Netherthorpe Primary School (updated December 2021)

**Maths Long Term Plan with Progression of Skills**

**Year 1**

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| **Autumn** | | | |
| **Knowledge** | 1NPV–1 Count forwards and backwards within 100  1NPV–2 Numbers to 20 in the linear number system | 1NPV–1 Count forwards and backwards within 100  1NPV–2 Numbers to 20 in the linear number system | 1NPV–2 Numbers to 20 in the linear number system  1AS–1 Compose and partition numbers to 10 |
| **Unit 1**  **Counting Within 100** | **Unit 2**  **Comparison of quantities and part-whole relationships** | **Unit 3**  **Numbers 0-5** |
| **Progression of Skills** | * Count within 100 in different ways | * Explain that items can be compared using length and height. * Explain that items can be compared using weight/mass and volume/capacity. * Count a set of objects. * Compare sets of objects. * Use equality and inequality symbols to compare sets of objects. * Use equality and inequality symbols to compare expressions. * Explain what a whole is. * Explain that a whole can be split into parts. * Explain that a whole can represent a group of objects. * Identify a part of a whole group. * Explain what a part-whole model is. * Use a part-whole model to represent a whole partitioned into two parts. * Use a part-whole model to represent a whole partitioned into more than two parts. | * Explain that numbers can represent how many objects there are in a set * Explain that ordinal numbers show a position and not a set of objects * Partition numbers one to five in different ways * Partition the numbers one to five in a systematic way * Find a missing part when one part and the whole is known * Show one more and one less than a number using representations. Pupils describe this accurately. * Show one more and one less than a number using representations. Pupils describe this accurately. * Use a bar model to represent a whole partitioned into two parts |

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| **Spring** | | | | |
| **Knowledge** | 1G–1 Recognise common 2D and 3D shapes  1G–2 Compose 2D and 3D shapes from smaller shapes | 1NPV–2 Numbers to 20 in the linear number system  1AS–1 Compose and partition numbers to 10 | 1AS–2 Read, write and interpret additive equations | 1NF–1 Fluently add and subtract within 10 |
| **Unit 4**  **Recognise, compose, decompose and manipulate 2D and 3D shapes** | **Unit 5**  **Numbers 0-10** | **Unit 6**  **Additive Structures** | **Unit 7**  **Addition and Subtraction facts within 10** |
| **Progression of Skills** | * Compose pattern block images * Copy, extend and develop repeating and radiating pattern block patterns * Compose tangram images * Investigate tetromino and pentomino arrangements * Pupils investigate ways that four cubes can be composed into different 3D models * Explore, discuss and compare 3D shapes * Identify 2D shapes within 3D shapes * Explore, discuss and compare 2D shapes * Explore, discuss and identify circles and shapes that are not circles from shape cut-outs * Explore, discuss and identify triangles and shapes that are not triangles from shape cut-outs * Explore, discuss and identify rectangles (including squares) from shape cut-outs | * Count a set of objects and match the spoken number to the written numeral and number name * Represent the numbers 6 to 10 using a five and a bit structure * Identify the whole and parts of the numbers 6 to 10 using the five and a bit structure * Explore the numbers 6 to 10 using the part whole model and the five and a bit structure * Explain where 6, 7, 8 and 9 lie on a number line * Explain what odd and even numbers are and the difference between them * Explain how even and odd numbers can be partitioned * Partition numbers 6 to 10 in different ways * Partition the numbers 6 to 10 in a systematic way * Identify a missing part when a whole is partitioned into two parts | * Combine two or more parts to make a whole * Explain that addends can be represented in any order. This is called the commutative law * Explain that the = sign can be used to show that the whole and the sum of the parts are equal (1) * Explain that the = sign can be used to show that the whole and the sum of the parts are equal (2) * Add parts to find the value of the whole and write the equation * Find the missing addend in an equation * Explain how even and odd numbers can be partitioned * Make addition and subtraction stories and write equations to match * Represent ‘first, then, now’ stories with addition equations (1) * Represent ‘first, then, now’ stories with addition equations (2) * Represent ‘first, then, now’ stories with subtraction equations (1) * Represent ‘first, then, now’ stories with subtraction equations (2) * Represent different types of stories with subtraction calculations * Make addition and subtraction stories, writing equations to match * Work out the missing part of an addition story and equation if the other two parts are known * Work out the missing part of a subtraction story and equation if the other two parts are known * Explain that addition and subtraction are inverse operations (1) * Explain that addition and subtraction are inverse operations (2) * Use additive structures to think about addition and subtraction equations in different ways | Explain that addition is commutative  Find pairs of numbers to 10 (1)  Find pairs of numbers to 10 (2)  Add and subtract 1 from any number   * Explain what the difference is between consecutive numbers * Explain what happens when 2 is added to or subtracted from odd and even numbers * Explain what the difference is between consecutive odd and even numbers * Explain what happens when zero is added to or subtracted from a number * Explain what happens when a number is added to or subtracted from itself * Double numbers and explain what doubling means * Halve numbers and explain what halving means * Use knowledge of doubles and halves to calculate near doubles and halves * Represent different types of stories with subtraction calculations * Use knowledge and strategies to add 5 and 3 and 6 and 3 |

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| **Summer** | | | | |
| **Knowledge** |  | | | |
| **Specific Knowledge** | **Unit 8** | **Unit 9** | **Unit 10** | **Unit 11** |
| **Progression of Skills** | Will be updated soon | | | |