

Year One



Mullion Primary School

Mathematics Long Term Planning 2024 – 2025

	Number and place value
	Number facts
	Addition and subtraction
	Geometry
	Other

Term	Unit name	Unit Source	Strand	Time frame	Small Steps
Autumn 1	Previous reception experiences and counting within 100	NCETM CP – Unit 1 https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-1-previous-reception-experiences-and-counting-within-100/		7 weeks	1 Pupils count within 100 in different ways
Autumn 2	Comparison of quantities and part-whole relationships	NCETM – CP Unit 2 https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-2-comparison-of-quantities-and-part-whole-relationships/		3 weeks	1 Pupils explain that items can be compared using length and height 2 Pupils explain that items can be compared using weight/mass and volume/capacity 3 Pupils count a set of objects 4 Pupils compare sets of objects 5 Pupils use equality and inequality symbols to compare sets of objects 6 Pupils use equality and inequality symbols to compare expressions 7 Pupils explain what a whole is 8 Pupils explain that a whole can be split into parts 9 Pupils explain that a whole can represent a group of objects 10 Pupils identify a part of a whole group 11 Pupils explain what a part-whole model is 12 Pupils use a part-whole model to represent a whole partitioned into two parts 13 Pupils use a part-whole model to represent a whole partitioned into more than two parts

Year One

Autumn 2	Numbers 0 to 5	NCETM – CP Unit 3 https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-3-numbers-0-to-5/		2 weeks	1 Pupils explain that numbers can represent how many objects there are in a set 2 Pupils explain that ordinal numbers show a position and not a set of objects 3 Pupils partition numbers one to five in different ways 4 Pupils partition the numbers one to five in a systematic way 5 Pupils find a missing part when one part and the whole is known 6 Pupils show one more and one less than a number using representations. Pupils describe this accurately. 7 Pupils show one more and one less than a number using representations. Pupils describe this accurately. 8 Pupils use a bar model to represent a whole partitioned into two parts
Autumn 2 into Spring 1	Recognise, compose, decompose and manipulate 2D and 3D shapes	White Rose Autumn Geometry Shape Unit and NCETM CP Unit 4 Slides https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-4-recognise-compose-decompose-and-manipulate-2d-and-3d-shapes/		2 weeks	1 Recognise and name 3D shapes 2 Sort 3D shapes 3 Recognise and name 2D shapes 4 Sort 2D shapes 5 Patterns with 2D and 3D shapes
Spring 1	Numbers 0 to 10	NCETM – CP Unit 5 https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-5-numbers-0-to-10/		3 weeks	1 Pupils count a set of objects and match the spoken number to the written numeral and number name 2 Pupils represent the numbers 6 to 10 using a five and a bit structure 3 Pupils identify the whole and parts of the numbers 6 to 10 using the five and a bit structure 4 Pupils explore the numbers 6 to 10 using the part whole model and the five and a bit structure 5 Pupils explain where 6, 7, 8 and 9 lie on a number line 6 Pupils explain what odd and even numbers are and the difference between them 7 Pupils explain how even and odd numbers can be partitioned 8 Pupils partition numbers 6 to 10 in different ways

Year One

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Spring 1 into Spring 2	Additive structures	NCETM – CP Unit 6 https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-6-additive-structures/		4 weeks	1 Pupils combine two or more parts to make a whole 2 Pupils explain that addends can be represented in any order. This is called the commutative law 3 Pupils explain that the = sign can be used to show that the whole and the sum of the parts are equal (2 parts) 4 Pupils add parts to find the value of the whole and write the equation 5 Pupils find the missing addend in an equation 6 Pupils partition a whole into two parts and express this with a subtraction equation 7 Pupils make addition and subtraction stories and write equations to match 8 Pupils represent 'first, then, now' stories with addition equations (2 parts) 9 Pupils represent 'first, then, now' stories with subtraction equations (2 parts) 10 Pupils represent different types of stories with subtraction calculations 11 Pupils make addition and subtraction stories, writing equations to match 12 Pupils work out the missing part of an addition story and equation if the other two parts are known 13 Pupils work out the missing part of a subtraction story and equation if the other two parts are known 14 Pupils explain that addition and subtraction are inverse operations (2 parts) 15 Pupils use additive structures to think about addition and subtraction equations in different way

