One Excellence Multi Academy Trust
Mixed Year One Maths Long Term Plan
2025 to 2026

Fluency Development (Key Instant Recall Facts and Skills)		
Key Skills		
Autumn	**Spring**	**Summer**
Counting forwards and backwards Counting in 10s Doubling and halving Partitioning numbers Number bonds to 10 – Y1	Counting forwards and backwards Counting in 10s and 5s Doubling and halving Partitioning numbers One more, One less Recall of 10 and 5 times tables Mental addition and subtraction	Counting forwards and backwards Counting in 10s, 5s and 2s Doubling and halving Partitioning numbers One more, One less Recall of 2, 5, 10 times tables Mental addition and subtraction Compare numbers (<, > or =) Order numbers
Key Instant Recall Facts		
Autumn 1	**Spring 1**	**Summer 1**
Mastering Number	Mastering Number	Mastering Number
Autumn 2	**Spring 2**	**Summer 2**
Mastering Number	Mastering Number	Mastering Number
Mastering Number Year 1		
Autumn	**Spring**	**Summer**
• Subitise within 5, using a rekenrek, and re-cap the composition of 5 • Understand numbers 6 to 9 using the '5 and a bit' structure • Compare numbers within 10 and use precise mathematical language • Order of numbers within 10 and connect this to '1 more' and '1 less' than a given number • Explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s) • Explore the structure of the odd numbers as being composed of 2s and 1 more • Explore the composition of each of the numbers 6, 8, and 10 • Explore number tracks and number lines and identify the differences between them	• Composition of each of the numbers 7 and 9 • Composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part • Identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number • explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes • Explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure	• explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 • connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 • compare numbers within 20 • understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction) • Practise retrieving previously taught facts and reason about these

Topic Progression

- Pictorial and abstract representations can be used alongside each other.
- Refer to the calculation policy for representations.
- Children expected to draw representations in books.
- Teach one representation at a time.
- Use real life experiences/data collection to support understanding.

Autumn 1	Spring 1	Summer 1
Number (Application of measure where applicable) Place Value, Positioning and Counting (3 weeks) Numbers to 20 Possible apparatus: dienes and **place value counters**, tens frames, cubes **Number (Application of measure where applicable)** Addition and Subtraction (4 weeks) Numbers within 20 (incl. money) Possible apparatus: **dienes** and place value counters, tens frames, **(7 weeks)**	**Measure** (1 weeks) Both - Time **Number** (4 weeks) **(Application of measure where applicable)** Both – Multiplication and Division Possible apparatus: dienes and place value counters, tens frames, cubes **Number** Addition and Subtraction (2 weeks) **(Application of measure where applicable)** Numbers within 50 Possible apparatus: dienes and place value counters, tens frames, cubes **(7 Weeks)**	**Number** (1 week) **(Application of time where applicable)** Fractions Possible apparatus: dienes and place value counters, tens frames, cubes **Measure (Application of number (PV, A&S and M&D) where applicable)** Weight and Volume Length and Height **(4 Weeks)**
Autumn 2	**Spring 2**	**Summer 2**
Measure (Application of number (PV, A&S) where applicable) Money (2 weeks) **Measure (Application of number (PV, A&S and M&D) where applicable)** Weight and Volume **Number** (2 weeks) Addition and Subtraction (2 weeks) Numbers within 20 (incl. money) Possible apparatus: **dienes** and place value counters, tens frames, , cubes **(7 Weeks)**	**Measure** (1 weeks) **(Application of fractions where applicable)** Time **Number** (3 weeks) **(Application of time where applicable)** Fractions Possible apparatus: dienes and place value counters, tens frames, cubes **Geometry** (2 weeks) Shape **(6 Weeks)**	**Geometry** (2 weeks) Position and Direction **Number** (1 weeks) **(Application of measure where applicable)** Multiplication and Division Possible apparatus: dienes and place value counters, tens frames, cubes **Measure** (1 weeks) **(Application of fractions where applicable)** Time **Number/ Statistics** (2 weeks) **(Application of measure where applicable)** Place Value to 100 Possible apparatus: dienes and place value counters, tens frames, cubes **Consolidation and Retrieval** (1 week) **(7 weeks)**

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Year One Maths Planning Guidance
2025 to 2026

