

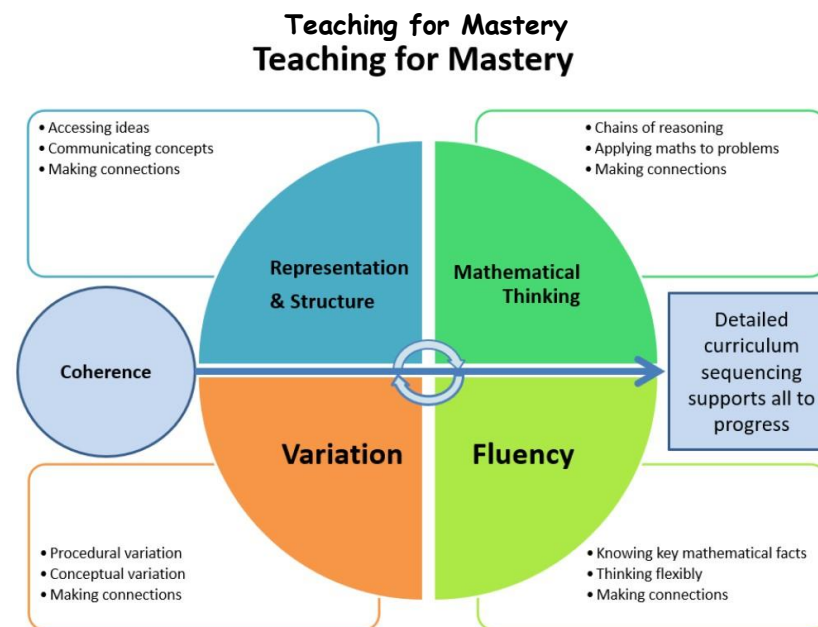


Devonshire Primary Academy
Year 1 Mathematics Long Term Plan 2026-2027



The Five Big Ideas of Teaching for Mastery

Coherence - small connected steps build deep understanding.
Representation and Structure - manipulatives and images expose the maths.
Mathematical Thinking - pupils explain, reason and justify.
Fluency - secure recall and flexible, efficient strategies.
Variation - careful examples draw attention to key concepts.



Shape Thread Through Year 1

Shape is fed through counting patterns, part-whole representations, manipulatives, pattern blocks, positional language and equal-part work. It is explicitly taught in Unit 4 and revisited through number patterns, coin recognition, position, direction and time. Halves and quarters are made explicit through folding, fair sharing and equal parts of shapes, objects and quantities.

Mapping: U1 counting patterns; U2 part-whole/spatial models; U4 explicit 2D/3D shapes plus halves/quarters; U6 bar models and sharing structures; U8 place value structures; U10 position and turns; U11 clock faces and half turns.

Fluency Thread Through Year 1

Fluency is developed through daily retrieval, number composition, number bonds, practical representations, varied contexts and reasoning. This reflects the curriculum review priority for secure KS1 number foundations while ensuring statutory fractions language is introduced practically.

Mapping: U1 counting within 100; U2 composition; U3 subitising 0-5; U4 equal parts/halves/quarters; U5 numbers 0-10; U6 additive structures; U7 facts within 10; U8 numbers 0-20; U9 unitising coins; U10 direction language; U11 time language.

Created using; Curriculum Review, Maths Progression Document, National Curriculum, Whole School NCETM Overview and Year 1 Curriculum Overview.

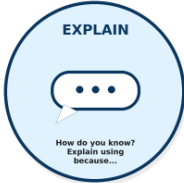
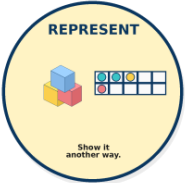
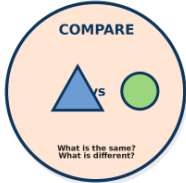
Year 1 disciplinary knowledge and reasoning

These six recurring statements describe how pupils work mathematically. Revisit them in every unit. The selected buttons identify explicit teaching opportunities; other reasoning processes remain available throughout each lesson.

