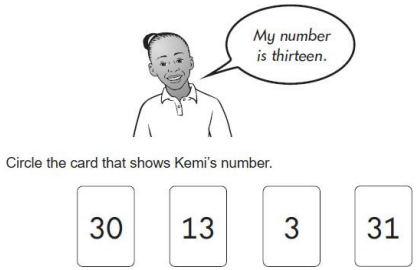
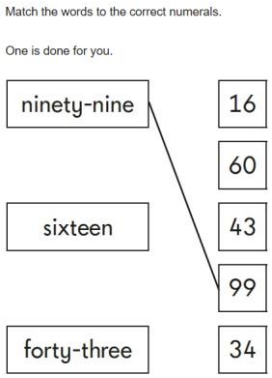
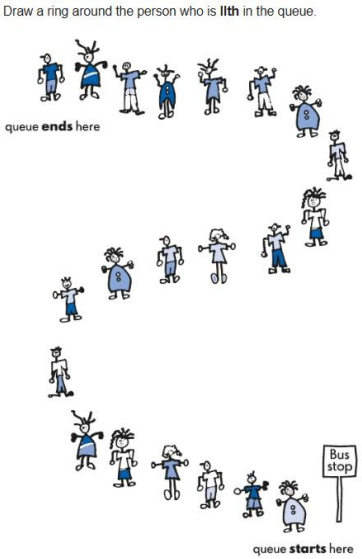
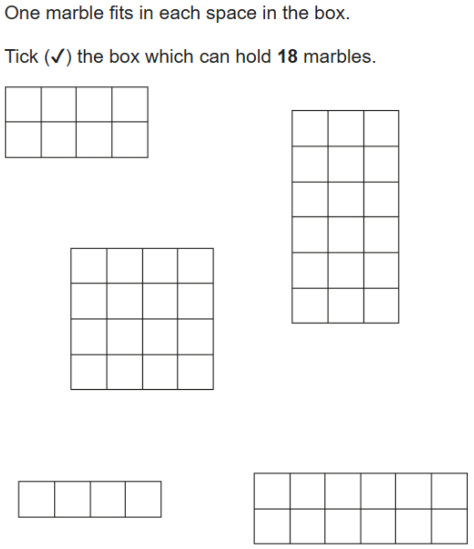
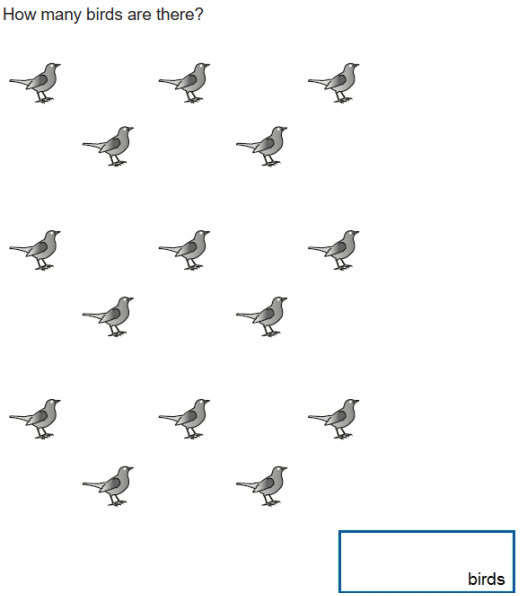
Year 1 LTP 2025-26 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

