



Slytherin Reception/Year One Maths Long Term Planning 2021-2022 Ms Davis

Term	EYFS MATHS				YEAR ONE MATHS			
	WK	THEME/BLOCK	FOCUS	SSM CONCEPTS NUMBERBLOCKS	Week	Block White Rose	Objective Small Step	Year 1 NC Outcomes
Autumn 1	1	TEACHER ASSESSMENT & BASELINE GOV NFER ASSESSMENT The assessment consists of: mathematics tasks			Week 1	Place Value - Numbers up to 10	Sort Objects Count Objects Represent Objects	Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 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.
	2	early number early calculation (early addition/subtraction) mathematical language early understanding of pattern			Week 2		Count, read and write forwards from any number 0 to 10, Count, read and write backwards from any number 0 to 10 Count one more Count one less	
	3	Getting to Know You	Match	Same/different	Week 3		One to one correspondence to start to compare groups Compare groups using language such as equal, more/greater, less/fewer Introduce <, > and = symbols	
	4	Just Like Me	Sort and Match	Same/different, colour, size, shape Sorting into groups Numberblocks S1 E10	Week 4		Compare numbers Order groups of objects Order numbers Ordinal numbers (1 st , 2 nd , 3 rd) The number line	
	5	Just Like Me Compare amount	Equal symbol, equal, more than, fewer than	Counting by rote Counting out loud, clapping and counting, stamping, drumming, etc Counting rhymes and songs Using fingers to represent numbers	Week 5	Addition and Subtraction within 10	Part-whole model Addition symbol Fact families -addition facts Find number bonds for numbers within 10	
							Represent and use number bonds and related subtraction facts within 10 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals	



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	6	Just Like Me	Compare size, mass and capacity	Large/small, big/little, short/tall, tallest/shortest	Week 6		Systematic methods for number bonds within 10 Number bonds to 10 Compare number bonds Addition -adding together Addition adding more	(=) 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.
	7	Just Like Me	Exploring Pattern	Making simple patterns Exploring more complex patterns NB S3 EP 8 17	Week 7		Finding a part Subtraction -taking away, how many left? Crossing out Introducing the subtraction symbol Subtraction -finding a part, breaking apart	
Autumn 2	8	It's Me 1, 2, 3!	Introduce 1 and 0 Representing 1,2,3 Comparing 1,2,3	Equal/not equal, circle, 1p Numberblocks- S1 E1 (One) and NCETM ppt. NB S3 E5 (Zero)	Week 8		Fact families -the 8 facts Subtraction—counting back Subtraction —finding the difference	
	9	It's Me 1, 2, 3!	Introduce 2 Composition of 1,2,3	Addition, 2 step patterns, 2p NB S1 E2 (Another One) and NCETM ppt	Week 9		Comparing addition and subtraction statements $a+b > c+d$	
	10	It's Me 1, 2, 3!	Introduce 3 Circles & triangles Spatial Awareness	3 step patterns, triangles NB S1 E3 (Two) and NCETM ppt	Week 10	Geometry - Shape	Recognise and name 3D shapes Sort 3D shapes Recognise and name 2D shapes Sort 2D 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)



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	11	Light and Dark	Introduce 4	Squares and rectangles NB S1 E4 (Three) and NCETM ppt NB S1 E5 (One, Two, Three!) and NCETM ppt NB S1 E6 (Four) and NCETM ppt NB S1 E8 (Three Little Pigs) and NCETM ppt	Week 11	Place Value - Numbers up to 20	Count forwards and backwards and write numbers to 20 in numerals and words Numbers from 11 to 20	Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 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.
	12	Light and Dark	Introduce 5	Pentagons NB S1 E9 (Off We Go!) and NCETM ppt	Week 12		Tens and ones Count one more and one less	
	13	Light and Dark	1 more/1 less	+ - symbols One more/One less NB S1 E13	Week 13		Compare groups of objects Compare numbers Order groups of objects Order numbers	
	14	Light and Dark	Comparing Shapes, Digging Deeper Night & Day/Time- Measurement	Week 14	ASSESSMENT /REVISION			



