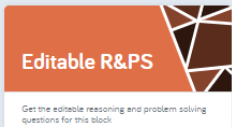




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Essentials Planning		DfE core guidance	NCETM PD spine materials	Challenge
1LS1	Geometry – Positional Language Including Ordinal Numbers			Option 1: Click on relevant White Rose link in previous column e.g. <a href="https://resources.whiterosemaths.com/resources/year-1/autumn-block-1-place-value/">https://resources.whiterosemaths.com/resources/year-1/autumn-block-1-place-value/</a> and click on editable reasoning and problem solving:
			Previous Reception experiences and counting within 100 <a href="https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-1-previous-reception-experiences-and-counting-within-100/">https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-1-previous-reception-experiences-and-counting-within-100/</a>	 <small>Get the editable reasoning and problem solving questions for this block.</small>
1LS2 1LS3	Numbers to Ten – Finding Patterns in Numbers (including subitising) Numbers to Ten – Counting and Comparison (more, less, fewer)	<a href="#">1NPV-2</a> Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$	1.1 Comparison of quantities and measures <a href="https://www.ncetm.org.uk/classroom-resources/primm-1-01-comparison-of-quantities-and-measures/">https://www.ncetm.org.uk/classroom-resources/primm-1-01-comparison-of-quantities-and-measures/</a>  1.3 Composition of numbers: 0 – 5 <a href="https://www.ncetm.org.uk/classroom-resources/primm-1-03-composition-of-numbers-0-5/">https://www.ncetm.org.uk/classroom-resources/primm-1-03-composition-of-numbers-0-5/</a>  1.4 Composition of numbers: 6 – 10 <a href="https://www.ncetm.org.uk/classroom-resources/primm-1-04-composition-of-numbers-6-10/">https://www.ncetm.org.uk/classroom-resources/primm-1-04-composition-of-numbers-6-10/</a>  1.10 Composition of numbers: 11 – 19	 <small>Get the end of block assessment for this block.</small>

Option 2: Recommended Books

- Maths No Problem Textbook 1A and 1B
- CGP KS1 Maths- Year 1 10-Minute weekly workouts
- CGP KS1 Maths Year 1 Targeted question book

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			<a href="https://www.ncetm.org.uk/classroom-resources/primm-1-10-composition-of-numbers-11-19/">https://www.ncetm.org.uk/classroom-resources/primm-1-10-composition-of-numbers-11-19/</a>	<p><b>Option 3:</b> NCETM primary assessment materials for Year 1 which have a master with greater depth column</p> <p><a href="https://www.ncetm.org.uk/media/qjpcpt24/mastery_assessment_y1.pdf">https://www.ncetm.org.uk/media/qjpcpt24/mastery_assessment_y1.pdf</a></p>  <p><b>Option 4:</b> NRICH– use the National Curriculum tracking document to locate relevant material</p> <p><a href="https://docs.google.com/spreadsheets/d/1j6RPhZA1i0tdlDZtwBjiNtwIQE-1NcmtHYgQJdJrvDM/edit#gid=694489868">https://docs.google.com/spreadsheets/d/1j6RPhZA1i0tdlDZtwBjiNtwIQE-1NcmtHYgQJdJrvDM/edit#gid=694489868</a></p>
1LS4 1LS5 1LS6	<p>Numbers to Ten – Estimating and Ordering</p> <p>Numbers to Ten – Regrouping the Whole</p> <p><b>This is a key sequence. Consider repeating lessons so as to focus each lesson on specific number bonds.</b></p> <p>Numbers to Ten – Part Whole Addition and Subtraction <b>This is a key sequence. Consider repeating lessons so as to focus each lesson on specific number bonds.</b></p>	<p><u>1NF–1</u> Develop fluency in addition and subtraction facts within 10.</p>	<p>1.7 Addition and subtraction: strategies within 10</p> <p><a href="https://www.ncetm.org.uk/classroom-resources/primm-1-07-addition-and-subtraction-strategies-within-10/">https://www.ncetm.org.uk/classroom-resources/primm-1-07-addition-and-subtraction-strategies-within-10/</a></p>	
		<p><u>1AS–2</u> Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.</p>	<p>1.5 Additive structures: introduction to aggregation and partitioning</p> <p><a href="https://www.ncetm.org.uk/classroom-resources/primm-1-05-additive-structures-introduction-to-aggregation-and-partitioning/">https://www.ncetm.org.uk/classroom-resources/primm-1-05-additive-structures-introduction-to-aggregation-and-partitioning/</a></p> <p>1.6 Additive structures: introduction to augmentation and reduction</p> <p><a href="https://www.ncetm.org.uk/classroom-resources/primm-1-06-additive-structures-introduction-to-augmentation-and-reduction/">https://www.ncetm.org.uk/classroom-resources/primm-1-06-additive-structures-introduction-to-augmentation-and-reduction/</a></p>	