<table>
<tr><td colspan="6">Year 1 Maths Long Term Plan 2025-26</td></tr>
<tr>
<td colspan="2">Place Value within 10 (4 Weeks):
♣ read and write numbers from 1 to 20 in numerals and words.
♣ 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; count in multiples of twos, fives and tens
♣ given a number, identify one more and one less</td>
<td colspan="2">Addition and Subtraction (within 10): 2 Weeks
♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</td>
<td>Time Duration: (1 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</td>
<td>Consolidation Week:</td>
</tr>
<tr>
<td>Addition and Subtraction (within 10): 3 Weeks
♣ represent and use number bonds and related subtraction facts within 20
♣ add and subtract one-digit and two-digit numbers to 20, including zero</td>
<td>Assessment Week</td>
<td>Shape (1 week):
♣ 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].</td>
<td>Position and Direction (1 week)
♣ describe position, direction and movement, including whole, half, quarter and three-quarter turns.</td>
<td>Consolidation Week:</td>
</tr>
<tr>
<td colspan="2">Place Value within 20 (3 Weeks):
♣ read and write numbers from 1 to 20 in numerals and words.
♣ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
♣ given a number, identify one more and 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</td>
<td colspan="3">Addition and Subtraction (within 20): 3 Weeks
♣ represent and use number bonds and related subtraction facts within 20
♣ 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 = ? – 9.</td>
</tr>
<tr>
<td>Place Value within 50 (2 Weeks):
♣ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
♣ given a number, identify one more and 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</td>
<td>Length and Height (1 week):
♣ compare, describe and solve practical problems for:
• Length and heights</td>
<td>Assessment Week</td>
<td colspan="2">Length and Height (1 week):
♣ measure and begin to record the following:
• Length and heights</td>
</tr>
<tr>
<td colspan="2">Multiplication and Division (3 weeks):
♣ 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.</td>
<td colspan="2">Fractions (2 weeks):
♣ recognise, find and name a half as one of two equal parts of an object, shape or quantity</td>
<td>Mass and Volume (1 week):
♣ measure and begin to record the following:
• Mass/weight
• Capacity/volume</td>
</tr>
<tr>
<td>Fractions (2 weeks):
♣ recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</td>
<td>Place Value within 100 (2 weeks):
♣ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
♣ given a number, identify one more and 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</td>
<td>Assessment Week:</td>
<td>Money (1 week)
♣ recognise and know the value of different denominations of coins and notes</td>
<td>Time (1 weeks)
♣ measure and begin to record the following:
• Time (hours/minutes/seconds)
• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</td>
</tr>
</table>

Autumn 1 (8 weeks)	
Week 1: Monday	Week 1: Tuesday-Friday
Arithmetic: EYFS Recap: **♣ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts**	Flashback Focus: (EYFS) ♣ **♣ read and write numbers from 1 to 20 in numerals and words.** Y1 Autumn Block 1 SOL2 Count objects.p Y1 Autumn Block 1 SOL3 Count objects fr Y1 Autumn Block 1 SOL4 Represent obje Y1 Autumn Block 1 SOL5 Recognise numl Link to all White Rose Resources (if needed): Link to all White Rose Resources (if needed):  

Autumn 1 (8 weeks)	
Week 2: Monday	Week 2: Tuesday-Friday
Arithmetic: EYFS Recap: **♣ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts**	Flashback Focus: (EYFS) ♣ **♣ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens** Y1 Autumn Block 1 SOL6 Count on from a; Y1 Autumn Block 1 SOL8 Count backward; Y1 Autumn Block 1 SOL15 The number lir; Y1 Autumn Block 1 SOL5 Recognise numb Link to all White Rose Resources (if needed): Link to all White Rose Resources (if needed):   

<table>
<tr><th colspan="2">Autumn 1 (8 weeks)</th></tr>
<tr><th>Week 3: Monday</th><th>Week 3: Tuesday-Friday</th></tr>
<tr><td rowspan="2">Arithmetic:
EYFS Recap:
♣ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

♣ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

♣ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</td><td>Flashback Focus: ♣ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</td></tr>
<tr><td>♣ Given a number, identify one more and one less

Y1 Autumn Block 1 SOL7 1 more.pdf
Y1 Autumn Block 1 SOL9 1 less.pdf

Link to all White Rose Resources (if needed):
Link to all White Rose Resources (if needed):

Here are two cards.
+ −
Choose a card to make each calculation correct.
One is done for you.
4 + 1 = 5
23 ☐ 1 = 22
40 ☐ 1 = 39
19 ☐ 1 = 20
11 → 1 more → 12
18 → 1 less → ☐
80 → 1 more → ☐

Write the missing number in each box.
19 → is 1 less than → ☐
19 → is 10 less than → ☐</td></tr>
</table>

Autumn 1 (8 weeks)	
Week 4: Monday	Week 4: Tuesday-Friday
Arithmetic: EYFS Recap: **♣ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts** **♣ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.**	Flashback Focus: ♣ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens **♣ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number** Y1 Autumn Block 1 SOL2 Count objects.p Y1 Autumn Block 1 SOL3 Count objects fr Y1 Autumn Block 1 SOL4 Represent obje Y1 Autumn Block 1 SOL5 Recognise numl Link to all White Rose Resources (if needed): Link to all White Rose Resources (if needed): Write the missing numbers in this pattern. [ ] [ ] 71 [ ] 73 74 Ling is going to write these numbers **in order**. 45 54 32 23 40 What number must she write in the white box? [ ] [ ] [ ] [ ] [ ] **smallest** **largest**