	Year 1 objectives
Number and Place Value **3 weeks – some of these lessons may take longer than one lesson or may be practical** Teacher notes • Ensure you are always using place value hats on all work presented in books. Place value hats… M 100 10 th h t o . Th th	**To recognise the value of all of the digits in numbers up to 100,000 – pictorial/concrete**
	To recognise the value of all of the digits in numbers up to 1,000,000
	To identify which digit has a certain value in numbers up to 1,000,000.
	To use pictorial representations to represent the same number in digits and words numbers up to 1,000,000.
	To use the less than, greater than and equals symbols to compare numbers and pictorial representations of numbers – 2 numbers up to 1,000,000
	To use the less than, greater than and equals symbols to compare numbers and pictorial representations of numbers – 2 numbers up to 2 decimal places
	To order numbers and pictorial representations of numbers – 4 numbers including decimals up to 1,000,000
	To order numbers – 4 numbers including decimals up to 1,000,000
	To round any number up to 1,000,000 to the nearest 10, 100 or 1000.
	To round any number up to 1,000,000 to the nearest 10,000 or 100,000.
	To round to the nearest whole number (including in context e.g. nearest pound).
	To place numbers including negative numbers on a number line
	To use negative numbers in context

Strand	Year One Suggested Small Steps (Not all small steps need to be taught as lessons and multiple could be taught in a lesson)
Number and Place Value	(within 10) Sorting up to 10 objects Count objects to 10 Count objects from a group of 10 Represent up to 10 objects Represent numbers to 10 Count forwards to 10 Count backwards from 10 Count one more for numbers within 10 Count one less for numbers within 10 Counting activity One to one correspondence

	Year One
Strand	**Suggested Small Steps** (Not all small steps need to be taught as lessons and multiple could be taught in a lesson)
	Compare up to 10 objects Introduce <, > and = for numbers within 10 Compare numbers within 10 Comparing activity Order up to 10 objects Order numbers up to 10 Ordinal numbers The number line from O to 10 (within 20) Count forwards and backwards and write numbers to 20 in numerals and words Numbers from 11 to 20 Tens and ones Tens and ones Count one more one less Compare groups of objects Compare numbers Order groups of objects Order numbers (within 50) Counting to 50 by making 1Os activity Numbers to 50 Counting forwards and backwards within 50 Tens and ones Represent numbers to 50 One more one less activity One more one less Compare objects within 50 Compare numbers within 50 Order numbers within 50 (within 100) Counting to 100 by making IOS activity Counting to 100 Counting forwards and backwards within 100 Introducing the 100 square activity Partitioning numbers

	Year One
Strand	**Suggested Small Steps** (Not all small steps need to be taught as lessons and multiple could be taught in a lesson)
	Comparing numbers Ordering numbers One more, one less
Number Facts/: Addition and Subtraction	(within 10) Introducing parts and wholes (single object) Parts and wholes activity (groups of objects) Part-whole model (with images) 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 Compare number bonds Addition - adding together Addition - adding more Addition - using bonds Finding a part Subtraction - taking away - crossing out Subtraction - taking away - using the symbol Subtraction - find a part Fact families - the 8 facts Subtraction - counting back Subtraction - finding the difference Comparing addition and subtraction statements a + b > c Comparing addition and subtraction statements a + b > c + d (within 20) Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Add by making 10 Subtraction - not crossing 10 Subtraction - not crossing 10 (counting back) Subtraction - crossing 10 (counting back) Subtraction - crossing 10

	Year One
Strand	**Suggested Small Steps** (Not all small steps need to be taught as lessons and multiple could be taught in a lesson)
Number Facts/: Multiplication and Division	Count in 2s Count in 5s Count in 1Os Make equal groups Add equal groups Make arrays Make doubles Make equal groups - grouping activity Make equal groups - grouping Make equal groups - sharing activity Make equal groups - sharing
Geometry: Shape	Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 3-D and 2-D shapes

	Year One
Strand	**Suggested Small Steps** (Not all small steps need to be taught as lessons and multiple could be taught in a lesson)
Measurement: Length/ Height	Compare lengths activity Compare heights activity Compare lengths & heights Measuring lengths (non-standard units) activity Measure length (1) Introducing the ruler activity Measure length with ruler Adding length problems Subtracting length problems
Measurement: Weight/Volume	Introducing weight and mass activity Measure mass Compare mass Weight and mass problems Introduce capacity and volume Measure capacity Compare capacity
Measurement: money	Recognising coins Recognising notes Counting in coins activity Counting in coins
Measurement: Time	Before and after Dates Time to the hour Time to the half hour Writing time Comparing time
Fractions	Making a half activity Making a whole activity Find a half Find a half of a quantity activity Making a quarter activity Find a quarter Find a quarter of a quantity activity
Position and Direction	Describe turns Describe position

	Year One
Strand	**Suggested Small Steps** (Not all small steps need to be taught as lessons and multiple could be taught in a lesson)
Statistics: Graphs	