LTP 3 Year Rolling Programme- Maths- Steps 1-9

Pupil's baseline data will provide a starting point each term. Pupils are expected to build upon that baseline throughout the term.

Year 1	Term 1:	Term 2:	Term 3:
FOCUS			

Skills and Knowledge

Maths Lessons- these skills will be practiced throughout the year in Maths lessons- there is a focus on number and place value which is also the expectation of the Early Years Curriculum. This long term plan has been designed to give pupils a strong foundational knowledge of number and place value which underpins all aspects of Maths in Steps 10 and above.

Step 1	Step 2	Step 3
I can combine objects like stacking blocks and cups.	I attempt to join in number songs and copy actions.	I join in number songs and copy actions.
I can put objects inside others and take them out again.	I attempt to use numbers in play.	I can begin to count in everyday contexts, sometimes skipping numbers- '1, 2, 3, 5'
I am beginning to show curiosity about numbers.	I am beginning to represent numbers using my fingers and sometimes I can do this accurately	I can sometimes recognise the numerals 1,2 or 3
I can take part in finger rhymes with numbers.	I can explore a number of items and am starting to understand that numbers identify how many objects in a set	I can talk about and identify patterns around me. (patterns on clothes, designs on wallpaper etc)
I can react to changes of amounts in a group of up to three items.	I can compare sizes, weights etc using gesture and language- bigger/little/smaller/larger, high/low, tall/short, light/heavy	I can extend and create ABAB patterns (e.g. stick, leaf, stick leaf.
I can compare amounts saying 'lots', 'more' or same.	I can begin to notice patterns and arrange things in patterns.	I can notice and correct an error in a repeating pattern.
I can show some counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	I can experiment with mark making including attempting numerals.	I am beginning to describe a sequence of events, using words such as 'first', 'then…'

Step 4	Step 5	Step 6
I can match objects (and explain why they match/don't match).	I can identify a simple pattern.	I can count to 5.
I can match objects and pictures (and explain why they match/don't match).	I can copy and continue a pattern.	I can find, subitise and represent 4 and 5.
I can identify a set.	I can create a simple pattern.	I can count 1 more or less than 4 and 5.
I can sort objects in a range of different ways (size, colour, type etc)	I can count to 3.	I understand the composition of 4 and 5.
I can create my own sorting rules.	I can find, subitise and represent 1, 2 and 3.	I can identify 0/understand the concept of zero.
I can compare amounts (This set has less than that set)	I can count 1 more or less of 1, 2 and 3.	
I can compare the size of objects.	I understand the composition of 1, 2 and 3.	
I can compare the mass of objects.		

Step 7	Step 8	Step 9
I can count to 8.	I can count to 10.	I can build numbers beyond 10.
I can find and represent 6, 7 and 8.	I can find and represent 9 and 10.	I can continue number patterns beyond 10.
I can find 1 more or less than 6, 7 and 8.	I can find 1 more or less than 9 and 10.	I can verbally count beyond 20.
I understand the composition of 6, 7 and 8.	I understand the composition of 9 and 10.	I can recognise the pattern of the counting system
I can make pairs and understand a pair is two.	I can find 2 parts to make 10.	
I can begin to recognise odd and even numbers.	I can find 3 parts to make 10.	
I can find doubles to 8.	I can find doubles to 10.	
I can combine to two groups together.	I can subitise numbers to 10.	
I can subitise numbers to 8.		

These Maths statements have been designed to target Maths skills whilst pupils are accessing continuous provision activities. These statements underpin the knowledge required to access formalised learning in each of the strand of Maths from Step 10 onwards.

Multiplication and Division through continuous provision.		
I can make equal groups.	I can share objects equally with my friends.	I can realise that some numbers can not be shared equally.
I can identify the number of objects in groups.	I can start using and understanding the terms 'groups of' and 'lots of'	I can practically find/show a double.
I can show an awareness of counting in 2s.	I can show an awareness of counting in 5s.	I can show an awareness of counting in 10s.

Fractions through Contineous Provision		
I can use the words part and whole when describing objects.	I can find half practically.	I can share equally a group of objects.
I can share objects into equal groups.	I understand half is two equal pieces	I can begin to explore odd and even numbers through sharing.

Count and sort coins		Coin recognition		Role Play with Money	
I can count the number of coins in a group (up to 10)		I show an awareness that coins have names and I begin to use them.		I can play with money in a role play situation.	
I can sort and order money according to physical size.		I show an awareness that notes have names and I begin to use them.		I can use the words pounds and pence in my play.	
I can sort coin according to colour.		I can find two coins that are the same.		I can pretend to buy items usings coins and notes.	
I can subitise up to 5 coins				I will exchange money for an item in a role play situation.	
I can find 1 more than a group of coins.		**Money Vocabulary**		I will give/receive change in a role play situation.	
I can find 1 less than a group of coins.		I can join in songs and nursery rhymes that are related to money.		I can make price labels for items in a role play situation.	
I can add groups of coins together using physical coins. (4 coins + 2coins= 6 coins) or (2p + 1p = 3p)		I can understand some mathematical vocabulary related to money		I can idenity pounds and pence signs in labels.	
I can take coins away from a group. (6 coins - 2 coins = 4 coins)		I can use everyday language to talk about money.		I can label an object with a reasonable price in play.	
Time through Contineous Provision					
I can use the words before and after in my play.		I show an awareness of the days of the week.		I know what year it is?/I show an awareness of the year (e.g. 2024)	
I can use the names of times in my play (Your appointment is at 3 o'clock etc)		I can begin to name the days of the week.		I know my date of birth/year of birth/month of birth etc.	
I can ask an adult what the time is.		I understand week days and weekend.			
I know devices that will tell me the time.		I show an awarenss of months of the year.			
I know events happen at certain times (Lunchtime= 12 o'clock)		I can begin to name the months of the year.			
Measure through continuous provision.					
I can use comparison language for lengths/heights in my role play.		I can use comparison language for weights in my role play.		I can use comparison language for capacity in my role play.	
Statistics through continuous provision.					
I can sort objects into groups.		I can explain how/why I have sorted objects.		I can use comparison words, more than, less than, most, least etc.	