Autumn 1 (8 weeks)	
Week 5: Monday	Week 5: Tuesday-Friday
Arithmetic: EYFS Recap: **♣ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts** **♣ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number** **♣ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity**	Flashback Focus: (EYFS) ♣ Given a number, identify one more and one less **♣ read, write and interpret mathematical statements involving addition (+), ~~subtraction (–)~~ and equals (=) signs** Y1 Autumn Block 1 SOL2 Count objects.p Y1 Autumn Block 1 SOL3 Count objects fr Y1 Autumn Block 1 SOL4 Represent objec Y1 Autumn Block 1 SOL5 Recognise numl Link to all White Rose Resources (if needed): Link to all White Rose Resources (if needed): Here are some symbols. + − = Use two of the symbols to complete this number sentence. 12 ☐ 5 ☐ 7 Now use two of the symbols to complete this number sentence in a **different** way. 12 ☐ 5 ☐ 7 Fill in the missing numbers to make each pair of cards **total 17** One pair is done for you. 10 7 9 ☐ ☐ 6 Ben has **4** red cars, **8** green cars and **3** yellow cars. Write a sum to work out how many cars he has altogether. _____

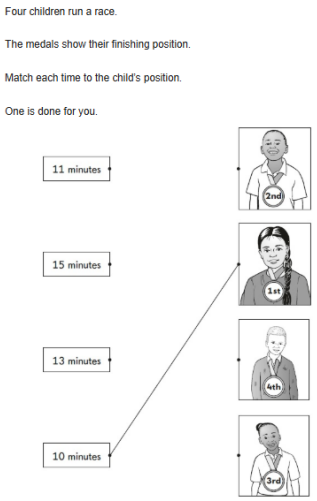
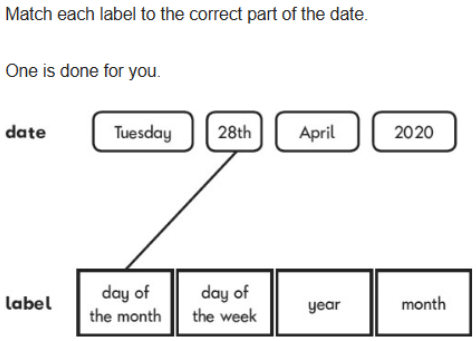
<table>
<tr><th colspan="2">Autumn 1 (8 weeks)</th></tr>
<tr><th>Week 6: Monday</th><th>Week 6: Tuesday-Friday</th></tr>
<tr><td rowspan="2">Arithmetic:
♣ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</td><td>Flashback Focus: (EYFS) ♣ Given a number, identify one more and one less</td></tr>
<tr><td>♣ read, write and interpret mathematical statements involving <s>addition (+),</s> subtraction (–) and equals (=) signs

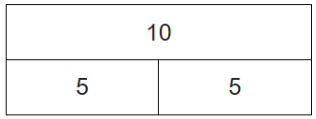
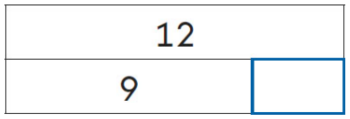
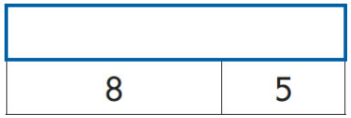
Link to all White Rose Resources (if needed):
Link to all White Rose Resources (if needed):

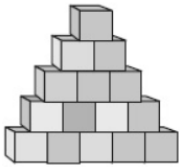
Look at these numbers.
36 42 6
Use these numbers to complete the number sentences below
Use all three numbers each time.
□ + □ = □
□ – □ = □

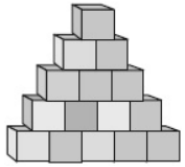
Look at these cards.
3 1 4 2 6
Use one card each time to make these correct.
7 + □ = 10
10 – □ = 4</td></tr>
</table>

