Year 1 Maths Half Termly Planning

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Basic Skills / Daily Mental Maths	**Counting** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. *Use counting sticks, hundred square, counting beads. As many different ways as possible.*		**Place value of numbers up to 20** Use Numicon and Dienes to model to the children how the numbers are made up, how many tens are in each number.	**Addition** Represent and use number bonds facts within 20.	**Subtraction** Represent and use number bonds and related subtraction facts within 20.	**Addition & Subtraction** Represent and use number bonds and related subtraction facts within 20.	**Investigations/Assessment Week** Allow children to apply skills they have been taught this half term through investigations and puzzles. Use NRICH investigations too, this is a valuable source of application and assessment as the children apply their knowledge.
Maths Unit	**Number** Read and write numbers to 100 in numerals.		**Number** Given a number, identify one more and one less	**Addition** Read, write and interpret mathematical statements involving addition (+) and equals (=) signs. Add one-digit and two-digit numbers to 20, including zero.	**Subtraction** Read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs Subtract one digit and two digit numbers to 20, including 0.		
Reasoning/ Problem Solving	**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 .			**Solve** one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9 Memorise and reason with number bonds to 10 and 20 in several forms (for example, 9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9). Realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations.			
X tables	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. Make connections between arrays, number patterns and counting in 2s, 5s and 10s.						

Mental Maths strategies should be kept on the boil throughout all units, remind children of them when you model concepts. Drip-feed teaching Time, use daily opportunities to teach/discuss it.

Number and Place Value	Multiplication and Division	Addition and Subtraction	Fractions/Decimals	Geometry	Statistics	Measures

Year 1 Maths Half Termly Planning

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Basic Skills / Daily Mental Maths	**Counting** Count in multiples of twos. Use counting sticks, gattegno charts and hundred squares.	**Counting** Count in multiples of fives. Use counting sticks, gattegno charts and hundred squares.	**Counting** Count in multiples of tens. Use counting sticks, gattegno charts and hundred squares.	**Odd and even numbers** *Use Numicon to model to the children why/how some numbers are odd/even.*	**Number** Given a number, identify one more and one less.	Investigations/Assessment Week — Allow children to apply skills they have been taught this half term through investigations and puzzles. Use NRICH investigations too, this is a valuable source of application and assessment as the children apply their knowledge.	**Addition & Subtraction** Represent and use number bonds and related subtraction facts within 20.
Maths Unit	**2D Shape** Recognise and name common 2-D, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]	**Multiplication & Division** 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.		**Fractions** Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	**Number** Read and write numbers to 100 in numerals. Read and write numbers from 1 – 20 in numerals and words.		**Measurement – Time** Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
Reasoning/ Problem Solving	Handle common 2-D shapes, naming these and related everyday objects fluently. Recognise these shapes in different orientations and sizes.	Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities. They make connections between arrays, number patterns, and counting in twos, fives and tens.		Connect halves to the equal sharing and grouping of sets of objects and to **measures,** as well as recognising and combining halves and quarters as parts of a whole.	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		Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].
X tables	Make connections between arrays, number patterns and counting in 2s, 5s and 10s.						

Number and Place Value	Multiplication and Division	Addition and Subtraction	Fractions/Decimals	Geometry	Statistics	Measures

Year 1 Maths Half Termly Planning

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Basic Skills / Daily Mental Maths	**Counting** Count in multiples of tens. Use counting sticks and hundred squares.	**Adding near doubles** 5 + 6 = ? 5 + 5 = 10 10 + 1 = 11	**Subtracting mentally** Use number line to add on to subtract. Adding up to nearest tens. 19-8 = 8_____19	**Partition numbers** Explore with children different ways of partitioning numbers (6 = 3 + 3, 2 + 4, 1 + 5). Encourage children to find numbers inside a number using resources such as counters, Numicon and Dienes.	**Count in multiples of 2s, 5s and 10s.** Count forwards and backwards from different starting points.	Allow children to apply skills they have been taught this half term through investigations and puzzles. Use NRICH investigations too, this is a valuable source of application and assessment as the children apply their knowledge.	**2D Shape** Guess the shape. I have 3 straight sides… What shape could I be?
Maths Unit	**Measures – Mass and Weight** Measure and begin to record mass/weight.	**Addition** Read, write and interpret mathematical statements involving addition (+) and equals (=) signs. Add one-digit and two-digit numbers to 20, including zero.	**Subtraction** Read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs Subtract one digit and two digit numbers to 20, including 0.	**3D Shape** Recognise and name common 3-D shapes, including for example, cuboids (including cubes), pyramids and spheres].	**Measures – Time** Recognise and use language relating to dates, including days of the week, weeks, months and years.	**Investigations/Assessment Week**	**Fractions** Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
Reasoning/ Problem Solving	Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.		Handle common 2-D shapes and 3D shapes, naming these and related everyday objects fluently. Recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.	Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].		Connect quarters to the equal sharing and grouping of sets of objects and to **measures,** as well as recognising and combining halves and quarters as parts of a whole.
X tables	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. Make connections between arrays, number patterns and counting in 2s, 5s and 10s						

