	
Problems x/÷ Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects,		Odd and even number	Doubles to 10 Halves to 20	Solve one-step problems involving multiplication then division,	Solve one-step problems involving multiplication then division,	x / ÷ (one step problems)

pictorial representations and arrays with the support of the teacher.				concrete and pictorial Over 2 weeks	concrete and pictorial	
Recognising Fractions: 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.			Find half of an object and number	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.		

Village Infants Year 1 Long Term Maths Planning – Shape, Space and Measures						
	1A	1B	2A	2B	3A	3B
Money: Recognise and know the value of different denominations of coins and notes. *Make amounts* *Give change*		recognise coins & make 10p	recognise coins & make 20p		Give change	Recognise notes
Time: Sequence events in chronological order using language. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	use language of days of the week sequence events in chronological order	months of the year	Time - o'clock Time - 1/2 past Compare, describe and solve practical problems for time e.g: Quicker Slower Earlier Later		Recap o'clock and half past	
Measures: Compare, describe and solve practical problems for: length/height, weight/mass, capacity/volume & time Measure. Begin to record length/height, weight/mass, capacity/volume & time					Measuring – length/ weight Measuring - capacity	
Shape: Recognise and name common 2-D shapes (e.g. Square, circle, triangle) Recognise and name common 3-D shapes (e.g. Cubes, cuboids, pyramids & spheres)		recognise 2D shapes half 2d shape		compare & sort common 2d & 3D shapes		

		recognise 3D shapes???		quarter of a shape		
Position & Direction: Describe position, direction and movement, including whole, half, quarter and three-quarter turns			whole, half, quarter		three-quarter turns.	
Statistics: *Create and interpret pictograms, tables, tally charts, block graphs and bar charts.*	interpret pictograms	tables	tally charts	block graphs		