Year One

Spring 2	Addition and subtraction facts within 10	NCETM – CP Unit 7 https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-7-addition-and-subtraction-facts-within-10/		3 weeks	1 Pupils explain that addition is commutative 2 Pupils find pairs of numbers to 10 (2 parts) 3 Pupils add and subtract 1 from any number 4 Pupils explain what the difference is between consecutive numbers 5 Pupils explain what happens when 2 is added to or subtracted from odd and even numbers 6 Pupils explain what the difference is between consecutive odd and even numbers 7 Pupils explain what happens when zero is added to or subtracted from a number 8 Pupils explain what happens when a number is added to or subtracted from itself 9 Pupils double numbers and explain what doubling means 10 Pupils halve numbers and explain what halving means 11 Pupils use knowledge of doubles and halves to calculate near doubles and halves 12 Pupils represent different types of stories with subtraction calculations 13 Pupils use knowledge and strategies to add 5 and 3 and 6 and 3
Summer 1	Numbers 0 to 20	NCETM – CP Unit 8 https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-8-numbers-0-to-20/		4 weeks	1 Pupils explain that the digits in the numbers 11 to 19 express quantity 2 Pupils explain that the digits in the numbers 11 to 19 express position on a number line 3 Pupils identify the quantity shown in a representation of numbers 11 to 19 4 Pupils use knowledge of '10 and a bit' to solve problems 5 Pupils use knowledge of '10 and a bit' to solve problems 6 Pupils explore odd and even numbers within 20 7 Pupils double the numbers 6 to 9 and halve the result, explaining what doubling and halving is 8 Pupils use knowledge of addition facts within 10 to add within 20

Year One

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Summer 1 into Summer 2	Unitising and coin recognition	NCETM – CP Unit 9 https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-9-unitising-and-coin-recognition/		5 weeks	1 Pupils count efficiently in groups of two 2 Pupils count efficiently in groups of ten 3 Pupils count efficiently in group of five 4 Pupils count efficiently by counting in groups of two, five and ten 5 Pupils explain the value of a 1p coin in pence 6 Pupils recognise and explain the value of 2p, 5p and 10p coins 7 Pupils explain that a single coin can be worth several pennies 8 Pupils use knowledge of the value of coins to solve problems 9 Pupils calculate the total value of the coins in a set of 2p coins 10 Pupils calculate the total value of the coins in a set of 5p coins 11 Pupils calculate the total value of the coins in a set of 10p coins 12 Pupils compare sets of 2p, 5p and 10p coins 13 Pupils relate what they have learnt to a real-life context 14 Pupils work out how many coins are needed to make a value of 10p 15 Pupils work out how many coins are needed to make a total value of 20p 16 Pupils use knowledge of the value of coins to solve problems

Year One

Summer 2	Position and direction	White Rose Summer Position and Direction Unit NCETM guidance: https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-10-position-and-direction/		1 week 1 Pupils can describe turns 2 Pupils can describe position – left and right 3 Pupils can describe position – forwards and backwards 4 Pupils can describe position – above and below 5 Pupils can use ordinal numbers Cross-curricular opportunities to address this topic • PE - provides opportunities to experience, feel and understand positional language and whole and half rotation in a range of contexts such as dance, team sports and games. • English - while speaking and listening and in general classroom routines such as “please can you put your reading book inside the cupboard which is halfway down the corridor?”, take the opportunity to reinforce the language of position and direction whenever you can. This could include ordering parts of a story or drawing a story map. You could read stories featuring positional and directional language such as ‘Rosie’s Walk’ by Pat Hutchins or ‘We’re Going on A Bear Hunt’ by Michael Rosen. Draw attention to positional and directional language with the children. • Art and Design - study examples of art with different perspectives, pattern and rotation such as tessellations. • Computing - while using a programmable toy, coding and programming, pupils will have the opportunity to use and reinforce the language. You may want to look at electronic maps or tools such as Google Earth to think about proportional relationships between points. • Geography - using directional language to describe locations or routes on simple maps or plans will present the chance to use and understand these words accurately.
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Year One

Summer 2	Position and direction	White Rose Summer Time Unit NCETM guidance: https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-11-time/		2 weeks 1 Pupils can explain before and after 2 Pupils can recognise the days of the week 3 Pupils can recognise the months of the year 4 Hours, minutes, seconds 5 Tell the time to the hour 6 Tell the time to the half hour Useful resources: • Online interactive clocks: ITP clock (Mathsframe), Teaching Clock (topmarks.co.uk). • Teaching telling the time: a non-standard approach. This article, written by a Y3 teacher, reflects on teaching telling the time using an approach she observed in Shanghai. • BBC CBeebies Numberblocks Specials: About Time.
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Assessment questions, linked to the DFE's Ready-to-Progress Criteria:

<https://www.ncetm.org.uk/classroom-resources/cp-year-1-curriculum-map/>