Year 1 Maths Long Term Planning – NCETM 2024-2025

<table>
<tr>
<td>Autumn</td>
<td colspan="2">Number – Place Value
Learn how to count to 100 and beyond, by making use of the pattern and structure of our number naming;
Count collections of objects efficiently by making groups of ten;
Represent numbers from 20 – 100 using base-ten equipment (for example Dienes or straws), numerals and number names;
Explore the position of two-digit numbers in the number system – identifying the previous and next multiple of ten, placing them on a number line and making links to measures;
Compare the size of two-digit numbers;
Use their understanding of the structure of two-digit numbers to partition them into tens and ones

Number – Addition and Subtraction
Apply partioning into tens and ones to calculations such as 20 + 3 = 23 and 64 – 4 = 60</td>
<td>Measure
Compare items according to various attributes, and develop the appropriate vocabulary and grammar to describe these comparisons;
Practise determining the quantity of objects in one or more sets;
Compare the number of objects in two or more sets, and use appropriate language to describe each comparison based on the context;
Learn to correctly use the appropriate mathematical symbols to compare quantities</td>
<td colspan="3">Number – Place Value
Become fluent in enumerating the number of objects in sets up to and including five;
Learn the difference between cardinality and ordinality, and learn the names (for example, ‘first’) and short-hand representations (for example, 1st) of the ordinals up to fifth;
Explore the composition of the numbers one to five, working towards a systematic approach to find all of the ways each number can be partitioned into two parts;
Develop fluency in partitioning the numbers one to five, and solve missing part problems;
Develop fluency in ‘one more’ and ‘one less’ for the numbers one to five;
Learn how to represent partitioning using the bar model</td>
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<td>Spring</td>
<td>Geometry – Properties of Shapes
Compose pattern block images;
Copy, extend and develop repeating patterns;
Compose tangram images;
Investigate tetromino and pentomino arrangements;</td>
<td>Number – Place Value
Explore how the numbers six to ten can be thought of as a family of numbers made up of ‘five and a bit’;
Become familiar with both the cardinal and ordinal value of the numbers six to ten;
Explore the definition of odd and even numbers for the first time and counting in twos;
Build on their experience of partitioning to develop fluency in partitioning the numbers six to ten and solve associated missing part problems</td>
<td>Number – Addition and Subtraction
Use the + symbol to represent combining two parts to make a whole (aggregation);
Use the = symbol to represent the equivalence between a whole and the sum of its parts;
Use the – symbol to represent the process of finding an unknown part</td>
<td>Number – Addition and Subtraction
Explore structures underlying addition and subtraction facts within ten;
Build fluency with these facts;
Make connections between real-life contexts involving quantities to ten, and the expressions and equations which can be used to represent them;</td>
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Summer	Number – Place Value	Number	Geometry – position and direction	Measure - Time	
	Develop and understanding that the numbers 11-19 are made up of 'ten and a bit'; Become confident in decomposing these numbers into their constituent tens and ones parts, and in combining tens and ones parts; Learn that these numbers follow the same mathematical patterns and rules as other two-digit numbers, despite their irregular names	Build on previous experience of skip counting in multiples of two and ten; Develop fluency with skip counting in multiples of two; Gain experience with the idea of unitising; Explore the low-denomination coins, learning that the value of a coin is unrelated to various physical attributes (particularly size); Move from skip counting with ordinal representations or cardinal representations to skip counting with objects where the cardinality is not 'visible'			