Inspire Maths 1 Long-term Plan

Unit title	Key concepts
1 Numbers to 10	
Counting to 10	• Understand numbers from 0 to 10
Compare	• Two sets of objects can be compared using the method of one-to-one correspondence • The number of objects can be the same as, smaller than or greater than another set of objects
Order and pattern	• A sequence of objects and numbers can form a pattern
2 Number Bonds	
Making number bonds	• Adding two or more numbers gives another number
Practice Book – Review 1	
Assessment Book – Test 1	
3 Addition within 10	
Ways to add	• Adding is associated with the 'part-whole' and 'adding-on' concepts
Making up addition stories	
Solving word problems	• Applying the 'part-whole' and 'adding on' concepts in addition
4 Subtraction within 10	
Ways to subtract	• Subtracting is associated with the 'part-whole' and 'taking away' concepts
Making up subtraction stories	
Solving word problems	• Applying the 'part-whole' and 'taking away' concepts in subtraction
Making a family of number sentences	• A family of number sentences can be written from a set of three related numbers
Practice Book – Review 2	
Assessment Book – Test 2, Challenging Problems 1, Check-up 1	
5 Shapes and Patterns	
Getting to know shapes	• A circle has no corners and no sides • A square has 4 equal sides and 4 corners • A triangle has 3 sides and 3 corners • A rectangle has 4 sides (opposite sides are equal) and 4 corners
Making pictures from shapes	• Shapes such as circles, triangles, squares and rectangles can be used to make pictures
Seeing shapes in things around us	• When an object is viewed from different angles/sides, we can see different shapes. For example, the top view of a tin of soup is a circle
Getting to know patterns	• Patterns are formed by repeating a particular arrangement of shape, size and/or colour placed next to each other

Unit title	Key concepts
Making more patterns	• Patterns can be formed by repeating a particular arrangement of objects placed next to each other
6 Ordinal numbers	
Knowing ordinal numbers	• Ordinal numbers are for describing the position of something
Naming left and right positions	• Positions from the left and right can be named using ordinal numbers
Practice Book – Review 3	
7 Numbers to 20	
Counting to 20	• Use one-to-one correspondence in counting
Place value	• Numbers to 20 can be represented as tens and ones in a place value chart
Compare	• Numbers to 20 can be compared using the terms ‘greater than’ and ‘smaller than’ as well as by arranging in ascending or descending order
Order and pattern	• Numbers can be arranged in order and made into a pattern
Assessment Book – Test 3	
8 Addition and Subtraction within 20	
Ways to add	• Two 1-digit numbers can be added by using the ‘make 10’ strategy and the ‘regrouping into tens and ones’ strategy
Ways to subtract	• 2-digit numbers can be regrouped into tens and ones
Solving word problems	• Applying the ‘part-whole’, ‘adding on’ and ‘taking away’ concepts in addition and subtraction
9 Length	
Comparing two things	• The lengths of two objects can be compared using the terms ‘tall/taller’, ‘long/longer’, ‘short/shorter’ and ‘high/higher’
Comparing more things	• The lengths of more than two objects can be compared using the terms ‘tallest’, ‘longest’, ‘shortest’ and ‘highest’
Using a start line	• A common starting point makes comparison of lengths easier
Measuring things	• Length can be measured using objects as non-standard units
Finding lengths in units	• Length can be described using the term ‘unit’ instead of paper clips or lolly sticks
Practice Book – Revision 1	
Assessment Book – Test 4, Challenging Problems 2, Check-up 2	
10 Mass	
Comparing things	• Compare masses using a pan balance
Finding the masses of things	• Mass can be measured using objects as non-standard units
Finding mass in units	• Mass can be described using the term ‘units’

Unit title	Key concepts
11 Picture graphs	
Simple picture graphs	• Data can be collected and organised into a horizontal or vertical picture graph for interpretation
More picture graphs	• Data can be collected and organised into a horizontal or vertical picture graph using symbols
Assessment Book – Test 5	
12 Numbers to 40	
Counting to 40	• Using one-to-one correspondence in counting • 1 ten equals ten ones
Place value	• Numbers to 40 can be represented as tens and ones in a place value chart
Comparing, order and pattern	• Numbers to 40 can be compared using the terms 'greater than' / 'smaller than' and 'greatest' / 'smallest' as well as arranged in ascending or descending order
Simple addition	• 'Add on' and 'part-whole' concepts are used in adding numbers
More addition	• 'Add on' and 'part-whole' concepts are used in adding numbers • Regrouping concept can be applied in addition
Simple subtraction	• The 'taking away' concept is used in subtraction
More subtraction	
Adding three numbers	• 'Add on' and 'making ten' concepts are used in adding three numbers • The regrouping concept is also applied
Solving word problems	• The 'part-whole', 'taking away', 'adding on' and 'comparing' concepts are used to solve word problems involving addition and subtraction
Practice Book – Review 4	
13 Mental calculations	
Mental addition	• A 2-digit number can be conceptualised as tens and ones • Adding is conceptualised as adding or putting parts together
Mental subtraction	• A 2-digit number can be conceptualised as tens and ones • Subtracting is conceptualised as taking away from a whole
14 Multiplication	
Adding the same number	• Multiplication is conceptualised as repeated addition
Making multiplication stories	• Tell stories based on the multiplication concept and repeated addition
Solving word problems	• Applying the multiplication concept to solve word problems
Practice Book – Review 5	
Assessment Book – Test 6, Challenging Problems 3, Check-up 3	
15 Division	
Sharing equally	• Division is conceptualised as dividing a set of objects equally

Unit title	Key concepts
Finding the numbers of groups	• Division is conceptualised as sharing a set of items equally into groups
16 Time	
Telling the time to the hour	• Time can be used to measure the duration of an event
Telling the time to the half hour	• Measuring half an hour using the term 'half past'
Practice Book – Review 6	
Assessment Book – Test 7	
17 Numbers to 100	
Counting	• Using one-to-one correspondence in counting • 1 ten is the same as 10 ones • 10 tens is 100
Place value	• Numbers to 100 can be represented as tens and ones in a place value chart
Comparing, order and pattern	• Numbers to 100 can be compared using the terms 'greater than' and 'smaller than' • Numbers to 100 can be arranged in ascending or descending order
Simple addition	• The 'adding on' and 'part-whole' concepts are used in adding numbers
More addition	• The 'adding on' and 'part-whole' concepts are used in adding numbers • The regrouping concept is applied in addition
Simple subtraction	• The 'taking away' concept is used in subtraction
More subtraction	
18 Money (1)	
Getting to know our money	• Coins and notes in pounds and pence can be used to pay for goods and services
Exchanging money	• A coin or note of one denomination can be used as the equivalent of another set of coins or notes of a smaller denomination
Work out the amount of money	• The amount of money can be counted in pence (up to £1) and pounds (up to £100)
19 Money (2)	
Adding and subtracting in pence	• Addition and subtraction concepts in numbers are used in addition and subtraction of money
Adding and subtracting in pounds	
Solving word problems	• The 'part-whole', 'adding on', 'taking away' and 'comparing' concepts in addition and subtraction are used in solving word problems
Practice Book – Revision 2	
Assessment Book – Test 8, Challenging Problems 4, Check-up 4	