BJA Maths LTP – Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	HEER I	Number: Place	e Value (within 10)	1100K 4	TICCR J	Number: /	Addition and Subtraction	(within 10)	HCCK J	Geometry: Shapo	Number: Place	Value (within 20)
						Number. /		Geometry. Shape	Nullibel. Flace	value (within 20)		
Autumn Mental Maths Objectives	National Curriculum objec 1. Count to 100, forwards 2a. Count, read and write 3. Given a number, identif 4. Identify and represent r use the language of: equa	tives – <mark>all using 0-10</mark> and backwards, beginnin numbers to 100 in numer y one more and one less numbers using objects and l to, more than, less than	g with 0 or 1, or from any give als d pictorial representations inc (fewer), most, least	en number luding the number line, and	National Curriculum object 1. Read, write and interpre 2. Represent and use num 3. Add and subtract one-d 4. Solve one-step problem number problems	tives - all using 0-10 et mathematical statements aber bonds and related sub- igit and two-digit numbers t as that involve addition and	involving addition, subtracti raction facts within 20 o 20, including zero subtraction, using concrete	National Curriculum objectives National Curriculum objectives – all using 0-20 1. Count to 100, forwards and backwards, 1. Recognise and name common 2D and 3D shapes 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				
Counting forwards and backwards to 20	Small Steps - Week 1				Small Steps -			Small Steps - Week 1	 Identify and represent in pictorial representations in and use the language of: 	numbers using objects and ncluding the number line, equal to more than less		
Number bonds to 5	Sort objects				Part-whole mo	del		 2D shapes 3D shapes	than (fewer), most, least 5. read and write numbers	s 1 to 20 in words.		
Chanting in 2s, 5s	Count objects				Addition symbol	ol			Small Steps -			
and 10s	Represent objects				 Addition – addition 	ing together			Week 1			
+ revise previous	Week 2				 Addition – addition 	ing more			Count forward	ls and backwards and		
unit objectives	Count, read and write forwards from any number 0 to 10				Finding a part				write numbers words	s to 20 in numerals and		
	 Count, read ar 	nd write backwards from a	any number 0 to 10		 Fact families – 	addition facts			You could use	e numbers as words for		
	Count one mo	re			Week 3				this week's sp	pellings		
	Count one less	6			Find number b	onds for numbers within 10					Numbers from	n 11 to 20
	Week 3				Systematic me	thods for number bonds wit	hin 10				Tens and one	S .
	One-to-one co	rrespondence to start to o	compare groups		Number bonds	to 10 (bar model could be	introduced here)				Count one mo	ore or one less
	 Compare grou 	ps using language such a	as equal, more/greater, less/fe	ewer	Comparing nur	mber bonds					Week 2	
	 Introduce < > a 	and = symbols			Week 4						Compare grou	ups of objects
	 Compare num 	bers			 Subtraction – t 	aking away, how many left?	P Crossing out				Compare num	nbers
	Wook 4				 Subtraction – t 	aking away, how many left?	The subtraction symbol				Order groups	of objects
	Order number	s			 Subtraction – f 	inding a part, breaking apar	t				Order number	rs
	Ordinal number	ars			Subtraction – f	inding the difference						
	The number live	ne			Week 5							
					Fact families –	The 8 facts						
					Comparing add	dition and subtraction sente	nces a + b > c					
					 Comparing addition and subtraction sentences a + b > c + d 							
Cross curricular links												
	Number: A	Addition and Subtraction	on (within 20)	Nur	mber: Place Value (within	50)	Measurement:	Length & Height	Measurement: \	Veight & Volume	Measurem	ent: Money
Spring	National Curriculum objectives - all using 0-20 National Curric 1. Read, write and interpret mathematical statements involving addition, 1. Count to 100			National Curriculum object 1. Count to 100, forwards	Curriculum objectives – <mark>all using 0-50</mark> to 100, forwards and backwards, beginning with 0 or 1, or from any			National Curriculum objectivesNational Curriculum obje1a. Compare, describe and solve practical1b&c. Compare, describe			National Curriculum objec 3. Recognise and know th	ctives he value of different