Build from practical exploration to showing ideas, giving a reason, choosing an approach and checking with support.

ing process	Year group statement
ent	I can show an idea in different ways.
patterns and connect	I can notice patterns and say what is the same or different.
and justify	I can explain how I know and show why.
efficient strategies	I can choose a way to help me solve a problem.
nd solve problems	I can use what I know to solve a problem.
nd refine	I can check my answer and say whether it makes sense.

Existing year group buttons

 Explain how you know using mathematical language.	 Show the same idea another way and connect the representations.	 Identify similarities and differences; compare possible strategies.	 Check accuracy and whether the answer makes sense.
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Teach the processes through modelling, dialogue and supported practice. Pupils may explain through speech, actions, objects, drawings or communication aids. Encourage perseverance and a willingness to revise an approach.

Autumn Term							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Autumn 1 Unit 1 - Previous Reception experiences and counting within 100	Count, read, write and represent numbers within 100.	Develop fluency in counting forwards and backwards, counting objects accurately, finding one more/less and recognising number patterns.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT count, compare and represent numbers within 100.	Small steps: counting routines; count objects with 1:1; count on/back; one more/less; compare groups; use number lines and tens frames. NCETM Link Oak 1, Oak 2, Oak 3, Oak 4 Oak Link Teaching Guide	Subitising, counting to 20, one more/less.	Perseverance, collaboration and respectful discussion.

Recurring disciplinary statements

I can show an idea in different ways.

I can notice patterns and say what is the same or different.

I can explain how I know and show why.

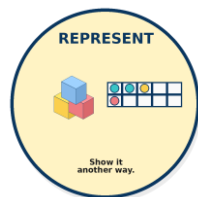
I can choose a way to help me solve a problem.

I can use what I know to solve a problem.

I can check my answer and say whether it makes sense.

Vocab	count, forwards, backwards, numeral, more than, fewer than, equal, compare, number line
Previous Knowledge Needed	EYFS counting, subitising and matching quantities.

Explicit reasoning buttons and unit prompts



REPRESENT Show the same number in two ways. How do you know both show the same amount?



CHECK If the objects move, does the total change? Check your prediction.

Autumn Term							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Autumn 1 Unit 2 - Comparison of quantities and part-whole relationships	Compare quantities and understand part-whole relationships.	Understand composition of numbers and compare groups using mathematical language.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT compare and partition quantities.	Small steps: compare practical groups; identify whole and parts; split/recombine sets; use part-whole models and bar models. NCETM Link Oak 5 Oak Link TG1, TG2	Counting strategies and number recognition.	Turn taking and valuing others ideas.

Recurring disciplinary statements

I can show an idea in different ways.

I can notice patterns and say what is the same or different.

I can explain how I know and show why.

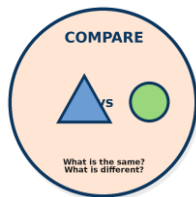
I can choose a way to help me solve a problem.

I can use what I know to solve a problem.

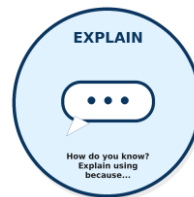
I can check my answer and say whether it makes sense.

Vocab	part, whole, partition, compare, greater, less, equal
Previous Knowledge Needed	EYFS part-whole exploration.

Explicit reasoning buttons and unit prompts



COMPARE What is the same or different about these quantities and their parts?



EXPLAIN How do you know the parts make the whole?

Autumn Term - continued

Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Autumn 2 Unit 3 - Numbers 0-5	Recognise, represent and write numbers to 5.	Secure number formation, cardinality and composition to 5.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT represent and explain numbers to 5.	Small steps: subitise to 5; match numerals, words and quantities; compose/decompose numbers; find missing parts; create number stories. NCETM Link Oak 6 Oak Link Teaching Guide	Subitising and comparing quantities.	Confidence in sharing mathematical thinking.

Recurring disciplinary statements

I can show an idea in different ways.

I can notice patterns and say what is the same or different.

I can explain how I know and show why.

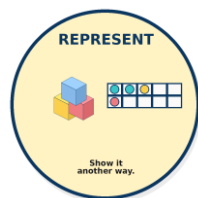
I can choose a way to help me solve a problem.

I can use what I know to solve a problem.

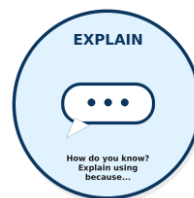
I can check my answer and say whether it makes sense.