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<p>1LS7 1LS8 1LS9 1LS10 1LS11 1LS12 1LS13</p>	<p>Numbers to Ten – Solving Problems Using Part or Whole Unknown Numbers to Ten – <b>Comparison Use language of difference not formal written equations</b> Numbers to Ten – Equality and Balance Numbers to Twenty – Making 10 and Some More Numbers to 20 – Estimating and Ordering, 1 More and 1 Less Numbers to Twenty – Doubling and Halving Numbers to Twenty – Odd and Even Numbers</p>	<p><u>1AS-1</u> Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.</p>	<p>1.3 Composition of numbers: 0–5 <a href="https://www.ncetm.org.uk/classroom-resources/primm-1-03-composition-of-numbers-0-5/">https://www.ncetm.org.uk/classroom-resources/primm-1-03-composition-of-numbers-0-5/</a>  1.4 Composition of numbers: 6–10 <a href="https://www.ncetm.org.uk/classroom-resources/primm-1-04-composition-of-numbers-6-10/">https://www.ncetm.org.uk/classroom-resources/primm-1-04-composition-of-numbers-6-10/</a></p>	

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1LS14	<p>Geometry – Names and Properties of 2-D and 3-D Shape</p>	<p><u>1G-1</u> Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.</p> <p><u>1G-2</u> Compose 2D and 3D shapes from smaller shapes</p>		
1LS15	<p>Measures – The Language of Comparing Length, Height, Mass and Speed</p> <p>Sequencing Events – Days of the Week and Months of the Year <b>could be covered in maths meetings if short for time</b></p>	<p>to match an example, including manipulating shapes to place them in particular orientations.</p>		
1LS16 1LS17 1LS18	<p>Numbers to Twenty – Adding using ‘Think 10’</p> <p>Numbers to Twenty –</p>			

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	<p>Subtraction using using 'Think 10'</p> <p>Do not use the Think 10 regrouping strategy – this very hard for children to understand in the way it is set out. Instead, use their knowledge of numbers within 10 e.g. if <math>3 + 5 = 8</math> then <math>13 + 5 = 18</math></p> <p>See NCETM resources and planning from last year</p>			
1LS19 1LS20	<p>Numbers to Twenty – Equality and Balance</p> <p>Numbers to Twenty – Part or Whole Unknown</p>			
1LS21 1LS22	<p>Numbers to Twenty – Language and Problem Solving (part or whole unknown) Leave out if time pressured – problem solving developed throughout</p> <p>Numbers to Twenty – Comparison (difference, more, less, fewer) including Statistics</p>			

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1LS23	Measures – Coins and Combinations to 20p, Ordering and Comparing		2.1 Counting, unitising and coins <a href="https://www.ncetm.org.uk/classroom-resources/primm-2-01-counting-unitising-and-coins/">https://www.ncetm.org.uk/classroom-resources/primm-2-01-counting-unitising-and-coins/</a>	
1LS24	Counting in 2s, 5s 10s	<u>1NF-2</u> Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	2.1 Counting, unitising and coins <a href="https://www.ncetm.org.uk/classroom-resources/primm-2-01-counting-unitising-and-coins/">https://www.ncetm.org.uk/classroom-resources/primm-2-01-counting-unitising-and-coins/</a>	
1LS25	Measures – Non-standard Measures and Introducing Simple Standard Measures Leave out if time pressured Combined with other measures unit (covered summer 2021)			

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1LS26 1LS27 1LS28	<p>Multiplication and Division – Equal or Unequal Groups and Remainders</p> <p>Multiplication – Repeated Addition and Arrays (number of groups and size of group)</p> <p>Multiplication – Problem Solving (identifying the number of groups and size of the group)</p>			
1LS29	Multiplication – Scaling and Counting in 2s to 24			
1LS30	Division – Sharing and Grouping Problems			
1LS31	<p>Time – Telling the Time, O'clock and Half Past</p> <p>drip through maths meetings</p>			

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1LS32 1LS33	Fractions – Sharing Into Equal Groups Fractions – Equal or Unequal Parts of Shapes		Spine 3 Fractions KS1 Guidance <a href="https://www.ncetm.org.uk/classroom-resources/primm-3-0-guidance-on-the-teaching-of-fractions-in-key-stage-1/">https://www.ncetm.org.uk/classroom-resources/primm-3-0-guidance-on-the-teaching-of-fractions-in-key-stage-1/</a>	
1LS34	Fractions – Of Continuous Quantities Including Capacity			
1LS35	Numbers to Twenty – Review			
1LS36 1LS37	Numbers to One Hundred – Place Value and Digits, Making Tens and Some More Place Value – Estimation, Ordering and Comparison	<a href="#">1NPV-1</a> Count within 100, forwards and backwards, starting with any number.	1.1 Comparison of quantities and measures <a href="https://www.ncetm.org.uk/classroom-resources/primm-1-01-comparison-of-quantities-and-measures/">https://www.ncetm.org.uk/classroom-resources/primm-1-01-comparison-of-quantities-and-measures/</a>	