Year 1 Maths Long Term Map

Autumn	Number **Place value (within 10)**	Number **Addition and subtraction (within 10)**		Geometry **Shape**	Consolidation
Spring	Number **Place value (within 20)**	Number **Addition and subtraction (within 20)**	Number **Place value (within 50)**	Measurement **Length and height**	Measurement **Mass and volume**
Summer	Number **Multiplication and division**	Number **Fractions** / Geometry **Position and direction**	Number **Place value (within 100)**	Measurement **Money** / Measurement **Time**	Consolidation

White Rose Steps		
Number: Place Value (within 10)	**Can you…**	**National Curriculum Objectives**
Step 1: Sort objects	Can you sort objects?	• 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
Step 2: Count objects	Can you count objects?	• Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • 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
Step 3: Count objects from a larger group	Can you count objects from a larger group?	
Step 4: Represent objects	Can you represent objects?	
Step 5: Recognise numbers as words	Can you recognise numbers as words?	
Step 6: Count on from any number	Can you count on from any number?	
Step 7: 1 more	Can you find one more?	
Step 8: Count backwards within 10	Can you count backwards within 10?	
Step 9: 1 less	Can you find one less?	
Step 10: Compare group by matching	Can you compare groups by matching?	
Step 11: Fewer, more, same	Can you compare numbers of objects using the words, fewer, more and same?	
Step 12: Less than, greater than, equal to	Can you compare numbers using the words and symbols for less than, greater than or equal to?	• 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
Step 13: Compare numbers	Can you compare numbers?	• Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • 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
Step 14: Order objects and numbers	Can you order objects and numbers?	• 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 numbers using <, > and = signs • Read and write numbers from 1 to 20 in numerals and words
Step 15: The number line	Can you use a number line to count, order and compare numbers?	• Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • 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

Number: Addition and Subtraction (within 10)

Step 1: Introduce parts and whole	Can you recognise parts and wholes?	• 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)
Step 2: Part-whole model	Can you explore the part-whole model?	
Step 3: Write number sentences	Can you use the addition symbol in a number sentence?	• 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)
Step 4: Fact families – addition facts	Can you explore addition fact families?	
Step 5: Number bonds within 10	Can you explore number bonds to 10?	• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
Step 6: Systematic number bonds within 10	Can you identify number bonds within 10?	• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
Step 7: Number bonds to 10	Can you identify all number bonds to 10?	• Represent and use number bonds and related subtraction facts within 20
Step 8: Addition – add together	Can you add numbers together?	• Add and subtract 1-digit and 2-digit numbers to 20, including zero
Step 9: Addition – add more	Can you explore addition by adding more?	
Step 10: Addition problems	Can you solve addition problems?	
Step 11: Find a part	Can you use your number bonds to find a part?	
Step 12: Subtraction – find a part	Can you find a part by subtracting?	
Step 13: Fact families – the eight facts	Can you explore the eight fact families?	
Step 14: Subtraction – take away/cross out (How many left?)	Can you subtract by taking away?	
Step 15: Subtraction – take (How many left?)	Can you record subtraction in a number sentence?	
Step 16: Subtraction on a number line	Can you subtract using a number line?	
Step 17: Add or subtract 1 or 2	Can you add or subtract 1 or 2?	

Geometry: Shape

Step 1: Recognise and name 3-D shapes	Can you recognise and name 3-D shapes?	• 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]
Step 2: Sort 3-D shapes	Can you sort 3-D shapes?	
Step 3: Recognise and name 2-D shapes	Can you recognise and name 2-D shapes?	
Step 4: Sort 2-D shapes	Can you sort 2-D shapes?	
Step 5: Patterns with 2-D and 3-D shapes	Can you explore patterns with 2-D and 3-D shapes?	