Vocab	digit, numeral, zero, equal, fewer, greater
Previous Knowledge Needed	Recognition of small quantities in EYFS.

Explicit reasoning buttons and unit prompts



REPRESENT Show a number to 5 in two different arrangements.



EXPLAIN How do you know the number without counting every object?

Autumn Term - continued							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Autumn 2 Unit 4 - Recognise, compose, decompose and manipulate 2D and 3D shapes	Identify and describe common 2D and 3D shapes. Recognise, find and name halves and quarters of shapes, objects and quantities through practical equal-part work.	Know properties of common shapes and recognise them in different orientations and sizes. Equal parts must be the same size; one half is one of two equal parts and one quarter is one of four equal parts.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT identify shapes and find halves and quarters.	Small steps: handle and name shapes; sort by properties; compose/decompose shapes; build pictures/models; describe orientation and position. NCETM Link Oak 7 Oak Link No teaching guide Include: fold shapes and share objects into halves/quarters; identify equal and unequal parts.	Positional language and pattern recognition. Part-whole models, fair sharing and matching equal groups.	Creativity and teamwork.

Recurring disciplinary statements

I can show an idea in different ways.

I can notice patterns and say what is the same or different.

I can explain how I know and show why.

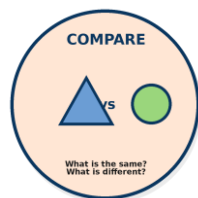
I can choose a way to help me solve a problem.

I can use what I know to solve a problem.

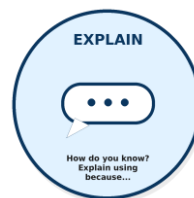
I can check my answer and say whether it makes sense.

Vocab	vertex, edge, face, cube, cuboid, sphere, rectangle, triangle, half, quarter, equal parts, whole
Previous Knowledge Needed	Shape play and pattern work in EYFS. EYFS sharing, fairness and part-whole play support this work.

Explicit reasoning buttons and unit prompts



COMPARE Which shapes belong together? Compare equal and unequal parts.



EXPLAIN Show why a part is a half or a quarter of the whole.

Spring Term							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Spring 1 Unit 5 - Numbers 0-10	Represent and calculate within 10.	Develop fluency in number bonds, composition and place value within 10.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT use number bonds within 10.	Small steps: count/represent 0-10; explore five and a bit; compare/order; use part-whole models; estimate on number lines; pair objects. NCETM Link Oak 8 Oak Link Teaching Guide	Counting and comparing numbers.	Resilience and problem solving.

Recurring disciplinary statements

I can show an idea in different ways.

I can notice patterns and say what is the same or different.

I can explain how I know and show why.

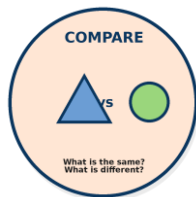
I can choose a way to help me solve a problem.

I can use what I know to solve a problem.

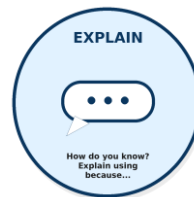
I can check my answer and say whether it makes sense.

Vocab	number bond, partition, whole, part, add
Previous Knowledge Needed	Secure understanding of numbers to 5.

Explicit reasoning buttons and unit prompts



COMPARE How are these two ways of making 10 alike or different?



EXPLAIN Use a known bond to explain a missing part.

Spring Term							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Spring 1 Unit 6 - Additive Structures	Solve addition and subtraction problems within 10.	Understand addition and subtraction as related operations.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT solve addition and subtraction problems.	Small steps: combine; add more; find totals; partition; take away; find missing parts; write equations; use bar models. NCETM Link Oak 9 Oak Link TG1, TG2	Number bonds within 10.	Collaboration and perseverance.

Recurring disciplinary statements

I can show an idea in different ways.

I can notice patterns and say what is the same or different.

I can explain how I know and show why.

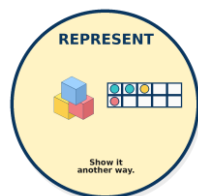
I can choose a way to help me solve a problem.

I can use what I know to solve a problem.

