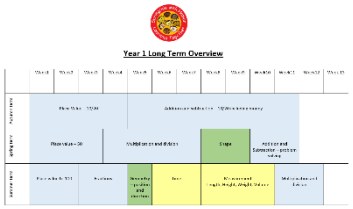
Year 1 Long Term Overview

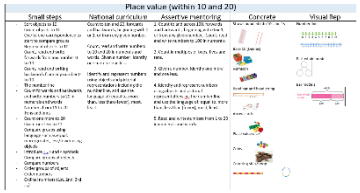
	Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10	Week11	Week12	Week 13
Autumn term	**Place Value – 10/20** - Part, Part Whole models - Counters - Straws - Dienes - Tens frames - < > =				**Addition and subtraction – 10/20** - VCP (+ A2) (- S3) - Coins models - Numicon - Counters Tens frames - < > = - Part Part Whole					**Shape** - 2D shapes - 3D shapes			
Spring term	**Place value – 50** - Part, Part Whole models - Dienes - Straws - Tens frames - Place value charts - Counters		**Multiplication and division**				**Money**		**Fractions**				
Summer term	**Place value to 100**		**Addition and Subtraction – problem solving**		**Multiplication and division**		**Time**		**Length, Height, Weight, Volume**		**Geometry – position and direction**		

Daily Maths lessons at Hamer

Structure of a lesson

- Counting forwards and backwards (2 minutes)
- 6 a day arithmetic and revision question alternate days (5mins answer – recorded in books) 6 a day – give them the answers/ go over one question, revision question discuss with the children – during the revision question any misconceptions from children on the 6 a day can be targeted
- Vocabulary – including the my turn your turn approach or synonyms for other words eg add. This may be a retrieval based on the previous day.
- Main body of the lesson
- Independent work



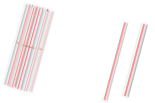
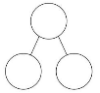
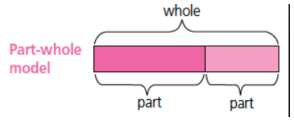


When planning for learning:

- Start with the new long term overview
- Use the same document that breaks this down into a medium term plan
- Use the small steps on the medium term plan to support planning
- Go to the White Rose documents on the O drive under – Updated Maths – 00 Maths – Deeping Materials – White Rose Hub – New White Rose – find your year group
- When designing the lesson, consider the following: What is the start point? What existing skills and knowledge may they have or need to revisit? What Concrete resources may you need? What Visual representations may you want use? What is the key learning in the lesson? What language do you need to model? Are there any sentence stems? Are there any key words the children need to know the definitions of? What is the end point?
- For support with designing questions for appropriate activities for independent learning please use the following
    - White Rose (On the O Drive follow above)
    - I See reasoning and problem solving (On the O Drive follow above)
    - Maths Hub – teaching for mastery (On the O Drive follow above)
    - NCTEM (On the O Drive follow above)
    - Classroom secrets
    - Nrich
- Remember the three key elements of Maths – Fluency, Reasoning and Problem Solving (There needs to be a balance between all three of them for children to develop a deep secure understanding and mastery of the curriculum)

