

## ST. JOHN BOSCO RC PRIMARY SCHOOL

Long Term Plan		Ready to Progress Criteria/ Assessment Guidance Year		ar Group: 1		
	Autum	n Term	Spring	Term	Summe	er Term
Number and Place Value	<ul> <li>INPV-1 Count within 100, forwards and backwards, starting with any number (use numbers to 10)</li> <li>Count through the number system.</li> <li>Place value within 10.</li> <li>Compare and order numbers.</li> <li>Add and subtract within 10.</li> <li>Problem Solving</li> <li>Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract)</li> <li>Independently chose to represent thinking using concrete and pictorial representations, if required</li> <li>Independently chose to scaffold thinking using concrete and pictorial representations, as appropriate.</li> <li>Begin to independently find a starting point to break into a problem</li> <li>Reasoning</li> <li>Describe</li> <li>Listen to the descriptions of others</li> </ul>	<ul> <li>INPV-1 Count within 100, forwards and backwards, starting with any number (use numbers to 20)</li> <li>Count through the number system.</li> <li>Place value within 20.</li> <li>Compare and order numbers.</li> <li>Add and subtract within 20.</li> <li>INPV2 Reason about the location of numbers to 20 within the linear number system</li> <li>INPV2 Compare numbers to 20 within the linear number system</li> <li>INPV2 Compare numbers to 20 using &lt; &gt; and =</li> <li>Reason about the location of larger numbers within the linear number system.</li> <li>Compare and order numbers.</li> <li>Read scales.</li> <li>Problem Solving</li> <li>Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract)</li> <li>Independently chose to represent thinking using concrete and pictorial representations, if required</li> <li>Independently chose to</li> </ul>		<ul> <li>INPV-1 Count within 100, forwards and backwards, starting with any number (use numbers to 50)</li> <li>Count through the number system.</li> <li>Place value within 50.</li> <li>Compare and order numbers.</li> <li>Add and subtract within 50.</li> <li>Problem Solving</li> <li>Independently find possibilities.</li> <li>With support (adult, peer) check work (e.g. look for other possibilities, repeats, missing answers and errors).</li> <li>Reasoning</li> <li>Begin to describe and explain with reasons</li> <li>With support, listen to others' explanations and try to make sense of them</li> </ul>		<ul> <li>INPV-1 Count within 100, forwards and backwards, starting with any number (use numbers to 100)</li> <li>Count through the number system.</li> <li>Place value within 100.</li> <li>Compare and order numbers.</li> <li>Add and subtract within 100.</li> <li>Problem Solving</li> <li>With support (adult, peer0 check work (e.g. look for other possibilities, reports, missing answers and errors)</li> <li>Independently pattern spot and copy and continue a patters (objects, shapes, numbers, spatial) predicting what will come next.</li> <li>With support, investigate statements Reasoning</li> <li>Independently describe and explain with reasons</li> <li>Independently isten to others' explanations and try to make sense of them</li> </ul>

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

	representations, as appropriate. Begin to independently find a starting point to break into a problem <b>Reasoning</b> Describe Listen to the descriptions of others	<ul> <li>Begin to independently find a starting point to break into a problem Reasoning</li> <li>Describe</li> <li>Listen to the descriptions of others</li> </ul>			numbers 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 listen to others' explanations and try to make sense of them	
Geometry Measurement		<ul> <li>1G-1 Recognise common</li> <li>2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.</li> <li>Describe properties of shape.</li> <li>Categorise shapes.</li> <li>Identify similar shapes.</li> <li>1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</li> <li>Find the area or volume of a compound shape by decomposing into constituent shapes.</li> <li>Problem Solving</li> <li>Engage with mathematical activities</li> </ul>	<ul> <li>Measurement: Length and Height (No RTP)</li> <li>Compare lengths and heights</li> <li>Measure length</li> <li>Problem Solving</li> <li>Independently find possibilities.</li> <li>With support (adult, peer) check work (e.g. look for other possibilities, repeats, missing answers and errors).</li> <li>Reasoning</li> <li>Begin to describe and explain with reasons</li> <li>With support, listen to others' explanations and try to make sense of them</li> </ul>	Measurement: Weight and Volume (No RTP) Measure mass Compare mass Measure capacity Compare 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	<ul> <li>1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</li> <li>Rotate, translate and reflect 2D shapes.</li> <li>Identify congruent shapes.</li> <li>Problem Solving</li> <li>With support (adult, peer0 check work (e.g. look for other possibilities, reports, missing answers and errors)</li> <li>Independently pattern spot and copy and continue a patters (objects, shapes, numbers, spatial) predicting what will</li> </ul>	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

and problems make	19	to make sense of them	come next.	With support (adult
links and moving	-8		With service and	• with support (adult,
hotwoon different			• with support,	peero check work (e.g.
between unterent			investigate statements	look for other
representations			Reasoning	possibilities, reports,
(concrete, pictorial,			<ul> <li>Independently describe</li> </ul>	missing answers and
abstract)			and explain with	errors)
Independently chose	e to		#000000	<ul> <li>Independently pattern</li> </ul>
represent thinking u	sing			spot and copy and
concrete and pictor	al		<ul> <li>Independently listen to</li> </ul>	continue a patters
representations, if			others' explanations	(objects shapes
required			and try to make sense	numbers spatial)
<ul> <li>Independently show</li> </ul>			of them	predicting what will
			of them	predicting what will
scattold thinking us	ng			come next.
concrete and pictor	al			<ul> <li>With support,</li> </ul>
representations, as				investigate statements
appropriate.				Reasoning
Begin to independe	ntly			• Independently describe
find a starting point	to			and evoluin with
break into a problem				and explain with
Resoning	1			reasons
Reasoning				
• Describe				Independently listen to
Listen to the				others' explanations and try
descriptions of othe	rs			to make sense of them
F F F F F F F F F F F F F F F F F F F				to make sense of them