ST. JOHN BOSCO RC PRIMARY SCHOOL

Long Term Plan	Ready to Progress Criteria/ Assessment Guidance	Year Group:	1

	Autumn Term		Spring Term		Summer Term	
Number and Place Value	1NPV-1 Count within 100, forwards and backwards, starting with any number (use numbers to 10) • Count through the number system. • Place value within 10. • Compare and order numbers. • Add and subtract within 10. **Problem Solving** • Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) • Independently chose to represent thinking using concrete and pictorial representations, if required • Independently chose to scaffold thinking using concrete and pictorial representations, as appropriate. • Begin to independently find a starting point to break into a problem Reasoning • Describe • Listen to the descriptions of others	**1NPV-1** Count within 100, forwards and backwards, starting with any number **(use numbers to 20)** • Count through the number system. • Place value within 20. • Compare and order numbers. • Add and subtract within 20. **1NPV2 Reason about the location of numbers to 20 within the linear number system** **1NPV2 Compare numbers to 20 using < > and =** • Reason about the location of larger numbers within the linear number system. • Compare and order numbers. • Read scales. **Problem Solving** • Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) • Independently chose to represent thinking using concrete and pictorial representations, if required • Independently chose to		1NPV-1 Count within 100, forwards and backwards, starting with any number (use numbers to 50) • Count through the number system. • Place value within 50. • Compare and order numbers. • Add and subtract within 50. Problem Solving • Independently find possibilities. • With support (adult, peer) check work (e.g. look for other possibilities, repeats, missing answers and errors). Reasoning • Begin to describe and explain with reasons • With support, listen to others' explanations and try to make sense of them		1NPV-1 Count within 100, forwards and backwards, starting with any number (use numbers to 100) • Count through the number system. • Place value within 100. • Compare and order numbers. • Add and subtract within 100. Problem Solving • With support (adult, peer0 check work (e.g. look for other possibilities, reports, missing answers and errors) • Independently pattern spot and copy and continue a patters (objects, shapes, numbers, spatial) predicting what will come next. • With support, investigate statements Reasoning • Independently describe and explain with reasons • Independently isten to others' explanations and try to make sense of them

		scaffold thinking using concrete and pictorial representations, as appropriate. • Begin to independently find a starting point to break into a problem Reasoning • Describe • Listen to the descriptions of others				
Addition and Subtraction **Multiplication and Division** **Fractions**	1NF-1 Develop fluency in addition and subtraction facts within 10 • Add and subtract across 10. • All future additive calculation. • Add within a column during columnar addition when the column sums to less than 10 (no regrouping). 1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. • Add and subtract within 10. **Problem Solving** • Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) • Independently chose to represent thinking using concrete and pictorial representations, if required • Independently chose to scaffold thinking using concrete and pictorial	1NF-1 Develop fluency in addition and subtraction facts within 10 • Subtract across 10. • Subtract within a column during columnar subtraction when the minuend of the column is larger than the subtrahend (no exchanging). 1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. • Add and subtract within 10. **Problem Solving** • Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract) • Independently chose to represent thinking using concrete and pictorial representations, if required • Independently chose to scaffold thinking using concrete and pictorial representations, as appropriate.	1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. • Add and subtract within 10. 1AS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. • Represent composition and decomposition of numbers using equations. Problem Solving • Independently find possibilities. • With support (adult, peer) check work (e.g. look for other possibilities, repeats, missing answers and errors). Reasoning • Begin to describe and explain with reasons • With support, listen to others' explanations and try to make sense of them		1NF-2 Count forwards and backwards in multiples of 10 up to 10 multiples beginning with any multiple. • Recall the 10 multiplication tables. • Carry out repeated addition and multiplication of 10, and divide by 10. • Identify multiples of 10. 1NF-2 Count forwards and backwards in multiples of 5 up to 10 multiples beginning with any multiple. • Recall the 5 multiplication tables. • Carry out repeated addition and multiplication of 5 and divide by 5. • Identify multiples of 5 1NF-2 Count forwards and backwards in multiples of 2 up to 10 multiples beginning with any multiple. • Recall the 5 multiplication tables. • Carry out repeated addition and multiplication of 2 and divide by 2 • Identify multiples of 2 1NF-2 Count forwards and backwards through the odd numbers • Unitise in tens. • Identify odd and even	.

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Geometry **Measurement**		1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. • Describe properties of shape. • Categorise shapes. • Identify similar shapes. 1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. • Find the area or volume of a compound shape by decomposing into constituent shapes. **Problem Solving** • Engage with mathematical activities	**Measurement: Length and Height (No RTP)** ▪ Compare lengths and heights ▪ Measure length Problem Solving • Independently find possibilities. • With support (adult, peer) check work (e.g. look for other possibilities, repeats, missing answers and errors). Reasoning • Begin to describe and explain with reasons With support, listen to others' explanations and try to make sense of them	**Measurement: Weight and Volume (No RTP)** ▪ Measure mass ▪ Compare mass ▪ Measure capacity ▪ Compare capacity Problem Solving • Independently find possibilities. • With support (adult, peer) check work (e.g. look for other possibilities, repeats, missing answers and errors). Reasoning • Begin to describe and explain with reasons With support, listen to others' explanations and try	1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. ▪ Rotate, translate and reflect 2D shapes. ▪ Identify congruent shapes. Problem Solving • With support (adult, peer0 check work (e.g. look for other possibilities, reports, missing answers and errors) • Independently pattern spot and copy and continue a patters (objects, shapes, numbers, spatial) predicting what will	**Measurement: Money (No RTP)** ▪ Recognise coins ▪ Recognise notes ▪ Count in coins **Measurement: Time (No RTP)** ▪ Recognise the language of before and after ▪ Use dates ▪ Recognise time to the hour ▪ Recognise time to the half hour ▪ Write time ▪ Compare time Problem Solving

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