	Counting (Forwards and Backwards)	Times tables (Forwards and Backwards)	Resources to support
Nursery	Number rhymes Movement counting Environmental counting Touch counting Counting up to 10		Counting sticks Counting hoops Number lines Hundred squares Multiplication squares Numicon Meter ruler Bead strings Straws Competitions/races/games around tables etc Count me in Clap and count Sensory equipment (eg, use of a bouncing ball, dropping marbles in a jar) Killer 15 21 Fizz Buzz Around the world Clapping and chanting BBC super movers (Goes forwards and backwards) Number fun songs
Reception	Counting to 10 and 20 Counting in 1's from different starting points up to 20 Counting in 2's from different starting points up to 20 Counting in 10s from different starting points up to 100 How many? Subitising – looking at patterns and pictures up to 10 Counting rhymes eg, five little speckled frogs	Counting in 2s, 5s and 10s	
Year 1	Counting to 10 and 20 Counting in 1's from different starting points crossing over 50 Counting in 2's from different starting points crossing over 50 Counting in odd and even numbers Counting in coins (1p, 2p, 5p, 10p, £1, £2, £5, £10) Counting in units of measures (cm)	2, 5 and 10	
Year 2	Revision from Year 1 Counting in 10s from different starting points up to 100 Counting in 2's from different starting points up to 100 Counting in odd and even numbers Counting in coins (1p, 2p, 5p, 10p, 20p, £1, £2, £5, £10) Counting in fractions (halves, quarters and thirds from any number to 10) – using pictures/resources to support Counting in different unit of measures (mm, cm, m) Counting in different times intervals	2, 3, 4, 5 and 10	
Year 3	Revision from Year 2 Counting in 50s/100s from different starting points Counting in 1000s from different starting points Counting in fractions (halves, thirds, quarters, fifths, eighths and tens) – using pictures/resources to support Counting in coins (1p, 2p, 5p, 10p, 20p. 50p, £1, £2, £5, £10) Counting in different unit of measures (mm, cm, m) Counting in different time intervals	2, 3, 4, 5, 6, 8 and 10	
Year 4	Revision from Year 3 Counting in 10's, 25s, 50's, 100s, 1000s from different starting points to 10,000 Counting in 10,000's from any start point Counting in square numbers Counting in coins in any amount (eg, 20p, 30p, 50p) Counting in unit fractions simplifying along the way (Eg ¼. ½. 3/4 , 1) Counting in decimals (tenths and hundredths) Counting in degrees (90, 180, 270 etc) Counting in different unit of measures (mm, cm, m, km) Counting in different time intervals	2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12	
Year 5	Revision from Year 4 Count in 10s, 25s, 50s, 100s, 1000s, 10000s, 100000s from different starting points to a million Counting in different units of measures Counting in prime numbers and cube numbers Counting below zero Counting in non-unit fractions (eg, 3/4)	2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12	
Year 6	Revision from Year 5 Counting in 10s, 25s, 50s, 100s, 1000s, 10000s, 100000s, 1000000s, from different starting points to ten million Counting in squared numbers to 20 Counting in decimals to 2 decimal places (including going below zero)	Times tables up to 15	

Place value (within 10 and 20)

Small steps	National curriculum	Assertive mentoring	Concrete	Visual Rep
- Count objects to 10 - One to one correspondence to start to compare groups - Represent objects to 10 - Count, read and write forwards from any number 0 to 10 - Count, read and writing backwards from any number 0 to 10 - The number line - Count forwards and backwards and write numbers to 20 in numerals and words - Numbers from 11 to 20 - Tens and ones 11 - 20 - Count one more to 20 - Count one less to 20 - Compare groups using language such as equal, more/greater, less/fewer using objects - Introduce = , > and < symbols - Compare groups of objects - Compare numbers - Order numbers - Ordinal numbers (1st, 2nd, 3rd ….)	Count to ten and 20, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 and 20 in numerals and words. Given a number, identify one more or 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.	1. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. 2. Count in multiples of twos, fives and tens. 3. Given a number, identify one more and one less. 4. Identify and represent numbers using objects and pictorial representations inc the number line, and use the language of: equal to, more than, less than (fewer), most, least. 5. Read and write numbers from 1 to 20 in numerals and words.	Straws bundled into 10s and 1s  Base 10 (Dienes)  Numicon  Bead bar and bead string   Arrow cards  Place value dice  Coins  Counting stick/hoop 	Number lines   Part whole model  Bar models 

Addition and subtraction (within 10 and 20)

Small steps

- Part whole model
- Addition symbol
- Fact families – Addition facts
- Find number bonds for numbers within 10
- Systematic methods for number bonds within 10
- Number bonds to 10
- Addition: Adding together
- Addition: Adding more
- Add by counting on
- Add by making 10 (not bridging)
- Finding a part (Missing numbers)
- Subtraction: Taking away, how many left? Crossing out
- Subtraction: Taking away, how many left? Introducing the subtraction symbol
- Subtraction: Finding a part, breaking apart
- Fact families – The 8 facts
- Subtraction: Counting back
- Subtraction: Finding the difference
- Subtraction – Not crossing 10
- Subtraction – Crossing 10 (1)
- Subtraction – Crossing 10 (2)
- Related Facts
- Compare number sentences
- Recognising coins
- Recognising notes
- Counting in coins
- Small values up to 10p
- Money unit taught separately

National curriculum

Represent and use number bonds and related subtraction facts within 10

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Add and subtract one digit numbers to 10, including zero.

Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

Recognise and know the value of different denominations of coins and notes.

Assertive mentoring

6. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

7. Represent and use number bonds and related subtraction facts within 20.

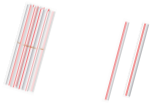
8. Add and subtract one-digit and two-digit numbers to 20, including zero.

9. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = _____ - 9.

15. Recognise and know the value of different denominations of coins and notes.

Concrete

Straws bundled into 10s and 1s



Base 10 (Dienes)



Numicon

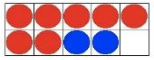


Bead bar and bead string





Tens frames



Discreet sets of objects e.g. counters, multilink



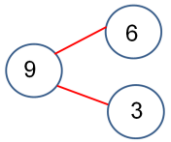


Money



Visual Rep

Part whole models



Number lines



Bar models

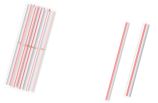
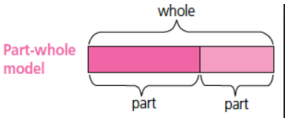
16	25
41	

16 + 25 = 41

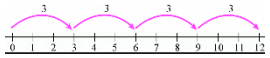
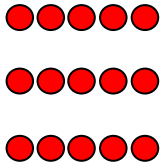
28	
10	18

28 – 10 = 18

Place value (within 50 including multiples of 2, 5 and 10)

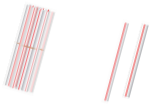
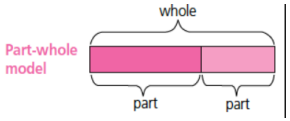
Small steps	National curriculum	Assertive mentoring	Concrete	Visual Rep
- Numbers to 50 - Tens and ones - Represent numbers to 50 - One more - One less - Compare objects within 50 - Compare numbers within 50 - Order numbers within 50 Used as starters and during counting - Count in 2s - Count in 5s - Count in 10s	Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or 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. Count in multiples of twos, fives and tens.	1. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. 2. Count in multiples of twos, fives and tens. 3. Given a number, identify one more and one less. 4. Identify and represent numbers using objects and pictorial representations inc the number line, and use the language of: equal to, more than, less than (fewer), most, least. 5. Read and write numbers from 1 to 20 in numerals and words	Straws bundled into 10s and 1s  Base 10 (Dienes)  Numicon  Bead bar and bead string Arrow cards  Place value dice  Coins  Counting stick/hoop 	Number lines   Part whole model  Bar models 

Multiplication and Division

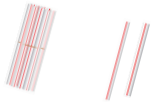
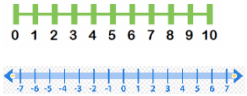
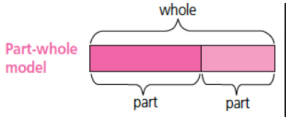
Small steps	National curriculum	Assertive mentoring	Concrete	Visual Rep
- Count in 10s - Count in 2s - Count in 5s - Repeated addition on a number line - Make equal groups - Add equal groups - Make arrays - Make doubles - Make equal groups - grouping - Make equal groups - sharing	Count in multiples of twos, fives and tens. 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.	10. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial reps and arrays with the support of the teacher.	Base 10 (Dienes)  Numicon  Bead bar and bead string   Discreet sets of objects e.g. counters, multilink to group and share   Money  Arrays   	Number lines  Bar models 7 7 7 21 7 x 3 = 21 24 8 8 8 24 ÷ 8 = 3 Arrays  5 x 3 = 15 15 ÷ 5 = 3 no inverse This needs changing – do not count in 3s in y1. 2,5,10

