	Long term maths planning – Year 1 2017-18					

wk	**Autumn Term** 4th September - 21st December 2017 10th Nov Phase 1 ends		wk	**Spring Term** 8th January – 29th March 2018 9th Feb Phase 2 ends	wk	**Summer Term** 16th April-23rd July 2018 4th May Phase 3 ends
1	4/9 Number-Place Value		1	8/1 Number-Place Value *(Count in multiples of 2s and 10s)*	1	16/4 Measurements *(Time/Capacity/Volume)*
2	11/9 Number-Place Value		2	15/1 Addition/Subtraction *(Number bonds to 20, related subtraction facts, +/- one digit and two-digit numbers to 20, including 0)*	2	23/4 Addition/Subtraction *(Money, repeat from Phase 1,2-deeper)*
3	18/9 Addition/Subtraction		3	22/1 Addition/Subtraction *(Word problems, including finding missing number problems/Money)*	3	30/4 Multiplication/Division *(Word problems, repeat from Phase 1,2-deeper)* *Assessment – Data drop on Friday 4th May 2018*
4	25/9 Addition/Subtraction *(Money)*		4	29/1 Multiplication/Division *(Count in 2s, share objects, w problems-CPA, arrays)*	4	7/5 Fractions *(repeat from Phase 1,2-deeper)*
5	2/10 Multiplication/Division *(Count in 2s, share objects equally by counting how many in each group)*		5	5/2 Fractions *(Recognise, find and name ½ and ¼ of an object, shape or quantity)* *Assessment – Data drop on Friday 9th February 2018*	5	14/5 Geometry *(Properties of 2D shapes, recognise and name 3D shapes including cuboids, pyramids and spheres)*
6	9/10 Fractions *(Recognise, find*	Half term (12/2-18/2/2018)			6	21/5 Geometry *(Position and*

	and name ½ as one of two equal parts of an object, shape or quantity)						*direction)*	
			6	19/2 Measurements *(Mass/weight/time)*				
			7	26/2 Measurements *(Lengths and heights/mass/weight/time)*		Half term (28/5 - 3/6/2018)		
7	16/10 Geometry *(Recognise and name common 2D shapes including squares and circles)*		8	5/3 Number-Place value *(Count, read, write numbers to 100 in numerals, count in multiples of 2s, 5s and 10s)*		7	4/6 Number-Place Value *(Repeat from Phase1,2-deeper)*	
	Half term (23/10-29/10/2017)		9	12/3 Addition/Subtraction *(Word problems, including finding missing number problems, repeat from Phase1,2-deeper)*		8	11/6 Addition/Subtraction *(Time, repeat from Phase 1,2-deeper)*	
8	30/10 Measurements *(Time, Length, Height)*		10	19/3 Multiplication/Division *(Count in 2s, share objects, w problems-CPA, arrays with CT support)*		9	18/6 Multiplication/Division *(Repeat from Phase 1,2-deeper)*	
9	6/11 Measurements *(Time, Length, Height)* **Assessment - Data drop on Friday 10th Nov 2017**		11	26/3 Fractions *(Recognise, find and name ½ and ¼ of an object, shape or quantity, repeat from Phase 1,2-deeper)*		10	25/6 Fractions *(Repeat from Phase 1,2-deeper)*	
10	13/11 Addition/Subtraction					11	2/7 Measurements *(Length/Height, Mass/Weight Capacity/Volume)*	
11	20/11 Multiplication/Division			By the end of spring term the **minimum** children need		12	9/7 Measurements *(Time)*	

			to be able to do:	13	16/7 Revison

to be able to do:
- Count to and across 100, forwards and backwards, beginning with 0 or one, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of twos and tens
- Given a number, identifies one more and one less
- Represent and use number bonds and related subtraction facts within 20
- Use concrete objects, pictorial representations and arrays with the support of the teacher to solve one step problems involving multiplication and division
- Recognises, finds and names a half as one of two equal parts of an object, shape or quantity
- Compare, describes and solve practical problems for:
1. lengths and heights eg long/short, longer/shorter, tall/short, double/half;
2. mass/weight eg heavy/light, heavier than, lighter than;
3. time eg quicker, slower, earlier, later
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- Recognise and name common 2-D shapes, eg rectangles (including squares), circles and triangles

12	27/11 Multiplication/Division *(word problems using concrete objects, pictorial representation and arrays with CT support)*
13	4/12 Fractions *(Recognise, find and name ¼ as one of four equal parts of an object, shape or quantity)*
14	11/12 Geometry *(Recognise and name 2D shapes, including rectangles, squares, circles and triangles)*
15	18/12 Revision

By the end of autumn term the **minimum** children need to be able to do:
- Show their understanding of whole numbers and counting
- Have a developing knowledge of addition and subtraction using concrete objects and pictorial representations
- Begin to recognise simple fractions
- Recognise and name common 2-D and 3-D shapes
- Describe and compare different quantities such as length
- Begin to tell the time.
- Read and spell mathematical vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1

By the end of Y1, a child should be **fluent** with:
- Whole numbers and counting
- All four operations using concrete objects and pictorial representations
- Recognising simple fractions of shapes and numbers
- Describing and comparing different quantities such as length, mass and capacity/volume
- Telling the time
- Read and spell mathematical vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1