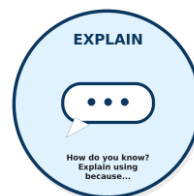
I can check my answer and say whether it makes sense.

Vocab	add, subtract, equals, difference, inverse
Previous Knowledge Needed	Combining and separating quantities.

Explicit reasoning buttons and unit prompts



REPRESENT Show the same addition or subtraction story in two ways.



EXPLAIN How does your representation show the whole and the parts?

Spring Term - continued

Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Spring 2 Unit 7 - Addition and subtraction facts within 10	Recall and apply addition and subtraction facts fluently.	Develop automatic recall of number facts within 10 and understand related facts.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT recall and use addition and subtraction facts within 10 fluently.	Small steps: practise quick recall; make fact families; use doubles/near doubles; one/two more/less; apply inverse; choose efficient strategies. NCETM Link Oak 10, Oak 11 Oak Link Teaching Guide	Number bonds and additive structures.	Confidence and independence.

Recurring disciplinary statements

I can show an idea in different ways.

I can notice patterns and say what is the same or different.

I can explain how I know and show why.

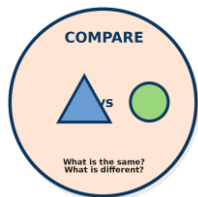
I can choose a way to help me solve a problem.

I can use what I know to solve a problem.

I can check my answer and say whether it makes sense.

Vocab	fact family, inverse, sum, difference
Previous Knowledge Needed	Addition and subtraction structures.

Explicit reasoning buttons and unit prompts



COMPARE Which way uses a fact you know instead of counting each object?



CHECK Use a related fact to check the answer.

Summer Term							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Summer 1 Unit 8 - Numbers 0-20	Read, write and compare numbers to 20.	Understand teen numbers as ten and ones and compare/order numbers to 20.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT represent and compare numbers to 20.	Small steps: build 11-20 as ten and ones; match numerals/words/quantities; order/compare; estimate on number lines; count on/back. NCETM Link Oak 12, Oak 13 Oak Link Teaching Guide	Number bonds and counting.	Developing independence and accuracy.

Recurring disciplinary statements

I can show an idea in different ways.

I can notice patterns and say what is the same or different.

I can explain how I know and show why.

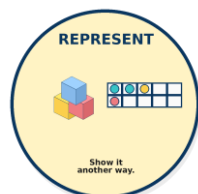
I can choose a way to help me solve a problem.

I can use what I know to solve a problem.

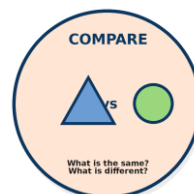
I can check my answer and say whether it makes sense.

Vocab	teen number, tens, ones, place value
Previous Knowledge Needed	Numbers to 10.

Explicit reasoning buttons and unit prompts



REPRESENT Show a teen number as ten and some ones, then another way.



COMPARE What stays the same when you compare 13 and 14? What changes?

Summer Term							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Summer 1 Unit 9 - Unitising and Coin Recognition	Recognise and use coins and solve simple money problems.	Know the value of coins and combine amounts using counting in 1s, 2s, 5s and 10s.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT recognise and use coins.	Small steps: recognise 1p, 2p, 5p, 10p and £1; unitise identical coins; count values; compare amounts; role-play shop problems. NCETM Link Oak 14, Oak 15 Oak Link Teaching Guide	Counting in 1s, 2s, 5s and 10s.	Financial awareness and responsibility.

Recurring disciplinary statements

I can show an idea in different ways.

I can notice patterns and say what is the same or different.

I can explain how I know and show why.

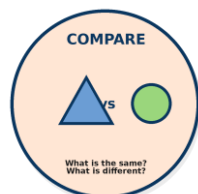
I can choose a way to help me solve a problem.

I can use what I know to solve a problem.

I can check my answer and say whether it makes sense.

Vocab	coin, penny, pence, value, amount
Previous Knowledge Needed	Counting and grouping objects.

Explicit reasoning buttons and unit prompts



COMPARE Do more coins always mean more money?
Compare two collections.



CHECK Count the value of your coins to check a shopping total.

