

**WJA 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
<p><b>Autumn</b></p> <p>Mental Maths Objectives</p> <p>Counting forwards and backwards to 20</p> <p>Number bonds to 5</p> <p>Chanting in 2s, 5s and 10s</p> <p>+ revise previous unit objectives</p>	<p align="center">Number: Place Value (within 10)</p> <p><i>National Curriculum objectives – all using 0-10</i></p> <p>1. Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>2a. Count, read and write numbers to 100 in numerals</p> <p>3. Given a number, identify one more and one less</p> <p>4. 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</p> <p>Small Steps -</p> <p>Week 1</p> <ul style="list-style-type: none"> <li>Sort objects</li> <li>Count objects</li> <li>Represent objects</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Count, read and write forwards from any number 0 to 10</li> <li>Count, read and write backwards from any number 0 to 10</li> <li>Count one more</li> <li>Count one less</li> </ul> <p>Week 3</p> <ul style="list-style-type: none"> <li>One-to-one correspondence to start to compare groups</li> <li>Compare groups using language such as equal, more/greater, less/fewer</li> <li>Introduce &lt; &gt; and = symbols</li> <li>Compare numbers</li> </ul> <p>Week 4</p> <ul style="list-style-type: none"> <li>Order numbers</li> <li>Ordinal numbers</li> <li>The number line</li> </ul>				<p align="center">Number: Addition and Subtraction (within 10)</p> <p><i>National Curriculum objectives – all using 0-10</i></p> <p>1. Read, write and interpret mathematical statements involving addition, subtraction and equals signs</p> <p>2. Represent and use number bonds and related subtraction facts within 20</p> <p>3. Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>4. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</p> <p>Small Steps -</p> <p>Week 1 &amp; 2</p> <ul style="list-style-type: none"> <li>Part-whole model</li> <li>Addition symbol</li> <li>Addition – adding together</li> <li>Addition – adding more</li> <li>Finding a part</li> <li>Fact families – addition facts</li> </ul> <p>Week 3</p> <ul style="list-style-type: none"> <li>Find number bonds for numbers within 10</li> <li>Systematic methods for number bonds within 10</li> <li>Number bonds to 10 <b>bar model could be introduced here</b></li> <li>Comparing number bonds</li> </ul> <p>Week 4</p> <ul style="list-style-type: none"> <li>Subtraction – taking away, how many left? Crossing out</li> <li>Subtraction – taking away, how many left? The subtraction symbol</li> <li>Subtraction – finding a part, breaking apart</li> <li>Subtraction – finding the difference</li> </ul> <p>Week 5</p> <ul style="list-style-type: none"> <li>Fact families – The 8 facts</li> <li>Comparing addition and subtraction sentences <math>a + b &gt; c</math></li> <li>Comparing addition and subtraction sentences <math>a + b &gt; c + d</math></li> </ul>				<p align="center">Geometry: Shape</p> <p><i>National Curriculum objectives</i></p> <p>1. Recognise and name common 2D and 3D shapes</p> <p>Small Steps -</p> <p>Week 1</p> <ul style="list-style-type: none"> <li>2D shapes</li> <li>3D shapes</li> </ul>	<p align="center">Number: Place Value (within 20)</p> <p><i>National Curriculum objectives – all using 0-20</i></p> <p>1. Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>2a. Count, read and write numbers to 100 in numerals</p> <p>3. Given a number, identify one more and one less</p> <p>4. 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</p> <p>5. read and write numbers 1 to 20 in words.</p> <p>Small Steps -</p> <p>Week 1</p> <ul style="list-style-type: none"> <li>Count forwards and backwards and write numbers to 20 in numerals and words</li> <li><b>You could use numbers as words for this week's spellings</b></li> <li>Numbers from 11 to 20</li> <li>Tens and ones</li> <li>Count one more or one less</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Compare groups of objects</li> <li>Compare numbers</li> <li>Order groups of objects</li> <li>Order numbers</li> </ul>		
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<p><b>Spring</b></p> <p>Mental Maths Objectives</p> <p>Counting forwards and backwards to 50</p> <p>Number bonds to 10</p> <p>10 times table &amp; division facts</p> <p><b>Introduce TT Rockstars</b></p> <p>+ revise previous unit objectives</p>	<p align="center">Number: Addition and Subtraction (within 20)</p> <p><i>National Curriculum objectives - all using 0-20</i></p> <p>1. Read, write and interpret mathematical statements involving addition, subtraction and equals signs</p> <p>2. Represent and use number bonds and related subtraction facts within 20</p> <p>3. Add and subtract one-digit and two-digit numbers to 20, including 0</p> <p>4. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</p> <p>Small Steps -</p> <p>Week 1</p> <ul style="list-style-type: none"> <li>Add by counting on</li> <li>Find and make number bonds</li> <li>Add by making 10</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Subtraction not crossing 10</li> <li>Subtraction crossing 10 (1 &amp; 2)</li> </ul> <p>Week 3</p> <ul style="list-style-type: none"> <li>Related facts</li> <li>Compare number sentences</li> </ul>			<p align="center">Number: Place Value (within 50)</p> <p><i>National Curriculum objectives – all using 0-50</i></p> <p>1. Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>2a. Count, read and write numbers to 100 in numerals</p> <p>3. Given a number, identify one more and one less</p> <p>4. 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</p> <p>Small Steps -</p> <p>Week 1</p> <ul style="list-style-type: none"> <li>Numbers to 50</li> <li>Tens and ones</li> <li>Represent numbers to 50</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Compare objects within 50</li> <li>Compare numbers within 50</li> </ul> <p>Week 3</p> <ul style="list-style-type: none"> <li>One more one less</li> <li>Order numbers within 50</li> </ul>			<p align="center">Measurement: Length &amp; Height</p> <p><i>National Curriculum objectives</i></p> <p>1a. Compare, describe and solve practical problems for lengths and heights</p> <p>2a. measure and begin to record lengths and heights</p> <p>Small Steps -</p> <p>Week 1</p> <ul style="list-style-type: none"> <li>Compare lengths and heights</li> <li>Measure lengths</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Compare lengths and heights</li> <li>Measure lengths</li> </ul>	<p align="center">Measurement: Weight &amp; Volume</p> <p><i>National Curriculum objectives</i></p> <p>1b&amp;c. Compare, describe and solve practical problems for</p> <ul style="list-style-type: none"> <li>Weight and mass</li> <li>Capacity and volume</li> </ul> <p>2b&amp;c. measure and begin to record</p> <ul style="list-style-type: none"> <li>Weight and mass</li> <li>Capacity and volume</li> </ul> <p>Small Steps -</p> <p>Week 1</p> <ul style="list-style-type: none"> <li>Introduce weight and mass</li> <li>Measure mass</li> <li>Compare mass</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Introduce capacity and volume</li> <li>Measure capacity</li> <li>Compare capacity</li> </ul>	<p align="center">Measurement: Money</p> <p><i>National Curriculum objectives</i></p> <p>3. Recognise and know the value of different denominations of coins and notes</p> <p><b>Children will find this unit easier if they can count in 2s, 5s, and 10s</b></p> <p>Small Steps -</p> <p>Week 1</p> <ul style="list-style-type: none"> <li>Recognising coins</li> <li>Counting coins</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Recognising notes</li> <li>Comparing amounts using coins and notes</li> </ul>			
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<p><b>Summer</b></p> <p>Mental Maths Objectives</p> <p>Counting forwards and backwards to 100</p> <p>Number bonds for 20</p> <p>Doubles to 20/ halves to 20</p> <p>+ revise previous unit objectives</p>	<p align="center">Number: Multiplication and Division (within 50)</p> <p><i>National Curriculum objectives - all using 0-50</i></p> <p>1. Solve one-step problems involving multiplication and division</p> <p>Small Steps -</p> <p>Week 1, 2 &amp; 3</p> <ul style="list-style-type: none"> <li>Count in 2s/ 5s/ 10s (1 week on each followed by all other objectives)</li> <li>Make equal arrays</li> <li>Add equal groups</li> <li>Make arrays</li> <li>Make equal groups – grouping &amp; sharing</li> </ul> <p>Week 4</p> <ul style="list-style-type: none"> <li>Make doubles</li> </ul>				<p align="center">Number: Fractions</p> <p><i>National Curriculum objectives</i></p> <p>1. Recognise, find and name a half as one of two equal parts and a quarter as one of 4 equal parts of an objects, shapes or quantities</p> <p>Small Steps -</p> <p>Week 1</p> <ul style="list-style-type: none"> <li>Find a half 1 and 2</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Find a quarter 1 and 2</li> </ul>		<p align="center">Measurement: Position &amp; Direction</p> <p><i>National Curriculum objectives</i></p> <p>1. Describe position, direction and movement, including whole, half, quarter and three quarter turns.</p> <p>Week 1</p> <ul style="list-style-type: none"> <li>Describe turns</li> <li>Describe position</li> </ul>	<p align="center">Number: Place Value (to 100)</p> <p><i>National Curriculum objectives</i> 1. Count to <b>100</b>, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>2a. Count, read and write numbers to 100 in numerals</p> <p>3. Given a number, identify one more and one less</p> <p>4. 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</p> <p>Small Steps -</p> <p>Week 1</p> <ul style="list-style-type: none"> <li>Counting forwards and backwards within 100</li> <li>Partitioning numbers</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Comparing numbers 1 and 2</li> </ul> <p>Week 3</p> <ul style="list-style-type: none"> <li>Ordering numbers</li> <li>One more, one less</li> </ul>			<p align="center">Measurement: Time</p> <p><i>National Curriculum objectives</i></p> <p>1d. Compare, describe and solve practical problems for time</p> <p>2d. measure and begin to record time</p> <p>4. Sequence events in chronological order</p> <p>5. Recognise and use language relating to dates, Inc. days, weeks, months &amp; years</p> <p>6. Tell the time to the hour and half past the hour and draw the hands on a clock</p> <p>Small Steps -</p> <p>Week 1</p> <ul style="list-style-type: none"> <li>Before and after</li> <li>Dates</li> <li>Time to the hour</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Time to the half hour</li> <li>Writing time</li> <li>Comparing time</li> </ul>	
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