MATHS MTP

Year 1

RtP objectives are in red – these are to be the priority and covered first before N.C objectives

The following RtP objectives are covered daily through Ten A Day:

1NPV–1 Count within 100, forwards and backwards, starting with any number.

1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =

1NF–1 Develop fluency in addition and subtraction facts within 10.

1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.

1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.

1AS–2 Read, write and interpret equations containing addition ( ), subtraction ( ) and equals ( ) symbols, and relate additive expressions and equations to real-life contexts.

TERM 1:1	Week 1, Week 2, Week 3 and Week 4 Place Value (within 10)	Week 5, Week 6, Week 7 and Week 8 Addition and subtraction (within 10)
Week 1 = 2 days of x tables unitising (8 weeks)	INPV-1 Count within 100, forwards and backwards, starting with any number (Within 10). INPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. (Within 10). Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words.	IAS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. IAS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. INF-1 Develop fluency in addition and subtraction facts within 10. (National Curriculum within 20) Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 10 Add and subtract one-digit 10, including zero Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.

TERM 1:2	Week 1 and Week 2 Geometry Shape	Week 3 and 4 Number and place value (within 20)	Week 5, Week 6 and Week 7 Addition and subtraction (within 20)
(7 weeks) Week 1 = 2 days of x tables more than one group 1 day of an arithmetic test.	IG-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. IG-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	1NPV-1 Count within 100, forwards and backwards, starting with any number. (Within 20) 1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. (Multiples of two) Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words.	1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, <mark>including recognising odd and even numbers.</mark> (National Curriculum within 20) 1AS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. 1NF-1 Develop fluency in addition and subtraction facts within 10. (National Curriculum within 20) Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.

TERM 2:1	Week 1, Week 2 and Week 3 Number and place value (within 50) (Recap place value within 20)	Week 4 and Week 5 Measurement (length and height)

(5 weeks)
 	
Week 1 = 2 days of x tables
 	
equal and unequal groups
	INPV-1 Count within 100, forwards and backwards, starting with any number.
	
	INF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. (Multiples of ten)
	
	(National Curriculum read and write numbers to 100)
	
	Given a number, identify one more and one less
	
	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		Compare, describe and solve practical problems for:
		  lengths and heights [for example, long/short, longer/shorter, tall/short, double/half].
		
		Measure and begin to record the following:
		  lengths and heights

TERM 2:2	Week 1 and Week 2 Measurement (weight and volume)	Week 3 & 4 Multiplication and division

(5 weeks) Week 1 = 2 days of x tables 2s 1 week of NFER Tests	Compare, describe and solve practical problems for: Mass/weight [for example, heavy/light, heavier than, lighter than] Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] Measure and begin to record the following: mass/weight capacity and volume	INF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. (Multiples of 2, 5 and 10) Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	
TERM 3:1	Week 1, Week 2 and Week 3 Fractions	Week 4 Geometry (position and direction)	Week 5, Week 6 and Week 7 Time
Week 1 = 2 days of x tables 10s (7 weeks)	Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Describe position, direction and movement, including whole, half, quarter and three quarter turns.	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. Compare, describe and solve practical problems for time. (For example, quicker, slower, earlier, later) Recognise and use language relating to dates, including days of the week, weeks, months and years.

			Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
TERM 3:2	Week 1, Week 2 and Week 3 Number and place value (within 100)		Wk 4 and 5 - Measurement (money)
(7 weeks) Week 1 = 2 days of x tables 5s 1 week of NFER Tests 1 week of Transition week	INPV-1 Count within 100, forwards and backwards, starting with any number. Count in multiples of twos, fives and tens Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.		Recognise and know the value of different denominations of coins and notes.