Consolidation

Number: Place Value (within 20)

Step 1: Count within 20	Can you count within 20?	• Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number

		• 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
Step 2: Understand 10	Can you explore and understand the number 10?	• 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, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
Step 3: Understand 11, 12 and 13	Can you explore and understand the numbers 11, 12 and 13?	• Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • Read and write numbers from 1 to 20 in numerals and words
Step 4: Understand 14, 15 and 16	Can you explore and understand the numbers 14, 15 and 16?	
Step 5: Understand 17, 18 and 19	Can you explore and understand the numbers 17, 18 and 19?	
Step 6: Understand 20	Can you explore and understand the number 20?	• 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, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
Step 7: 1 more and 1 less	Can you find 1 more and 1 less than any number within 20?	• Given a number, identify 1 more and 1 less
Step 8: The number line to 20	Can you identify numbers on a number line to 20?	• Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • 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
Step 9: Use a number line to 20	Can you use a number line to 20?	
Step 10: Estimate on a number line to 20	Can you use a number line to estimate to 20?	
Step 11: Compare numbers to 20	Can you compare numbers to 20?	
Step 12: Order numbers to 20	Can you order numbers to 20?	• 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

Number: Addition and Subtraction (within 20)

Step 1: Add by counting on within 20	Can you add by counting on within 20?	• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • Add and subtract 1-digit and 2-digit numbers to 20, including zero
Step 2: Add ones using number bonds	Can you add ones using number bonds?	• Represent and use number bonds and related subtraction facts within 20 • Add and subtract 1-digit and 2-digit numbers to 20, including zero

Step 3: Find and make number bonds to 20	Can you find and make number bonds to 20?	• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • Represent and use number bonds and related subtraction facts within 20
Step 4: Doubles	Can you explore doubling by adding two equal quantities?	• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • Add and subtract 1-digit and 2-digit numbers to 20, including zero
Step 5: Near doubles	Can you use doubles to work out near doubles?	• Add and subtract 1-digit and 2-digit numbers to 20, including zero
Step 6: Subtract ones using number bonds	Can you subtract ones using a number line?	• Represent and use number bonds and related subtraction facts within 20 • Add and subtract 1-digit and 2-digit numbers to 20, including zero
Step 7: Subtraction – counting back	Can you count back to subtract?	• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • Add and subtract 1-digit and 2-digit numbers to 20, including zero
Step 8: Subtraction – finding the difference	Can you subtract by finding the difference?	
Step 9: Related facts	Can you explore addition and subtraction related facts to 20?	• Represent and use number bonds and related subtraction facts within 20 • Add and subtract 1-digit and 2-digit numbers to 20, including zero
Step 10: Missing number problems	Can you solve on-step missing number problems?	• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9

Number: Place Value (within 50)

Step 1: Count from 20 to 50	Can you count forwards and backwards between 20 and 50?	• Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • 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
Step 2: 20, 30, 40 and 50	Can you explore multiples of 10 up to 50?	
Step 3: Count by making groups of tens	Can you count objects by grouping into tens and ones?	
Step 4: Groups of tens and ones	Can you identify groups of tens and ones?	
Step 5: Partition into tens and ones	Can you partition numbers to 50?	
Step 6: The number line to 50	Can you use a number line to 50?	• Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • 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 • Given a number, identify 1 more and 1 less

Step 7: Estimate on a number to 50	Can you estimate on a number line to 50?	• 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
Step 8: 1 more, 1 less	Can you find 1 more or 1 less than numbers between 0 and 50?	• 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 • Given a number, identify 1 more and 1 less

Measurement: Length and Height

Step 1: Compare lengths and heights	Can you compare lengths and heights?	• Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time
Step 2: Measure length using objects	Can you measure length using objects?	• Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time
Step 3: Measure length in centimetres	Can you measure length in centimetres?	• Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time

Measurement: Mass and Volume

Step 1: Heavier and lighter	Can you compare heavier and lighter objects?	• Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time
Step 2: Measure mass	Can you measure the mass of an object?	
Step 3: Compare mass	Can you compare the masses of two objects?	• Measure and begin to record the following: lengths and heights; mass/weights; capacity and volume; time
Step 4: Full and empty	Can you identify full and empty objects?	
Step 5: Compare volume	Can you compare volume using more than and less than?	
Step 6: Measure capacity	Can you measure capacity of different containers?	
Step 7: Compare capacity	Can you compare capacity of different containers?	

