Listerdale Junior Academy – Year 1 Maths LTP

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Counting forwards and backwards to 20 Number bonds to 5 Chanting in 2s, 5s and 10s + revise previous unit objectives	Geometry: Shape *National Curriculum objectives* *1. Recognise and name common 2D and 3D shapes* Small Steps - Week 1 -2D shapes	Number: Place Value (within 10) *National Curriculum objectives – all using 0-10* *1. Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number* *2a. Count, read and write numbers to 100 in numerals* *3. Given a number, identify one more and one less* *4. 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* Small Steps - Week 1 • Sort objects • Count objects • Represent objects Week 2 • Count, read and write forwards from any number 0 to 10 • Count, read and write backwards from any number 0 to 10 • Count one more • Count one less Week 3 • One-to-one correspondence to start to compare groups • Compare groups using language such as equal, more/greater, less/fewer • Introduce < > and = symbols • Compare numbers Week 4 • Order numbers • Ordinal numbers • The number line		Number: Addition and Subtraction (within 10) *National Curriculum objectives - all using 0-10* *1. Read, write and interpret mathematical statements involving addition, subtraction and equals signs* *2. Represent and use number bonds and related subtraction facts within 20* *3. Add and subtract one-digit and two-digit numbers to 20, including zero* *4. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems* Small Steps - Week 1 & 2 • Part-whole model • Addition symbol • Addition – adding together • Addition – adding more • Finding a part eek 3 • Find number bonds for numbers within 10 • Systematic methods for number bonds within 10 • Number bonds to 10 (bar model could be introduced here)	Measurement: Money *National Curriculum objectives* *3. Recognise and know the value of different denominations of coins and notes* Children will find this unit easier if they can count in 2s, 5s, and 10s Small Steps - Week 1 • Recognising coins • Counting coins	Number: Addition and Subtraction (within 10) *National Curriculum objectives - all using 0-10* *1. Read, write and interpret mathematical statements involving addition, subtraction and equals signs* *2. Represent and use number bonds and related subtraction facts within 20* *3. Add and subtract one-digit and two-digit numbers to 20, including zero* *4. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems* Week 4 • Subtraction – taking away, how many left? Crossing out • Subtraction – taking away, how many left? The subtraction symbol • Subtraction – finding a part, breaking apart • Subtraction – finding the difference		Geometry: Shape *National Curriculum objectives* *1. Recognise and name common 2D and 3D shapes* Small Steps - Week 1 3D shapes	Number: Place Value (within 20) *National Curriculum objectives – all using 0-20* *1. Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number* *2a. Count, read and write numbers to 100 in numerals* *3. Given a number, identify one more and one less* *4. 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* *5. read and write numbers 1 to 20 in words.* Small Steps - Week 1 • Count forwards and backwards and write numbers to 20 in numerals and words You could use numbers as words for this week's spellings • Numbers from 11 to 20 • Tens and ones • Count one more or one less Week 2 • Compare groups of objects • Compare numbers • Order groups of objects Order numbers	Consolidation
Spring Mental Maths Objectives Counting forwards and backwards to 50 Number bonds to 10 10 times table & division facts Introduce TT Rockstars + revise previous unit objectives	Number: Addition and Subtraction (within 20) *National Curriculum objectives - all using 0-20* *1. Read, write and interpret mathematical statements involving addition, subtraction and equals signs* *2. Represent and use number bonds and related subtraction facts within 20* *3. Add and subtract one-digit and two-digit numbers to 20, including 0* *4. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems* Small Steps - Week 1 • Add by counting on • Find and make number bonds • Add by making 10 Week 2 • Subtraction not crossing 10 • Subtraction crossing 10 (1 & 2) Week 3 • Related facts Compare number sentences		Measurement: Length & Height *National Curriculum objectives* *1a. Compare, describe and solve practical problems for lengths and heights* *2a. measure and begin to record lengths and heights* Small Steps - Week 1 • Compare lengths and heights • Measure lengths Week 2 • Compare lengths and heights • Measure lengths	Number: Place Value (within 50) *National Curriculum objectives – all using 0-50* *1. Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number* *2a. Count, read and write numbers to 100 in numerals* *3. Given a number, identify one more and one less* *4. 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* Small Steps - Week 1 • Numbers to 50 • Tens and ones • Represent numbers to 50 Week 2 • Compare objects within 50 • Compare numbers within 50 Week 3 • One more one less Order numbers within 50	Measurement: Weight & Volume *National Curriculum objectives* *1b&c. Compare, describe and solve practical problems for* - *Weight and mass* - *Capacity and volume* *2b&c. measure and begin to record* - *Weight and mass* - *Capacity and volume* Small Steps - Week 1 • Introduce weight and mass • Measure mass • Compare mass Week 2 • Introduce capacity and volume • Measure capacity • Compare capacity	Number: Multiplication and Division (within 50) *National Curriculum objectives - all using 0-50* *1. Solve one-step problems involving multiplication and division* Small Steps - Week 1, 2 & 3 • Count in 2s/ 5s/ 10s (1 week on each followed by all other objectives) • Make equal arrays • Add equal groups	Number: Fractions *National Curriculum objectives* *1. Recognise, find and name a half as one of two equal parts and a quarter as one of 4 equal parts of an objects, shapes or quantities* Small Steps - Week 1 • Find a half 1 and 2	Number: Addition and Subtraction (within 20) Compare number sentences • Comparing addition and subtraction sentences a + b > c Comparing addition and subtraction sentences a + b > c + d	Consolidation
Summer Mental Maths Objectives Counting forwards and backwards to 100 Number bonds for 20 Doubles to 20/ halves to 20 + revise previous unit objectives	Measurement: Money *National Curriculum objectives* *3. Recognise and know the value of different denominations of coins and notes* Children will find this unit easier if they can count in 2s, 5s, and 10s Week 2 • Recognising notes • Comparing amounts using coins and notes	Number: Multiplication and Division (within 50) *National Curriculum objectives - all using 0-50* *1. Solve one-step problems involving multiplication and division* • Make arrays • Make equal groups – grouping & sharing Week 4 • Make doubles	Number: Addition and Subtraction (within 10) Fact families	Number: Fractions *National Curriculum objectives* *1. Recognise, find and name a half as one of two equal parts and a quarter as one of 4 equal parts of an objects, shapes or quantities* Small Steps - Week 2: Find a quarter 1 and 2	Measurement: Time *National Curriculum objectives* *1d. Compare, describe and solve practical problems for time* *2d. measure and begin to record time* *4. Sequence events in chronological order* *5. Recognise and use language relating to dates, Inc. days, weeks, months & years* *6. Tell the time to the hour and half past the hour and draw the hands on a clock* Small Steps - Week 1 • Before and after • Dates • Time to the hour	Measurement: Time *National Curriculum objectives* *1d. Compare, describe and solve practical problems for time* *2d. measure and begin to record time* *4. Sequence events in chronological order* *5. Recognise and use language relating to dates, Inc. days, weeks, months & years* *6. Tell the time to the hour and half past the hour and draw the hands on a clock* Week 2 • Time to the half hour • Writing time Comparing time	Number: Place Value (to 100) *National Curriculum objectives 1. Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number* *2a. Count, read and write numbers to 100 in numerals* *3. Given a number, identify one more and one less* *4. 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* Small Steps - Week 1 • Counting forwards and backwards within 100 • Partitioning numbers Week 2 • Comparing numbers 1 and 2 Week 3 • Ordering numbers One more, one less	Measurement: Position & Direction *National Curriculum objectives* *1. Describe position, direction and movement, including whole, half, quarter and three quarter turns.* Week 1 • Describe turns Describe position	Consolidation	Consolidation