Autumn 1 (8 weeks)		
Week 7: Monday	Week 7: Tuesday-Friday	
Arithmetic: EYFS Recap: **♣ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number** **♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs**	Flashback Focus: (EYFS) ♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs **♣ 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** **♣ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]** Link to all White Rose Resources (if needed):  	**♣ recognise and use language relating to dates, including days of the week, weeks, months and years** Link to all White Rose Resources (if needed): 

Autumn 1 (8 weeks)	
Week 8: Monday	Week 8: Tuesday-Friday
Arithmetic: EYFS Recap: **♣ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number** **♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs**	Flashback Focus: ♣ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ♣ Link to all White Rose Resources (if needed):

Autumn 2 (7 weeks)	
Week 1: Monday	Week 8: Tuesday-Friday
Arithmetic: EYFS Recap: **♣ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number** **♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs**	Flashback Focus: ♣ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens **♣ represent and use number bonds and related subtraction facts within 20** Link to all White Rose Resources (if needed): Y1 Spring Block 2 SOL Addition and sub This picture shows 5 + 5 = 10  Here are two more pictures. Write the missing numbers in the boxes.   Circle the calculation with the largest answer. 5 + 2 10 − 3 9 − 1 4 + 1

Autumn 2 (7 weeks)	
Week 2: Monday	Week 8: Tuesday-Friday
Arithmetic: EYFS Recap: **♣ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number** **♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs** **♣ represent and use number bonds and related subtraction facts within 20**	Flashback Focus: ♣ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number **♣ add and subtract one-digit and two-digit numbers to 20, including zero** Link to all White Rose Resources (if needed): Y1 Spring Block 2 SOL Addition and sub There are **16** ducks on the pond. **5** ducks fly away. How many ducks stay on the pond? ducks Ben wants to build a tower with **15** blocks. He only has **9** blocks.  How many **more** blocks does Ben need? blocks

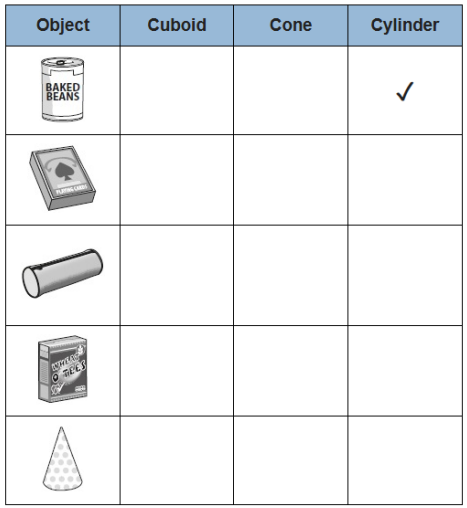
Autumn 2 (7 weeks)	
Week 3: Monday	Week 3: Tuesday-Friday
Arithmetic: ♣ read and write numbers from 1 to 20 in numerals and words. ♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs ♣ given a number, identify one more and one less ♣ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	Flashback Focus: ♣ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] ♣ **add and subtract one-digit and two-digit numbers to 20, including zero** Link to all White Rose Resources (if needed): Y1 Spring Block 2 SOL Addition and sub There are **16** ducks on the pond. **5** ducks fly away. How many ducks stay on the pond? ducks Ben wants to build a tower with **15** blocks.  He only has **9** blocks. How many **more** blocks does Ben need? **blocks**

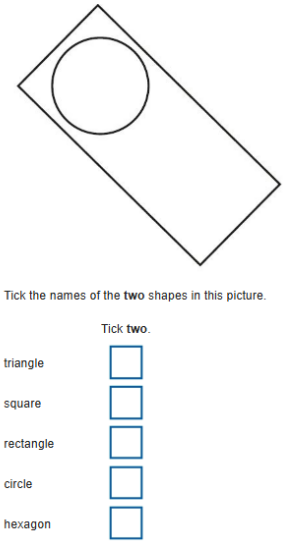
Autumn 2 (7 weeks)	
Week 4: Monday	Week 4: Tuesday-Friday
Arithmetic: ♣ read and write numbers from 1 to 20 in numerals and words. ♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs ♣ given a number, identify one more and one less ♣ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ♣ add and subtract one-digit and two-digit numbers to 20, including zero	Flashback Focus: ♣ recognise and use language relating to dates, including days of the week, weeks, months and years ♣ **Assessment Week**