Number: Multiplication and division

Step 1: Count in 2s	Can you count forwards and backwards in 2s?	• Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
Step 2: Counts in 10s	Can you count forwards and backwards in 10s?	
Step 3: Count in 5s	Can you count forwards and backwards in 5s?	
Step 4: Recognise equal groups	Can you recognise equal groups using resources?	• 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
Step 5: Add equal groups	Can you add equal groups?	
Step 6: Make arrays	Can you make arrays to add equal groups?	
Step 7: Make doubles	Can you add equal groups by doubling?	
Step 8: Make equal groups – grouping	Can you make equal groups by grouping?	
Step 9: Make equal groups - sharing	Can you make equal groups by sharing?	

Number: Fractions

Step	Question	Objective
Step 1: Recognise a half of an object or a shape	Can you recognise a half of an object or a shape?	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity
Step 2: Find half of an object or a shape	Can you find half of an object or a shape?	
Step 3: Recognise a half of a quantity	Can you recognise half of a quantity?	
Step 4: Find half of a quantity	Can you find half of a quantity?	
Step 5: Recognise a quarter of an object or a shape	Can you recognise a quarter of an object or a shape?	
Step 6: Find a quarter of an object or a shape	Can you find a quarter of an object or a shape?	
Step 7: Recognise a quarter of a quantity	Can you recognise a quarter of a quantity?	
Step 8: Find a quarter or a quantity	Can you find a quarter or a quantity?	

Geometry: Position and Direction

Step	Question	Objective
Step 1: Describe turns	Can you use full, half and quarter to describe a turn?	• Describe position, direction and movement, including whole, half, quarter and three-quarter turns
Step 2: Describe position – left and right	Can you use left and right to describe a turn?	• Describe position, direction and movement, including whole, half, quarter and three-quarter turns
Step 3: Describe position – forwards and backwards	Can you use forwards and backwards to describe a turn?	• Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside (non-statutory guidance)
Step 4: Describe position – above and below	Can you use above and below to describe a turn?	
Step 5: Ordinal numbers	Can you use ordinal numbers correctly?	• Practise counting (1, 2, 3…), ordering (for example, 1st, 2nd, 3rd …) (non-statutory guidance)

Number: Place Value (within 100)

Step	Question	Objective
Step 1: Count from 50 to 100	Can you count from 50 to 100?	• Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number
Step 2: Tens to 100	Can you recognise tens to 100?	• Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number
Step 3: Partition into tens and ones	Can you partition into tens and ones?	• Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
Step 4: The number line to 100	Can you use a number line to 100?	• Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number

		• 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
Step 5: 1 more, 1 less	Can you find 1 more or 1 less to 100?	• 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
Step 6: Compare numbers with the same number of tens	Can you compare numbers with the same number of tens?	
Step 7: Compare any two numbers	Can you compare any two numbers to 100?	
Measurement: Money		
Step 1: Unitising	Can you represent a value by unitising?	• Recognise and know the value of different denominations of coins and notes
Step 2: Recognise coins	Can you explore and recognise different coins?	
Step 3: Recognise notes	Can you explore and recognise different notes?	
Step 4: Count in coins	Can you count in coins?	• Recognise and know the value of different denominations of coins and notes • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
Measurement: Time		
Step 1: Before and after	Can you use before and after when telling the time?	• Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)
Step 2: Days of the week	Can you name the days of the week?	• 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
Step 3: Months of the year	Can you name the months of the year?	
Step 4: Hours, minutes and seconds	Can you compare hours, minutes and seconds?	• Compare, describe and solve practical problems for time • Measure and begin to record time (hours, minutes, seconds)
Step 5: Tell the time to the hour	Can you tell the time to the hour?	• Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times
Step 6: Tell the time to the half hour	Can you tell the time to the half hour?	
Consolidation		