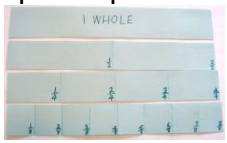
Shape				
Small steps	National curriculum	Assertive mentoring	Concrete	Visual Rep
- Recognise and name 2D shapes - Sort 2D shapes - Recognise and name 3D shapes - Sort 3D shapes - Patterns with 3D and 2D shapes	Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)	19. Recognise and name common 2-D shapes (e.g. rectangles, circles and triangles) and 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).	Links to real life objects Eg, Pringles tin, Balls, Cereal packets 2d shapes  3d shapes 	2d representations of 3d shapes 

Addition and Subtraction (Problem solving)

Small steps	National curriculum	Assertive mentoring	Concrete	Visual Rep
- Comparing addition and subtraction statements a + b > c - Comparing addition and subtraction statements a + b > c + d - Find & make number bonds - Compare Number Sentences	Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	9. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = _____ - 9.	Straws bundled into 10s and 1s  Base 10 (Dienes)  Numicon  Bead bar and bead string   Arrow cards  Place value dice  Coins  Counting stick/hoop 	Number lines   Part whole model  Bar models 

Place Value (within 100)

Small steps	National curriculum	Assertive mentoring	Concrete	Visual Rep
- Count to 100 - One more - One less - Partition numbers (Linked to bar models and part whole models) - Compare numbers (1) - Compare numbers (2) - Order numbers - Tens /ones	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. 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, most, least.	1. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. 2. Count in multiples of twos, fives and tens. 3. Given a number, identify one more and one less. 4. Identify and represent numbers using objects and pictorial representations inc the number line, and use the language of: equal to, more than, less than (fewer), most, least. 5. Read and write numbers from 1 to 20 in numerals and words.	Straws bundled into 10s and 1s  Base 10 (Dienes)  Numicon  Bead bar and bead string   Place value dice  Coins  Counting stick/hoop 	100 square  Number lines  Part whole model  Bar models 

Fractions				
Small steps	National curriculum	Assertive mentoring	Concrete	Visual Rep
- Halving objects - Halving shapes - Halving a quantity - Find a quarter objects - Find s quarter of shapes - Find a quarter of a quantity – with resources. - Read and write ½ ¼	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. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) 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]	11. Recognise, find and name a half as one of two equal parts of an object, shape or quantity. 12. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Discreet sets of objects e.g. counters, multilink   Paper strips  Fraction tiles 	

Position and Direction

Small steps	National curriculum	Assertive mentoring	Concrete	Visual Rep
- Describe turns - Describe positions (1) - Describe positions (2)	Describe position, direction and movement, including whole, half, quarter and three quarter turns.	20. Describe position, directions and movements, including whole, half, quarter and three-quarter turns.	2d shapes  Numicon 	Numicon  2d grids

Time				
Small steps	National curriculum	Assertive mentoring	Concrete	Visual Rep
- Before and after - Dates - Time to the hour - analogue - Time to the half hour - analogue - Writing time - Comparing time - Draw time on clock face– o clock and half past.	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. 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. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] Measure and begin to record time (hours, minutes, seconds)	16. Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. 17. Recognise and use language relating to dates, including days of the week, weeks, months and years. 18. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	Clocks   Calendars 	2d representations of clock faces with clocks hands on

Measurement (Length, Height, Weight, Volume)

Small steps	National curriculum	Assertive mentoring	Concrete	Visual Rep
- Compare lengths and heights use of language - Measure length (1) - Measure length (2) - Introduce weight and mass - Measure mass - Compare mass - Introduce capacity - Measure capacity - Compare capacity	Measure and begin to record lengths and heights. 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 mass/weight, capacity and volume. 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]	13. Compare, describe & solve pract probs for: lengths/heights (short/tall, half/ double); mass/weight (heavier/lighter); cap/vol (full/empty, more/less); time (quicker/slower/later) 14. Measure and begin to record the following: lengths/heights; mass/weight; capacity/volume; time (hours, minutes, seconds).	Range of real objects to compare eg, pencils, children, adults, play-doh Multilink cubes  Ruler  Pan balance  Range of containers 	Range of real objects Use of a ruler  Range of containers 