<table>
<tr><th colspan="2">Autumn 2 (7 weeks)</th></tr>
<tr><th>Week 5: Monday</th><th>Week 5: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:

♣ read and write numbers from 1 to 20 in numerals and words.
♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
♣ given a number, identify one more and one less
♣ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
♣ add and subtract one-digit and two-digit numbers to 20, including zero</td><td>Flashback Focus: ♣ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</td></tr>
<tr><td>♣ 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].</td></tr>
<tr><td>Y1 Autumn Block 3 SOL Shape.pdf

Link to all White Rose Resources (if needed):

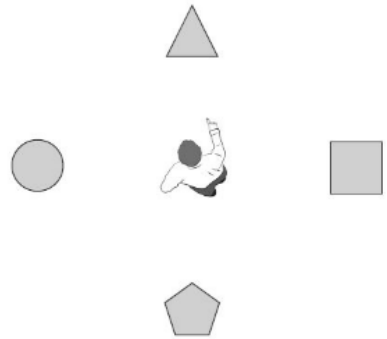
 


</td></tr>
</table>

<table>
<tr><th colspan="2">Autumn 2 (7 weeks)</th></tr>
<tr><th>Week 6: Monday</th><th>Week 6: Tuesday-Friday</th></tr>
<tr><td rowspan="2">Arithmetic:

♣ read and write numbers from 1 to 20 in numerals and words.
♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
♣ given a number, identify one more and one less
♣ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
♣ add and subtract one-digit and two-digit numbers to 20, including zero</td><td>Flashback Focus: ♣ recognise and name common 2-D and 3-D shapes</td></tr>
<tr><td>♣describe position, direction and movement, including whole, half, quarter and three-quarter turns.

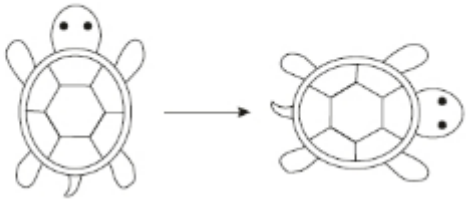
Sam is pointing at the triangle.

He turns a half turn.

Tick the shape Sam is pointing at after the half turn.

This turtle is rotated clockwise.

How much is the turtle rotated?

Circle your answer.

quarter turn | half turn | three-quarter turn | full turn</td></tr>
</table>

<table>
<tr><th colspan="2">Autumn 2 (7 weeks)</th></tr>
<tr><th>Week 7: Monday</th><th>Week 7: Tuesday-Friday</th></tr>
<tr><td rowspan="2">Arithmetic:

♣ read and write numbers from 1 to 20 in numerals and words.
♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
♣ given a number, identify one more and one less
♣ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
♣ add and subtract one-digit and two-digit numbers to 20, including zero</td><td>Flashback Focus: ♣ recognise and name common 2-D and 3-D shapes</td></tr>
<tr><td>♣ Consolidation Week</td></tr>
</table>

<table>
<tr><th colspan="3">Spring 1 (6 weeks)</th></tr>
<tr><th>Week 1: Monday</th><th colspan="2">Week 1: Tuesday-Friday</th></tr>
<tr><td rowspan="2">Arithmetic:

♣ read and write numbers from 1 to 20 in numerals and words.
♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
♣ given a number, identify one more and one less
♣ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
♣ add and subtract one-digit and two-digit numbers to 20, including zero</td><td colspan="2">Flashback Focus: ♣ recognise and name common 2-D and 3-D shapes</td></tr>
<tr><td>♣ read and write numbers from 1 to 20 in numerals and words.

Y1 Spring Block 1
SOL Place value withir

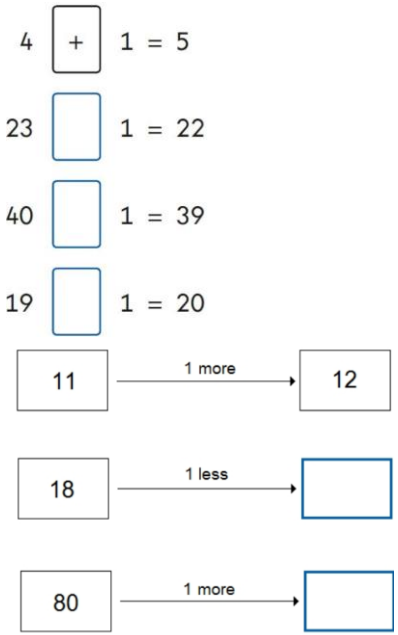
Link to all White Rose Resources (if needed):

Circle the card that shows Kemi's number.