Summer Term - continued							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Summer 2 Unit 10 - Position and Direction	Describe position, movement and turns.	Understand positional language, direction vocabulary and whole/half/quarter turns.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT describe movement and direction.	Small steps: describe position; use left/right, above/below; give routes; practise whole, half and quarter turns; use programmable toys. NCETM Link Oak 17 Oak Link No teaching guide	Shape and positional language.	Communication and cooperation.

Recurring disciplinary statements

I can show an idea in different ways.

I can notice patterns and say what is the same or different.

I can explain how I know and show why.

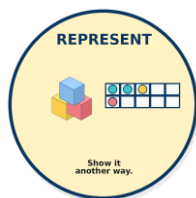
I can choose a way to help me solve a problem.

I can use what I know to solve a problem.

I can check my answer and say whether it makes sense.

Vocab	left, right, quarter turn, half turn, clockwise
Previous Knowledge Needed	EYFS positional language.

Explicit reasoning buttons and unit prompts



REPRESENT Act out an instruction, then show it with a drawing.



CHECK Follow the route. Does it reach the intended place? Correct an instruction.

Summer Term - continued

Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Summer 2 Unit 11 - Time	Tell the time to the hour and half hour.	Understand sequencing of time, days/months and reading analogue clocks.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT tell the time to the hour and half past.	Small steps: sequence daily events; name days/months; read o'clock and half past; draw hands; use class timetable; compare earlier/later. NCETM Link Oak 18 Oak Link No teaching guide	Days, months and sequencing.	Understanding routines and responsibility.

Recurring disciplinary statements

I can show an idea in different ways.

I can notice patterns and say what is the same or different.

I can explain how I know and show why.

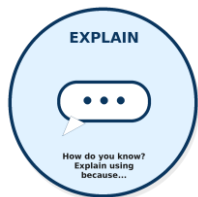
I can choose a way to help me solve a problem.

I can use what I know to solve a problem.

I can check my answer and say whether it makes sense.

Vocab	o'clock, half past, hour hand, minute hand
Previous Knowledge Needed	Sequencing events from EYFS.

Explicit reasoning buttons and unit prompts



EXPLAIN How do the clock hands show the hour or half past?



CHECK Does your clock match the time given? Check both hands.

Appendix: Progression Document Coverage Grid

Included with the Year 1 Mathematics Long Term Plan as a whole-school coverage check

Key: ✓ = explicit coverage in the strengthened LTPs; T = threaded/revisited through retrieval, fluency or reasoning; — = not statutory or not age-appropriate for that year.

Progression document endpoint / strand	Y1	Y2	Y3	Y4	Y5	Y6	Coverage note in strengthened LTPs
Number: Counting	✓	✓	✓	✓	✓	✓	Counting develops from 0-100 to 10,000,000, negative numbers and powers of 10.
Number: Representing	✓	✓	✓	✓	✓	✓	Concrete, pictorial and abstract representations, place value charts, number lines and measures.
Number: Comparing	✓	✓	✓	✓	✓	✓	Compare/order from quantities and two-digit numbers through to large numbers and decimals.
Number: Place value	✓	✓	✓	✓	✓	✓	Y1 early PV; Y2 tens/ones; Y3 1,000; Y4 10,000; Y5 1,000,000; Y6 10,000,000.
Number: Solving problems	✓	✓	✓	✓	✓	✓	Problem solving built into unit small steps, retrieval and reasoning expectations.
Add/Subtract: Complexity	✓	✓	✓	✓	✓	✓	From one-step practical problems to multi-step whole number and decimal problems.
Add/Subtract: Methods	✓	✓	✓	✓	✓	✓	Mental strategies, bridging, bar models, column methods and efficient written strategies.
Add/Subtract: Checking	✓	✓	✓	✓	✓	✓	Use of inverse operations, estimation, comparison and justification appears across the sequence.
Add/Subtract: Using number facts	✓	✓	✓	✓	✓	✓	Number bonds, facts within 20, complements, derived facts, efficient mental fluency.
Multiply/Divide: Complexity	T	✓	✓	✓	✓	✓	Y1 grouping/sharing threaded; Y2 onwards explicit arrays, equal groups, scaling and contexts.
Multiply/Divide: Methods	T	✓	✓	✓	✓	✓	Arrays, grouping, partitioning, written methods, short/long multiplication and division.
Multiply/Divide: Checking	T	T	✓	✓	✓	✓	Reasonableness, inverse relationships, remainders and strategy choice strengthened in KS2.
Multiply/Divide: Facts	T	✓	✓	✓	✓	✓	2, 5, 10 facts; 3, 4, 8; 6, 7, 9, 11, 12; then factors, multiples and primes.
Fractions: Counting in fractional steps	T	✓	✓	✓	✓	✓	Starts through equal parts and is developed through fractions on number lines and sequences.
Fractions: Recognising fractions	✓	✓	✓	✓	✓	✓	Halves/quarters secured, then unit/non-unit fractions, mixed numbers and improper fractions.
Fractions: Decimals	—	—	T	✓	✓	✓	Prepared through fractions; explicit decimals from Y4 and deepened in Y5/Y6.
Fractions: Equivalence	T	✓	✓	✓	✓	✓	Equal parts, fractions of shapes, equivalent fractions, decimals and percentages.
Fractions: Addition and subtraction	—	T	T	✓	✓	✓	Early composition prepares for explicit fraction calculation in UKS2.
Fractions: Multiplication/division of decimals	—	—	—	T	✓	✓	Decimal place value and scaling lead into multiplying/dividing decimals in Y5/Y6.
Fractions: Problem solving	✓	✓	✓	✓	✓	✓	Reasoning and application through sharing, measures, percentages, ratio and proportion.