Number and Place Value	Multiplication and Division	Addition and Subtraction	Fractions/Decimals	Geometry	Statistics	Measures

Year 1 Maths Half Termly Planning

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5
Basic Skills / Daily Mental Maths	**Measurement – Time** Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	**Recognise o'clock** Show chn an analogue clock. Discuss the hour hand and its features. Clear the misconception of what happens when the hour hand moves slight past 7. This means it is still seven o'clock as it has not gone past the 8.	**Doubles of numbers up to 10** Explore the meaning of the word double, relate this to multiplication and model what happens when you double the numbers up to ten with counters, Numicon or Dienes.	**Counting** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. *Use counting sticks, hundred square, counting beads. As many different ways as possible.*	**Investigations/Assessment Week** Allow children to apply skills they have been taught this half term through investigations and puzzles. Use NRICH investigations too, this is a valuable source of application and assessment as the children apply their knowledge.
Maths Unit	**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.	**Geometry – Position and Direction** Describe position, direction and movement, including whole, half, quarter and three quarter turns.	**Multiplication & Division** 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.	**Measurement – Capacity and Volume** Measure and begin to record capacity and volume.	
Reasoning/ Problem Solving	Pupils are taught half and quarter as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.	Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.	Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities. They make connections between arrays, number patterns, and counting in twos, fives and tens.	Compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].	
X tables	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. Make connections between arrays, number patterns and counting in 2s, 5s and 10s				

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Number and Place Value	Multiplication and Division	Addition and Subtraction	Fractions/Decimals	Geometry	Statistics	Measures

Year 1 Maths Half Termly Planning

Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Basic Skills / Daily Mental Maths	**Time - recognise half past the hour.** Show chn an analogue clock. Discuss the hour hand/minutes hand and their features. Build on last term's learning where children could read o'clock.	**Adding mentally** Use number bonds to add mentally. *13 + 7 = ? 3+7 = 10 so 10 + 10 = 20*	**Compensate to subtract** 15 – 8 = ? Add two to 8 to make 10 (friendly number)… 15 - 10 = 5 Then add 2 back on… 5+2=7	**Addition and Subtraction** Add and subtract one-digit and two-digit numbers to 20, including zero. Encourage children to apply all the mental strategies taught this year to solve these. Encourage them to jot or use equipment to support them.	Investigations/Assessment Week Allow children to apply skills they have been taught this half term through investigations and puzzles. Use NRICH investigations too, this is a valuable source of application and assessment as the children apply their knowledge.	**Addition & Subtraction** Represent and use number bonds and related subtraction facts within 20.
Maths Unit	**Measures – Time** Recognise and use language relating to dates, including days of the week, weeks, months and years.	**Addition** Read, write and interpret mathematical statements involving addition (+) and equals (=) signs. Add one-digit and two-digit numbers to 20, including zero.	**Subtraction** Read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs Subtract one digit and two digit numbers to 20, including 0.	**Measurement – Money** Recognise and know the value of different denominations of *coins* and notes.		**Measurement – Length and Height** Measure and begin to record lengths and heights.
Reasoning/ Problem Solving Opportunities	Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.		Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.		Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half].
X tables	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. Make connections between arrays, number patterns and counting in 2s, 5s and 10s					

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Number and Place Value	Multiplication and Division	Addition and Subtraction	Fractions/Decimals	Geometry	Statistics	Measures

Year 1 Maths Half Termly Planning

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Basic Skills / Daily Mental Maths	**Counting** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. *Use counting sticks, hundred square, counting beads. As many different ways as possible.*	**Counting** Count in multiples of fives. Use counting sticks and hundred squares.	**2/D and 3D shapes** What shape am I ? Provide children with clues/hints using shape properties for the children to guess the shape you are describing.	**Number** Given a number, identify one more and one less.	**Addition & Subtraction** Represent and use number bonds and related subtraction facts within 20.	**Investigations/Assessment Week** Allow children to apply skills they have been taught this half term through investigations and puzzles. Use NRICH investigations too, this is a valuable source of application and assessment as the children apply their knowledge.	**2 Day week - Plan revision lessons based on whole class gaps.**
Maths Unit	**Measurement – Time** Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	**Measurement – Money** Recognise and know the value of different denominations of *coins and notes*.	**Calculations Review**	**Fractions Review**	**Shape Review**		
Reasoning/ Problem Solving Opportunities	Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.					
X tables	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. Make connections between arrays, number patterns and counting in 2s, 5s and 10s						

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