</td><td>♣ given a number, identify one more and one less

Y1 Spring Block 1
SOL Place value withir

Link to all White Rose Resources (if needed):

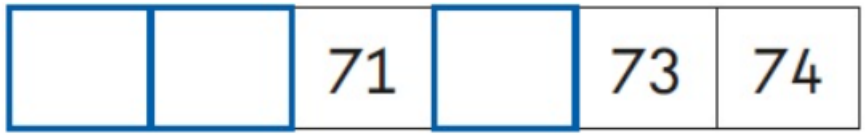
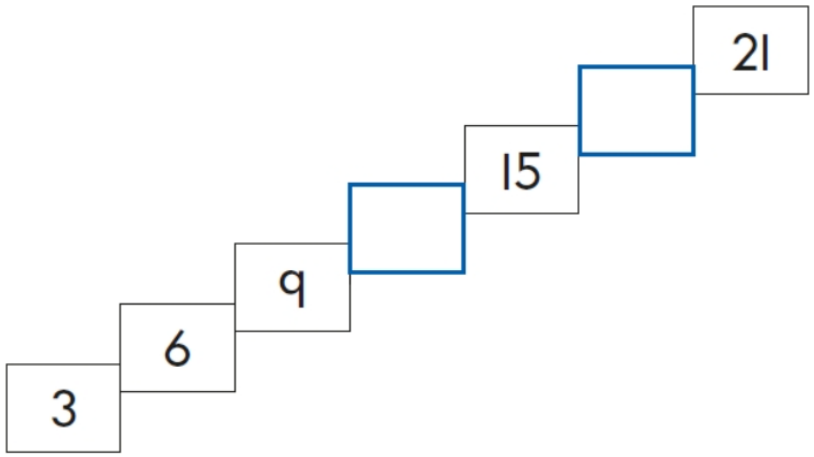
 
</td></tr>
</table>

<table>
<tr><th colspan="2">Spring 1 (6 weeks)</th></tr>
<tr><th>Week 2: Monday</th><th>Week 2: Tuesday-Friday</th></tr>
<tr><td>Arithmetic:

♣ read and write numbers from 1 to 20 in numerals and words.
♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
♣ given a number, identify one more and one less
♣ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
♣ add and subtract one-digit and two-digit numbers to 20, including zero</td><td>Flashback Focus: ♣ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
♣ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
♣ given a number, identify one more and one less

Y1 Spring Block 1 SOL Place value withir

Link to all White Rose Resources (if needed):

Write the missing numbers in this pattern.
 
Write the missing numbers in this pattern.
  </td></tr>
</table>

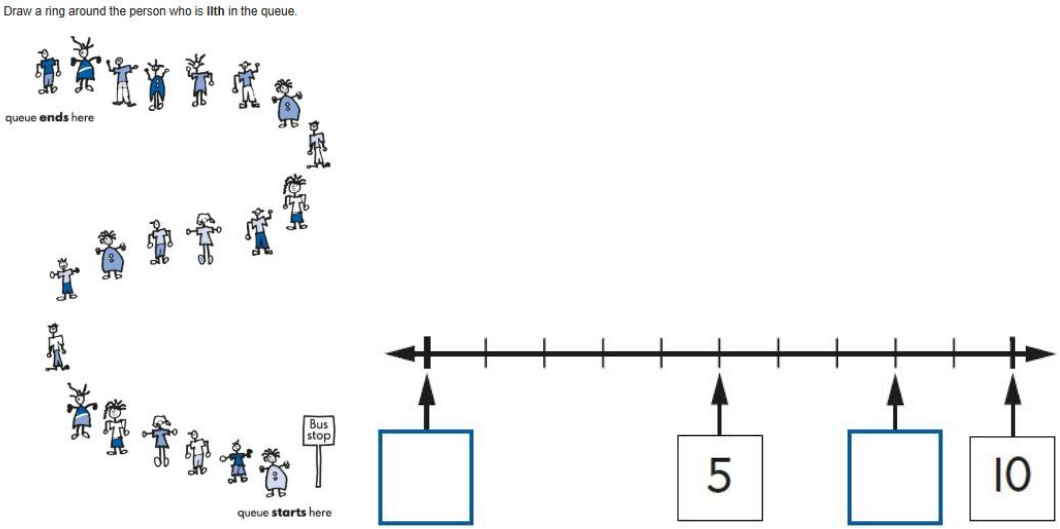
<table>
<tr><th colspan="2">Spring 1 (6 weeks)</th></tr>
<tr><th>Week 3: Monday</th><th>Week 3: Tuesday-Friday</th></tr>
<tr><td>Arithmetic:

