

Mathematics Long Term Overview 2026 to 2027

Year 1			
Counting, properties of numbers and number sequences	Place Value and Ordering and rounding	Understanding addition and subtraction	Rapid recall of addition and subtraction facts
Read and write numbers from 1 to 20 in numerals and words. Given a number, identify 1 more and 1 less up to 20 then extending to up to 100. Count reliably at least 20 objects. Count read and write numbers to 100 in numerals. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count in multiples of 2s, 5s and 10s Identify and represent numbers (up to 100) using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Describe and extend number sequences. Count on in twos from zero, then From different multiples, and begin to recognise odd or even numbers to about 20 as 'every other number'; count in steps of 5 from zero to 20 then from different multiples; count on in steps of 10 from different multiples.	Recognise what each digit in a two-digit number represents. Partition a 'teens' number and begin to partition larger two-digit numbers into a multiple of 10 and ones (TU). Know that 10 is made up of 10 ones. Understand and use the vocabulary of comparing and ordering numbers, including ordinal numbers to at least 20. Use the = sign to represent equality. Compare two familiar numbers, say which is more or less, and give a number which lies between them. To know that numbers that can be made out of groups of two are even numbers. To know that numbers that can't be made out of groups of two are odd numbers. Understand and use the vocabulary of estimation. Give a sensible estimate of a number of objects that can be checked by counting (e.g. up to about 30 objects)	Understand the operation of addition, and of subtraction (as 'take away', 'difference', and 'how many more to make'), and use the related vocabulary. Read, write and interpret mathematical statements involving +, – and = signs to record mental calculations in a number sentence, and to recognise the use of symbols such as ■ or ▲ to stand for an unknown number. Represent and use number bonds and related subtraction facts within 20 To begin to recognise that more than two numbers can be added together and that addition can be done in any order.	Add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ Know addition doubles and halves of all numbers to at least 20. To solve word problems involving finding the difference and finding the sum of.

Year 1			
Understanding multiplication and division Fractions	Reasoning and generalising about numbers or shapes/ money and measures	Measurement	Geometry - properties of shapes - position and direction
Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities. 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. They make connections between arrays, number patterns and counting in twos, fives and tens. Fractions: Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity	Reasoning and generalising about numbers or shapes: Solve simple mathematical problems or puzzles; recognise and predict from simple patterns and relationships. Suggest extensions by asking ‘What if...?’ or ‘What could I try next?’ Investigate a general statement about familiar numbers or shapes by finding examples that satisfy it. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ Problems involving ‘real life’, money and measures: Use mental strategies to solve simple single step problems set in ‘real life’, money or measurement contexts, using counting, addition, subtraction, doubling and halving, explaining methods and reasoning orally. Recognise and know the value of different denominations of coins and notes Work out how to pay an exact sum using the smallest number of coins and begin to find totals and change. Solving Problems - Making Decisions Choose and use appropriate number operations and mental strategies to solve problems. Solve simple word problems involving ‘lots of’, ‘groups of’ and ‘sharing’. To use informal jottings to represent the solution to a word problem e.g. part whole model, bar model, number frame etc	Compare, describe and solve practical problems for - lengths and heights (long/short, tall/short, double/half) - mass and weight (heavy/light, heavier/lighter than), - capacity and volume (full/empty, more/less than, half/quarter full) - time (quicker/slower, earlier/later). Measure and compare two lengths, masses or capacities by direct comparison, extend to more than two. Measure using non-standard or uniform units and measuring equipment and begin to record - lengths and heights, - mass/weight and capacity/volume - time (hours, minutes, seconds) Sequence events in chronological order using language (e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Compare, describe and solve practical problems for: time (e.g. quicker, slower, earlier. later) Recognise the language relating to dates, including days of the weeks, months and years. Know the days of the week and the seasons of the year. Read the time to the hour and half past the hour on analogue clocks and draw the hands on a clock face to show these times Understand and use the vocabulary related to time. To use and apply knowledge to fractions and telling the time/conversion of time.	Recognise and name common 2-D and 3D shapes including - 2-D shapes (rectangles, squares, circles and triangles) - 3-D shapes (cuboids, cubes, pyramids and spheres) Make and describe shape models, shape patterns and pictures using construction kits, everyday materials. Use everyday language to describe features of familiar 3-D and 2-D shapes, referring to properties such as the shape of flat faces on a 3-D shape, the number of faces on a 3-D shape, corners (vertices) or the number and types of sides. Use one or more shapes to make, deceive and continue repeating patterns. To describe position, direction and movement, including half, quarter and three-quarter turns. Use everyday language to describe position, direction and movement. Talk about things that turn. Make whole turns and half turns, quarter turns and three-quarter turns.

