




# Year 1 Maths - Autumn Term

		Week 1-5 Block 1	Week 6-10 Block 2	Week 11 Block 3	Week 12
		Number: Place Value (within 10)	Number: Addition and Subtraction (within 10)	Geometry: Shape	Consolidation
White Rose Small Steps		<ul style="list-style-type: none"> <li>Sort objects</li> <li>Count objects</li> <li>Count objects from a larger group</li> <li>Represent a number in objects and represent a group of objects with a number.</li> <li>Learn that one object can be represented by another object e.g. one elephant can be represented by one cube or counter</li> <li>Recognise numbers as words</li> <li>Count, read and write forwards from any number 0 to 10</li> <li>Count, read and write backwards from any number 0 to 10</li> <li>One to one correspondence to start to compare groups (for example, how can we show we've matched the objects? What does match mean?)</li> <li>Count one more</li> <li>Count one less</li> <li>Compare groups using language such as equal, more/greater, less/fewer</li> <li>Introduce =, &gt; and &lt; symbols</li> <li>Compare numbers</li> <li>Order objects and numbers</li> <li>Ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>....)</li> <li>The number line</li> </ul>	<ul style="list-style-type: none"> <li>Introduce parts and wholes</li> <li>Part whole model</li> <li>Addition: Introduce addition language using story representations e.g. altogether, total, equals, etc.</li> <li>Addition: Introduce addition symbol (+) and 'equal to' symbol (=) to make first number sentence               <math display="block">7 + 0 = 0</math> <math display="block">6 + 1 = 7</math> <math display="block">5 + 2 = 7</math> <math display="block">4 + 3 = 7</math> </li> <li>Writing number sentences</li> <li>Fact families - addition facts</li> <li>Find number bonds for numbers within 10</li> <li>Systematic methods for number bonds within 10. For example:</li> <li>Use representations to explore number bonds to 10               <div style="display: flex; align-items: center; margin-top: 10px;">  <div style="margin-left: 10px;"> <math>4 + \_ = 10</math> </div> </div> </li> <li>Compare number bonds to 10</li> <li>Addition: Adding together</li> <li>Addition: Adding more</li> <li>Addition problems</li> <li>Finding a part</li> <li>Subtraction - finding a part,               <math display="block">5 + 2 = 7 \quad 7 = 5 + 2</math>               breaking apart             </li> <li>Fact families - the eight facts.               <math display="block">2 + 5 = 7 \quad 7 = 2 + 5</math>               For example:             </li> <li>Subtraction: Taking away, how               <math display="block">7 - 2 = 5 \quad 5 = 7 - 2</math>               many left?             </li> <li>Subtraction: Taking away, how               <math display="block">7 - 5 = 2 \quad 2 = 7 - 5</math>               many left?             </li> <li>Crossing out and using subtraction language in story representations e.g. take, take away, how many left?</li> <li>Subtraction: Taking away, how many left? Introducing the subtraction symbol</li> <li>Subtraction: Counting back on a number line</li> <li>Add or subtract 1 or 2</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and name 3-D shapes</li> <li>Sort 3-D shapes</li> <li>Recognise and name 2-D shapes</li> <li>Sort 2-D shapes</li> <li>Patterns with 3-D and 2-D shapes</li> </ul>	All



## Year 1 Maths - Autumn Term

National Curriculum	<ul style="list-style-type: none"><li>• Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number</li><li>• Count, read and write numbers to 10 in numerals; count in multiples of twos, fives and tens</li><li>• Given a number, identify one more and one less</li><li>• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least <math>\alpha</math></li></ul>	<ul style="list-style-type: none"><li>• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li><li>• Represent and use number bonds and related subtraction facts within 20</li><li>• Add and subtract one-digit and two-digit numbers to 20, including zero</li><li>• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \_ - 9</math>.</li></ul>	<ul style="list-style-type: none"><li>• Recognise and name common 2-D shapes including: (e.g. rectangles (including squares), circles and triangles)</li><li>• Recognise and name common 3-D shapes including: e.g. cuboids (including cubes), pyramids and spheres)</li></ul>	All
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# Year 1 Maths - Spring Term

