



Corporation Road Community Primary School

Year 1 Maths LTP

Maths: Year 1		
Vision: At Corporation Road we want all of our children to be competent mathematicians. We desire our pupils to be able to work confidently with a range of number, representations and calculations. At Corporation Road we focus on quality first teaching which equips our pupils with: a fluency of basic number facts and calculation methods; the ability to apply them to reason and solve problems; and the competence and confidence to use them in other subject areas. Pupils build upon their prior knowledge and make links between different concepts in maths. Assessment is used to inform teachers what children can do and informs the next steps of learning. We want children to understand that getting things wrong is part of the learning process and develop a growth mind-set. When introducing a new concept, teachers use a variety of visual representations to ensure the children have a depth of knowledge. Teachers move from concrete to pictorial to abstract in order to scaffold the learning effectively. We understand that mathematical talk is vital when deepening the learning and encourage this in all lessons. We want our children to work together to solve problems and to verbally reason with their peers. We are passionate about children building their procedural fluency and conceptual understanding in all mathematical concepts.		
Learning Sequence Children will be exposed to all mathematical concepts throughout the year. Where concepts are being revisited then the focus is on children becoming fluent in the first instance and when the concept is revisited then the focus will be on deepening the learning to ensure children can reason and problem solve within the concept. At Corporation Road we believe that children need to be fluent first to ensure they become confident when tackling more complex problems later on.		
Domains and Outcomes		
Number and Place Value Children should be able to work confidently and recognise the place value of numbers up to 10,000,000; representing these numbers in a variety of ways. Children should be able to count in powers of ten from any number and recognise the place value of each digit in larger numbers.		
Calculations (Addition, Subtraction, Multiplication and Division) Pupils should be fluent in written methods for all four operations, including long multiplication and division.		
Fractions, Decimals and Percentages Children should be able to recognise the place value of fractions, calculate using fractions and use equivalent fractions decimals and percentages confidently.		
Geometry and Position Children will be able to confidently work with 2D and 3D shapes and representations of these shapes. They will be able to plot points and shapes using all four quadrants.		
Measurement Children will be able to convert between different units of metric measures and convert between some units of metric and imperial measurements. Children will be able to calculate the area and perimeter of common 2D shapes.		
Statistics Children will be able to read and interpret and wide range of graphs and charts, including timetables. They will be able to contrast their own using a set of discrete data.		
Autumn		
Domains Covered	Number of Weeks	Objectives Covered
Number and Place Value	4	- Count to and across 50, forwards and backwards, beginning with 0 or 1 from any given number. - Count, read and write numbers to 50 in numerals. - Given a number, identify one more and one less (to 50). - Identify & represent numbers using objects/ pictorial representations including the number line, and use the language of : < > =. - Read and write numbers from 1 to 20 in words (phonetically plausible).
Addition and Subtraction	5	- Represent and use addition and subtraction facts for all numbers up to 10 and some facts to 20. - Solve one-step problems that involve addition & subtraction, using concrete objects, pictorial representations and missing number problems (such as $7 = ? - 9$). - Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.
Fractions	3	Recognise, find and name a half as one of two equal parts and a quarter as one of four equal parts.
Measurement	3	Recognise and know the value of different denominations of coins and notes (£1, 50p, 20p, 10p and, 5p, 2p, 1p).

Spring		
Number and Place Value	2	- Count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number. - Count, read and write numbers to 100 in numerals. - Given a number, identify one more and one less (to 100). - Identify & represent numbers using objects/ pictorial representations including the number line, and use the language of : < > =. - Read and write numbers from 1 to 20 in words (phonetically plausible).
Addition and Subtraction	3	- Represent and use addition and subtraction facts for all numbers up to 10 and some facts to 20. - Solve one-step problems that involve addition & subtraction, using concrete objects, pictorial representations and missing number problems (such as 7 = ? – 9). - Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. - Add and subtract one-digit and two-digit numbers to 20, including zero (mentally, without concrete apparatus by the end of the year).
Multiplication and Division	5	- Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. - Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Fractions	3	Recognise, find and name a half as one of two equal parts and a quarter as one of four equal parts.
Summer		
Geometry and Position and Direction	4	- Recognise, name and describe the properties of common 2-D shapes (pentagons and hexagons) and 3-D shapes (cubes, cones, spheres and pyramids). - Recognise and create repeating patterns with objects and with shapes. - Describe position, direction and movement, i.e.: left and right, top, middle and bottom, above, in front of, between, around, near, close and far, up and down, forwards/backwards, inside/outside - Make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.
Number and Place Value	2	- Count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number. - Count, read and write numbers to 100 in numerals. - Given a number, identify one more and one less (to 100). - Identify & represent numbers using objects/ pictorial representations including the number line, and use the language of : < > =. - Read and write numbers from 1 to 20 in words (phonetically plausible). - Solve one-step problems that involve addition & subtraction, using concrete objects, pictorial representations and missing number problems (such as 7 = ? – 9).
Addition and Subtraction	1	- Solve one-step problems that involve addition & subtraction, using concrete objects, pictorial representations and missing number problems (such as 7 = ? – 9). - Add and subtract one-digit and two-digit numbers to 20, including zero (mentally, without concrete apparatus by the end of the year).
Multiplication and Division	1	- Make connections between arrays, number patterns, and counting in twos, fives and tens (multiplication times tables). - Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. - Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Measurement	3	- Compare, describe and solve practical problems for: lengths and height (long/short, longer/shorter, tall/short, double/half): mass/weight (heavy, light, heavier than / lighter than): capacity and volume (full/empty, more than/less than, half/half full, quarter).. - Measure and begin to record the following: lengths and: mass/weight: capacity and volume (full/empty, more than/less than, half/half full, quarter).
Statistics	2	To interpret and construct simple pictograms, simple tally charts and block diagrams.
Time	Covered throughout the year	- Compare, describe and solve practical problems for time (quicker/slower, earlier/later). - 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. - Record and tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Place Value	Ongoing throughout the year	- Count, read and write numbers to 50 in numerals. - Read and write numbers from 1 to 20 in words (phonetically plausible).

