Staniland's Long Term Map - Year 1 Maths (2025/2026)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17
Autumn	Number: Place Value (within 10) **(N.B. Week 1 is three days)**				Addition and subtraction (within 10) ***Half Term***				***Half Term***	***Half Term***	Addition and subtraction (within 10)		Geometry: Shape	Number: Place Value (within 20)			
Spring	Addition and Subtraction (within 20)			Number: Place Value (within 50)	Number: Place Value (within 100)		***Half Term***	Measurement: Length and Height		Measurement: Weight and Volume		Measurement: Time	Consolidation from Term 2	***End of term Easter Holiday***	***End of term Easter Holiday***		
Summer	Multiplication and Division (Counting in 2s 5s 10s, arrays, doubles, sharing)			Number: Fractions		***Half term***	**Geometry: Position and Direction**	Number: Place Value (within 100)		Measurement: Money	**Consolidation - see non-negotiables**				***End of term Summer Holiday***	***End of term Summer Holiday***	

Number and Place Value	**AU**	**SP**	**SU**	**Measures**	**AU**	**SP**	**SU**
• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number				Compare, describe and solve practical problems for:			
• Given a number, identify one more and one less				• lengths and heights (for example, long/short, longer/shorter, tall/short, double/half			
• Identify and represent numbers using objects and pictorial representations including the number line, and the language of: equal to, more than, less than (fewer), most, least				• mass/weight (for example, heavy/light, heavier than, lighter than)			
• Read and write numbers from 1 to 20 in numerals and words				• capacity and volume (for example, full/empty, more than, less than, half, half full, quarter)			
Addition and Subtraction				• time [for example, quicker, slower, earlier, later]			
• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs				Measure and begin to record the following:			
• Represent and use number bonds and related subtraction facts within 20				• lengths and heights			
• Add and subtract one-digit and two-digit numbers to 20, including zero				• mass/weight			
• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9				• capacity and volume			
Multiplication and Division				• time (hours, minutes, seconds)			
• 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				• Recognise and know the value of different denominations of coins and notes			
Fractions				• Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]			
• Recognise, find and name a half as one of two equal parts of an object, shape or quantity				• Recognise and use language relating to dates, including days of the week, weeks, months and years			
• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.				• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times			
Properties of Shape				**Position and Direction**			
Recognise and name common 2-D and 3-D shapes, including:				• Describe position, direction and movement, including whole, half, quarter and three-quarter turns			
• 2-D shapes [for example, rectangles (including squares), circles and triangles]							
• 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]							

N.B. *– These are* ***suggested*** *time frames; if you need to, please spend longer on a block, objectives must be embedded. Consolidation of any learning should focus on place value, the four operations and fractions (inc. decimals and percentages for the older children). Blocks taught should be revisited each term through Cold Maths, lesson starters and when links are made between mathematical concepts e.g. measure and place value. These are curriculum objectives and what you should be teaching from.*