♣ read and write numbers from 1 to 20 in numerals and words.
♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
♣ given a number, identify one more and one less
♣ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
♣ add and subtract one-digit and two-digit numbers to 20, including zero
♣ read and write numbers from 1 to 20 in numerals and words.</td><td>Flashback Focus: ♣ read and write numbers from 1 to 20 in numerals and words.

♣ 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 one more and one less

Y1 Spring Block 1 SOL Place value withir

Link to all White Rose Resources (if needed):

 
</td></tr>
</table>

Spring 1 (6 weeks)	
Week 4: Monday	Week 4: Tuesday-Friday
Arithmetic: ♣ read and write numbers from 1 to 20 in numerals and words. ♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs ♣ given a number, identify one more and one less ♣ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ♣ add and subtract one-digit and two-digit numbers to 20, including zero ♣ read and write numbers from 1 to 20 in numerals and words.	Flashback Focus: ♣ 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 ♣ represent and use number bonds and related subtraction facts within 20 Y1 Spring Block 2 SOL Addition and sub Link to all White Rose Resources (if needed):

This picture shows 5 + 5 = 10

10	
5	5

Here are two more pictures.

Write the missing numbers in the boxes.

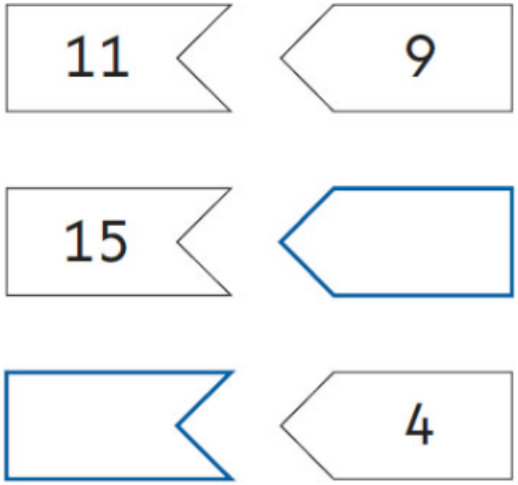
12	
9	

8	5

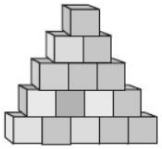
These pairs of numbers add to **20**

Write numbers in the boxes to complete the number pairs.

The first one is done for you.



Spring 1 (6 weeks)	
Week 5: Monday	Week 5: Tuesday-Friday
Arithmetic: ♣ read and write numbers from 1 to 20 in numerals and words. ♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs ♣ given a number, identify one more and one less ♣ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ♣ add and subtract one-digit and two-digit numbers to 20, including zero ♣ read and write numbers from 1 to 20 in numerals and words.	Flashback Focus: ♣ 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 ♣ add and subtract one-digit and two-digit numbers to 20, including zero Y1 Spring Block 2 SOL Addition and sub Link to all White Rose Resources (if needed): 8 + ☐ + 4 = 17 13 − 7 = ☐ 18 − 6 = ☐

Spring 1 (6 weeks)	
Week 6: Monday	Week 6: Tuesday-Friday
Arithmetic: ♣ read and write numbers from 1 to 20 in numerals and words. ♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs ♣ given a number, identify one more and one less ♣ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ♣ add and subtract one-digit and two-digit numbers to 20, including zero ♣ read and write numbers from 1 to 20 in numerals and words. ♣ add and subtract one-digit and two-digit numbers to 20, including zero	Flashback Focus: ♣ 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 = ? – 9. Y1 Spring Block 2 SOL Addition and sub Link to all White Rose Resources (if needed): There are **16** ducks on the pond. **5** ducks fly away. How many ducks stay on the pond? ducks Ben wants to build a tower with **15** blocks. He only has **9** blocks.  How many **more** blocks does Ben need? blocks 13 – 7 =