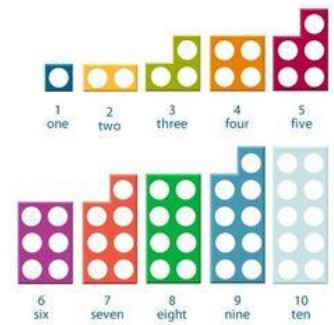


By the end of year 1, children begin to solve simple problems using a range of resources and methods, involving addition and subtraction in real life contexts e.g. shopping. They begin to use what they know to explore problems and provide simple reasons for their answers.

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.

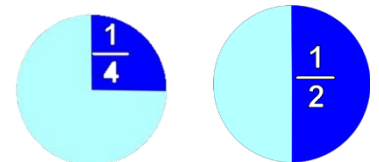


Number- Calculations and Number Facts

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
<p>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.</p>	<p>Count forwards 0 to 100</p> <p>Count in 10s to 100</p> <p>Count forwards in multiples of 10</p> <p>Count back from 20</p>	<p>Count forwards in 1s from any given number</p> <p>Count in 5s to 50</p> <p>Count in 2s to 30 and beyond</p> <p>Count back from 30</p>	<p>Count back from 50</p>	<p>Count backwards in 1s from any given number</p> <p>count forwards in 10 from any given number</p>	<p>Count forwards & back in 1s from any given number</p> <p>count back in multiples of 10</p> <p>count back in 10 from any given number</p> <p>count in 5s to 100</p>	<p>Recap</p>
<p>Place Value: <i>Recognise place value of 2 digit numbers – 100 (taken from year 2)</i></p>	<p>recognise place value of numbers 10-20</p> <p>represent numbers using objects, pictorial</p> <p>Ordering numbers to 20</p>	<p>recognise place value of multiples of 10</p> <p>Ordering numbers to 30</p>	<p>Place numbers on an empty number line</p> <p>Recognise place value of numbers to 50</p>	<p>recognise place value of numbers to 100</p>	<p>recognise place value of numbers to 100</p>	<p>recognise place value of numbers to 100</p>
<p>Representing Number: Identify and represent numbers using objects and pictorial</p>	<p>count read and write numbers to 20</p>	<p>read and write multiples of 10</p>	<p>read and write numbers to 50</p>	<p>read and write numbers to 100</p>	<p>read and write numbers to 100 in</p>	

<p>representations inc using number lines and language – equal to, more than, less than (fewer), most, least.</p> <p>Read and write numbers from 1 to 20 in words.</p> <p>Read and write numerals to 100</p> <p>Read/Write and interpret mathematical statements involving + - =</p>	<p>write numbers to 10 in numerals and words</p>	<p>write numbers 11-20 in words</p>	<p>write multiples of 10 in words</p>	<p>Empty Number Lines</p>	<p>numerals and words</p>	
<p>Number Facts +/-</p> <p>1 more and 1 less to 100.</p> <p>Represent and use number bonds and related subtraction facts within 20.</p>	<p>1 more 1 less number bonds for 1-5</p>	<p>number bonds 6-10</p>				
<p>Addition/Subtraction</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero using objects, number lines, hundred squares and empty number lines.</p> <p>Addition can be done in any order.</p> <p><i>Add 3 numbers.</i></p> <p>Problems +/-</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.</p> <p>Missing number problems such as $15 = \dots + 9$.</p>	<p>+ / - to 10 then 20</p> <p>language: equal to more than less than fewer most least</p> <p>+ / - to 10 Using number line</p>		<p>+ / - 2 digit to single digit (multiple of 10s) to 50</p> <p>Solve one step problems + and – concrete objects and pictorial representations missing number problems $7 = ? - 9$</p> <p>solve one-step problems that involve + and - and missing number problems</p>	<p>+ / - 2 digit numbers 40 crossing 10s boundaries)</p> <p>Use number facts to solve problems</p> <p>Use empty number line to + and -</p>	<p>Use number facts to solve problems</p> <p>Add and subtract one digit and two digit numbers to 20 including 0</p> <p>+ in any order, - not</p> <p>Missing Numbers</p>	

			+ more than 2 numbers			
<p>Problems \times/\div 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.</p>		<p>Odd and even number</p> <p>Doubles to 10</p>	Halves to 20	Solve one-step problems involving multiplication concrete and pictorial (groups of)	Solve one-step problems involving division, concrete and pictorial	\times / \div (one step problems)
<p>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.</p>			Find half of an object and quantity	<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>		

Village Infants

Year 1 Long Term Maths Planning – Shape, Space and Measures

	1A	1B	2A	2B	3A	3B
<p>Money: Recognise and know the value of different denominations of coins and notes. <i>Make amounts</i> <i>Give change</i></p>			recognise coins & make 10p	recognise coins & make 20p	<i>Give change</i>	Recognise notes
<p>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</p>	use language of days of the week sequence events in chronological order		months of the year Time - o'clock Compare, describe and solve practical problems for time e.g: Quicker Slower Earlier Later	Time - 1/2 past	Recap o'clock and half past	
<p>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</p>			Measuring – weight		Measuring – length	Measuring - capacity

<p>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)</p>		<p>recognise 2D shapes half 2d shape</p>		<p>compare & sort common 2d & 3D shapes quarter of a shape</p>		
<p>Position & Direction: Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p>				<p>whole, half, quarter</p>	<p>three-quarter turns.</p>	
<p>Statistics: <i>Create and interpret pictograms, tables, tally charts, block graphs and bar charts.</i></p>	<p>interpret pictograms</p>		<p>tally charts</p>	<p><i>block graphs</i></p>		