Progression document endpoint / strand	Y1	Y2	Y3	Y4	Y5	Y6	Coverage note in strengthened LTPs
Shape: Identifying shapes/properties	✓	✓	✓	✓	✓	✓	Shape threaded and explicitly taught across all year groups at increasing depth.
Shape: Drawing and constructing	T	T	✓	✓	✓	✓	From practical construction to accurate drawing, composition/decomposition and coordinates.
Shape: Comparing and classifying	✓	✓	✓	✓	✓	✓	Sorting/comparing shapes progresses into classifying polygons, angles and 3-D properties.
Shape: Angles	T	T	✓	✓	✓	✓	Turns in KS1 prepare for right angles, angle comparison, measuring and reasoning.
Position, direction and movement	✓	✓	✓	✓	✓	✓	Position/turns in KS1 progress into coordinates, translation/reflection and grids.
Measures	✓	✓	✓	✓	✓	✓	Length, mass, capacity, time, money, perimeter, area, volume and unit conversion covered.
Statistics: Interpret/construct/present data	T	✓	✓	✓	✓	✓	Y2 explicit statistics strengthened; KS2 develops charts, graphs, tables and pie charts.
Statistics: Solving problems	T	✓	✓	✓	✓	✓	Data handling used for comparison, interpretation, two-step questions and mean.
Algebra: Equations	T	T	T	T	T	✓	Missing-number work and generalisation build towards explicit Y6 algebra.
Algebra: Formulae	—	—	—	T	T	✓	Perimeter/area relationships prepare for explicit formulae and volume in Y6.
Algebra: Sequences	T	T	T	T	T	✓	Counting patterns, multiples and term-to-term thinking build towards Y6 sequences.
Mathematical behaviours	✓	✓	✓	✓	✓	✓	Reasoning, explaining, justifying, representing and problem solving are embedded throughout.

Sequencing Rationale

Curriculum decision	Why this strengthens the plan
KS1 fluency protected	Number composition, counting, number bonds, place value and additive structures are prioritised before rushing breadth.
Shape and measures threaded	Shape/measure content is not removed; it is revisited through manipulatives, part-whole models, money, time, position and practical contexts.
KS2 reasoning strengthened	Multiplicative reasoning, scaling, fractions, decimals, ratio, statistics and algebraic thinking receive more deliberate space.
Challenge through depth	More complex learners are stretched through reasoning, non-routine problem solving and justification rather than acceleration.
Statutory coverage protected	Content moved within a key stage remains covered by the end of the relevant key stage and is mapped in the grid above.

This appendix is designed to support subject leadership monitoring, SLT scrutiny and governor/Ofsted conversations about curriculum coverage, progression and intentional sequencing.