

YEAR 1 MATHEMATICS LONG-TERM PLAN

Teaching for Mastery curriculum

ACADEMIC YEAR

2026 / 2027

Curriculum basis: NCETM Curriculum Prioritisation, the National Curriculum for England and the DfE Ready-to-Progress criteria. Suggested timings are indicative and should be adapted responsively.

Reviewed: _____

Maths Lead: _____

STANDALONE MASTERING NUMBER PROVISION Year 1 pupils receive separate 15–20 minute Mastering Number sessions in addition to the main mathematics lesson. These sessions strengthen number sense, fluency and flexibility; they complement rather than replace the NCETM units below.

Half term	Unit	NCETM unit	Indicative time	Curriculum strand	Ready-to-Progress	PD / guidance	Online unit
Autumn 1	1	Previous Reception experiences and counting within 100	7 weeks	Number and place value	1NPV–1	1.9	Open
Autumn 2	2	Comparison of quantities and part–whole relationships	3 weeks	Number and place value	1NPV–1, 1NPV–2	1.1, 1.2	Open
Autumn 2	3	Numbers 0 to 5	2 weeks	Number / additive structures	1NPV–2, 1AS–1	1.3	Open
Spring 1	4	Recognise, compose, decompose and manipulate 2D and 3D shapes	3 weeks	Geometry	1G–1, 1G–2	Geometry guidance	Open
Spring 1	5	Numbers 0 to 10	3 weeks	Number / additive structures	1NPV–2, 1AS–1	1.4	Open
Spring 2	6	Additive structures	4 weeks	Addition and subtraction	1AS–2	1.5, 1.6	Open
Spring 2	7	Addition and subtraction facts within 10	3 weeks	Number facts	1NF–1	1.7	Open
Summer 1	8	Numbers 0 to 20	4 weeks	Number and place value	1NPV–2	1.10	Open
Summer 2	9	Unitising and coin recognition	5 weeks	Number facts / measure	1NF–2	2.1	Open
Summer 2	10	Position and direction	1 week	Geometry / position	National Curriculum	School-selected resources	Open
Summer 2	11	Time	2 weeks	Measurement	National Curriculum	School-selected resources	Open

Sequencing note: Follow the NCETM order unless a reviewed curriculum decision indicates otherwise. Use spare days/weeks for transition, statutory breadth, assessment, consolidation and responsive re-teaching—not automatic acceleration.

YEAR 1 CURRICULUM PRIORITIES AND STATUTORY BREADTH

Big mathematical ideas in Year 1

- Secure cardinality, counting and the position of numbers within the linear number system.
- See numbers to 10 as wholes composed of parts, rather than relying on counting all.
- Connect additive stories, representations, expressions and equations.
- Develop fluency in addition and subtraction facts within 10 and use these facts within 20.
- Build early unitising through groups of 2, 5 and 10 and through coin values.
- Develop spatial reasoning by composing, decomposing and manipulating shapes.

Year 1 Ready-to-Progress criteria

- **1NPV-1** Count within 100, forwards and backwards, starting with any number.
- **1NPV-2** Reason about the location of numbers to 20 in the linear number system, including comparison using $<$, $>$ and $=$.
- **1NF-1** Develop fluency in addition and subtraction facts within 10.
- **1NF-2** Count forwards and backwards in multiples of 2, 5 and 10 and through odd numbers.
- **1AS-1** Compose numbers to 10 from two parts and partition them into parts, including odd and even numbers.
- **1AS-2** Read, write and interpret addition, subtraction and equality equations and relate them to contexts.
- **1G-1/2** Recognise varied 2D/3D shapes and compose shapes from smaller shapes in different orientations.

National Curriculum domain	Where it is primarily addressed	Long-term planning requirement
Number and place value	Units 1, 2, 3, 5 and 8; Mastering Number	Revisit counting, comparison, one more/less and numeral/word reading throughout the year.
Addition and subtraction	Units 3, 5, 6, 7 and 8; Mastering Number	Include contextual and missing-number problems; connect concrete, pictorial and symbolic forms.
Multiplication and division	Units 7–9 and ongoing practical work	Plan explicit grouping, sharing, doubling and halving experiences using objects, images and arrays. Formal multiplication tables are not expected in Year 1.
Fractions	Halving in Units 7–8; links to sharing, shape, measure and turns	Plan explicit experiences of finding and naming one half and one quarter of objects, shapes and quantities.
Measurement	Unit 2 comparisons; Unit 8 length; Unit 9 money; Unit 11 time	Ensure ongoing practical work also covers mass/weight, capacity/volume, recording measures and sequencing events.
Geometry: properties of shape	Unit 4	Use varied examples and non-examples; prioritise composition, decomposition, orientation and spatial language.
Geometry: position and direction	Unit 10 and daily routines / physical activity	Teach positional language and turns. Use school-selected high-quality resources where NCETM slides are not supplied.

IMPORTANT COVERAGE CHECK The NCETM Curriculum Prioritisation units give a coherent framework, but they are not an off-the-peg scheme. Teachers must check the statutory Year 1 programme of study and supplement units where necessary—particularly fractions, multiplication/division and the full breadth of measurement.

PLANNING, REPRESENTATION, ASSESSMENT AND REVIEW

Key representations and manipulatives

- Rekenrek and bead strings for quantity, comparison and additive relationships.
- Five- and ten-frames with counters; structured dot patterns and fingers.
- Part-whole models, bar models and story contexts.
- Number tracks and number lines, including marked and unmarked lines.
- Loose parts, cubes, pattern blocks, tangrams and a varied range of 2D/3D shapes.
- Coins, rulers, balance scales, containers, clocks and practical measuring equipment.

Mathematical language and talk

- Explicitly teach comparison, part-whole, addend, total, difference, equal, odd/even and unitising language.
- Use stem sentences to connect representations to precise generalisations.
- Expect pupils to explain what is the same, what is different and how they know.
- Support oral rehearsal before written recording; do not let emerging literacy mask mathematical understanding.

Assessment checkpoints

- Entry: use Reception transition information and early Mastering Number observations.
- Ongoing: questioning, observation, mini-whiteboards, practical tasks and NCETM assessment questions.
- End of term: triangulate teacher judgement, independent work and the school's agreed summative assessment.
- End of year: confirm secure understanding of the Ready-to-Progress criteria and statutory curriculum breadth.

Adaptive teaching and responsive pacing

- Maintain the same ambitious mathematical focus while adapting representation, language, scaffolding and practice.
- Use short, timely intervention and pre-teaching where needed; remove scaffolds as understanding develops.
- Deepen through reasoning, comparison and generalisation rather than moving pupils prematurely to Year 2 content.
- Use the indicative timetable flexibly in response to assessment, school term dates and pupils' prior learning.

Before the half term

Check prior learning, unit outcomes, statutory objectives, likely misconceptions and required resources.

During teaching

Use formative assessment to adapt pacing; annotate this plan where units are extended, condensed or supplemented.

At the review point

Record coverage, pupils needing further support and any curriculum refinements for the following cohort.

Core planning sources: [NCETM Year 1 curriculum map](#) | [NCETM Curriculum Prioritisation guidance](#) | [DfE Mathematics Guidance: Year 1](#) | [National Curriculum: Mathematics KS1–2](#)

Template note: This populated Year 1 exemplar is intended to establish the agreed format for Reception and Years 2–6. Keep the structure consistent, but adapt the curriculum content, provision and assessment detail for each year group.