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Spring 1	1	Alive in 5!	Introducing 0 Comparing numbers to 5	NB S3 E1 (Once Upon a Time)	Week 1	Addition and Subtraction with 20	Add by counting on Find & make number bonds	Represent and use number bonds and related subtraction facts within 20 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. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
	2	Alive in 5!	Composition of 4 & 5	NB S3 E3 (The Numberblocks Express)	Week 2		Add by making 10	
	3	Alive in 5!	Compare Mass & Capacity		Week 3		Subtraction — Not crossing 10	
	4	Growing 6, 7, 8	Introduce 6 Making pairs Doubling	NB S2 E1 (Six) NB S2 E8 (Counting Sheep) NB S2 E9 (Double Trouble) Symmetry	Week 4		Subtraction — Crossing 10 (1) Subtraction — Crossing 10 (2)	
	5	Growing 6, 7, 8	Introduce 7	NB S2 E2 (Seven) 1 more 1 less	Week 5		Related Facts Compare Number Sentences	
	6	Growing 6, 7, 8	Introduce 8 Combining two groups	NB S2 E3 (Eight) + symbol Number sentences	Week 6		ASSESSMENT	
Spring 2	7	Growing 6, 7, 8	Length & Height Time	Clock faces Sand timers Rulers / feet / hands	Week 7	Place Value - Numbers to 50	Numbers to 50 Tens and ones	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
	8	Building 9 and 10	Introduce 9 & 10 Comparing numbers to 10	NB S2 E4 (Nine) NB S2 E10 (The Three Threes) NB S2 E5 (Ten)	Week 8		One more one less Represent numbers to 50 Compare objects within 50 Order numbers within 50 Count in 2s Count in 5s	



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				10p coin			ASSESSMENT	than (fewer), most, least. Count in multiples of twos, fives and tens.
9	Building 9 and 10	Number bonds to 10	NB S2 E7 (Blast Off) NB S2 E12 (Ten Green Bottles)	Week 9	Measurement Length & Height	Compare Lengths and heights Measure length (1) Measure Length (2)	Measurement: Length and Height 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)	
10	Building 9 and 10	3D shapes	2D shape faces	Week 10	Measurement Weight & Capacity	Introduce weight and mass Measure mass Compare mass	Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume.	
11	Building 9 and 10	Patterns	NB S3 S17 (Pattern Palace)	Week 11		Introduce capacity Measure capacity Compare capacity ASSESSMENT	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]	



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Summer 1	1	To 20 and Beyond	Building numbers to 20	NCETM numeral meanings NB S3 (11-15)	Week 1	Multiplication & Division	Count in 10s Make equal groups Add equal groups	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.
	2	To 20 and Beyond	Counting patterns beyond 20	NB S4 (16-20)	Week 2		Make arrays Make doubles	
	3	To 20 and Beyond	Match rotate and manipulate	NCETM matching amounts that are the same NB S5 Many friends of 20	Week 3		Make equal groups grouping Make equal groups sharing ASSESSMENT	
	4	First Then Now	Adding more	One more	Week 4	Fractions	Halving shapes or objects Halving a quantity	
	5	First Then Now	Taking away	One less NCETM inverse operations	Week 5		Find a quarter of a shape or object Find a quarter of a quantity ASSESSMENT	
	6	First Then Now	Compose and decompose	Tangrams NB S5 Making Patterns				



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					Week 6	Position & Direction	Describe turns Describe Position (1) Describe Position 2	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
Summer 2	7	Find my Pattern	Doubling Sharing and grouping	NCETM numbers to be partitioned into different pairs NB S4 The lair of shares NB S4 Sign of the times	Week 7	Place Value - Numbers to 100	Counting to 100 Partitioning numbers	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 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.
	8	Find my Pattern	Even and odd	NB S5 Odd Side Story	Week 8		Comparing numbers (1) Comparing numbers (2)	
	9	Find my Pattern	Visualise and build	Positional language	Week 9		Ordering numbers One more, one less	
	10	On the Move	Deepening understanding	NB S4 E23-E30	Week 10	Money	Recognising coins Recognising notes Counting in coins	Recognise and know the value of different denominations of coins and notes.
	11	On the Move	Patterns and relationships		Week 11	Time	Before and after Dates Time to the hour Time to the half hour	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
	12	On the Move	Mapping	Directions	Week 12		Writing time Comparing time ASSESSMENT	



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									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)
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