Mental Maths	subtraction and equals sig 2. Represent and use num	subtraction and equals signs 2. Represent and use number bonds and related subtraction facts within 20 2a. Count read and			numbers to 100 in numerals	:	problems for lengths and 2a. measure and begin to	problems for lengths and heights problems for - Weight and m			denominations of coins a	nd notes
Objectives	3. Add and subtract one-o	ligit and two-digit numbers	s to 20, including 0	3. Given a number, identi	fy one more and one less		heights		- Capacity and	volume	Children will find this unit	easier if they can count in
Counting forwards	4. Solve one-step problem concrete objects and picto	 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems Identify and represent including the number line 			numbers using objects and p , and use the language of: eq	qual to, more than, less	Small Steps -		2b&c. measure and begin	to record	25, 55, and 105	
and backwards to 50	than (fewer), most, lea			than (fewer), most, least			Week 1		- Weight and m	ass	Small Steps -	
Number bonds to 10	Week 1 Small Steps -			Small Steps -			Compare leng	oths and heights	- Capacity and	volume	Recognising of the second	coins
	 Add by countir 	ng on		Week 1	0		Measure leng	ths	Small Stone		Counting coin	s
division facts	Find and make number bonds Add by making 10 Represent			v e		Week 2 Week 1				Week 2		
Introduce TT				Represent put	Penresent numbers to 50			oths and heights	Introduce weight	ght and mass	Recognising r	ootes
Rockstars	Week 2						Measure leng	ths	Measure mas	S	Comparing an	nounts using coins and
+ revise previous	Subtraction no	t crossing 10		Week 2					Compare mas	S	notes	
unit objectives	Subtraction cre	ossing 10 (1 & 2)		Compare obje	ects within 50				Week 2			
	Week 3			Compare num	iders within 50				Introduce cap	Introduce capacity and volume		
	Related facts			Week 3					Measure capa	acity		
	Compare num	ber sentences		One more one	eless				Compare cap	acity		
				Order number	rs within 50							
Cross curricular links												
		Number: Multiplicatio	n and Division (within 50)		Number:	Fractions	Measurement:	N	umber: Place Value (to 1	00)	Measurer	nent: Time
Summer	National Curriculum objectives - <mark>all using 0-50</mark> 1. Solve one-step problems involving multiplication and division			National Curriculum object	tives	Position & Direction	National Curriculum obier	ctives 1. Count to 100 forwa	rds and backwards	National Curriculum obier	ctives	
				1. Recognise, find and nar	me a half as one of two	National Curriculum	beginning with 0 or 1, or t	from any given number	ana saonnarao,	1d. Compare, describe ar	nd solve practical	
Mental Maths	Small Steps -			equal parts and a quarter a an objects, shapes or qual	as one ot 4 equal parts of ntities	objectives 2a. Count, read and write numbers to 100 in numers 1. Describe position, 3. Given a number, identify one more and one less			S	problems for time 2d. measure and begin to	o record time	
Objectives	Week 1, 2 & 3				Small Steps - 4. Identify and represent numbers u				numbers using objects and p	pictorial representations	4. Sequence events in ch	ronological order
Counting forwards	Count in 2s/ 5s/ 10s (1 week on each followed by all other objectives)				Week 1		whole, half, quarter and	than (fewer), most, least	, ฉกัน นระ เกิย เล่าเป็นสินย์ ปโ. 6	yuai io, more inali, less	Inc. days, weeks, months	& years
and backwards to	Make equal ar	rays					three quarter turns.	Small Steps -			6. Tell the time to the hou and draw the hands on a	r and half past the hour clock
	1				1		1					· · · ·

Number bonds for 20 Doubles to 20/ haives to 20 + revise previous unit objectives	• Week 4	Add equal groups Make arrays Make equal groups – grouping & sharing Make doubles	• Week 2 •	Find a half 1 and 2 Find a quarter 1 and 2	Week 1	Describe turns Describe position	Week 1 • Week 2 • Week 3	Counting forwards and backwards within 100 Partitioning numbers Comparing numbers 1 and 2 Ordering numbers One more, one less	Small Steps - Week 1 Before and after Dates Time to the hour Week 2 Time to the half hour Writing time Comparing time
Cross curricular links									

Link for planning <u>https://whiterosemaths.com/resources/primary-resources/primary-sols/</u> (includes example videos)

Tips

Additional objective/ method Numbers may differ to NC objective