	Week 1-3 Block 1	Week 4-6 Block 2	Week 7 -8 Block 3	Week 9 - 10 Block 4	Week 11 - 12 Block 5
	Number: Place Value (within 20)	Number: Addition and Subtraction (within 20)	Number: Place Value (within 50) (including multiples of 2, 5 and 10)	Measurement: Length and Height	Measurement: Weight and Volume
White Rose Small Steps	<ul style="list-style-type: none"> <li>Count forwards and backwards and write numbers to 20 in numerals and words</li> <li>Numbers from 11 to 20</li> <li>Tens and ones</li> <li>Count one more and one less</li> <li>Compare groups of objects</li> <li>Compare numbers</li> <li>Order groups of objects</li> <li>Order numbers</li> </ul>	<ul style="list-style-type: none"> <li>Add by counting on</li> <li>Find and make number bonds</li> <li>Add by making 10</li> <li>Subtraction - no exchange (e.g. 16 - 5)</li> <li>Subtraction - exchange with tens (12 - 5)</li> <li>Related Facts (e.g. If we know that <math>12 + 1 = 13</math>, what else do we know?)</li> <li>Compare number sentences</li> <li>Subtraction: Finding the difference</li> <li>Comparing addition and subtraction statements <math>a + b &gt; c</math></li> <li>Comparing addition and subtraction statements <math>a + b &gt; c + d</math></li> </ul>	<ul style="list-style-type: none"> <li>Numbers to 50</li> <li>Tens and ones</li> <li>Represent numbers to 50</li> <li>One more one less</li> <li>Compare objects within 50</li> <li>Compare numbers within 50</li> <li>Count in 2s</li> <li>Count in 5s</li> </ul>	<ul style="list-style-type: none"> <li>Compare length and heights</li> <li>Measure length</li> </ul>	<ul style="list-style-type: none"> <li>Introduce weight and mass</li> <li>Measure mass</li> <li>Compare mass</li> <li>Introduce capacity</li> <li>Measure capacity</li> <li>Compare capacity</li> </ul>



## Year 1 Maths - Spring Term

National Curriculum	<ul style="list-style-type: none"><li>Count to 20, forwards and backwards, beginning with 0 or 1, or from any given number</li><li>Count, read and write numbers to 20 in numerals; count in multiples of twos, fives and tens</li><li>Given a number, identify one more and one less</li><li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li></ul>	<ul style="list-style-type: none"><li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li><li>Represent and use number bonds and related subtraction facts within 20</li><li>Add and subtract one-digit and two-digit numbers to 20, including zero</li><li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \_ - 9</math>.</li></ul>	<ul style="list-style-type: none"><li>Count to 50, forwards and backwards, beginning with 0 or 1, or from any given number</li><li>Count, read and write numbers to 50 in numerals; count in multiples of twos, fives and tens</li><li>Given a number, identify one more and one less</li><li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li><li>Count in multiples of 2s, 5s and 10s.</li></ul>	<ul style="list-style-type: none"><li>Measure and begin to record lengths and heights</li><li>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</li></ul>	<ul style="list-style-type: none"><li>Measure and begin to record mass/weight, capacity and volume</li><li>Compare, describe and solve practical problems for: mass/weight (for example, heavy/light, heavier than, lighter than) capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li></ul>
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## Year 1 Maths - Summer Term

	Week 1-3 Block 1	Week 4-5 Block 2	Week 6 Block 3	Week 7-8 Block 4	Week 9 Block 5	Week 10 -11 Block 6	Week 12
	Number: Multiplication and Division (including multiples of 2, 5 and 10)	Number: Fractions	Geometry: Position and Direction	Number: Place Value (within 100)	Measurement: Money	Measurement: Time	Consolidation
White Rose Small Steps	<ul style="list-style-type: none"> <li>Count in 10s</li> <li>Make equal groups</li> <li>Add equal groups</li> <li>Make arrays</li> <li>Make doubles</li> <li>Make equal groups - <b>sharing</b> (for example: Tim has 16 bananas. He shares them equally between two boxes. How many bananas are in each box?)</li> <li>Make equal groups - <b>grouping</b> (for example: If you had 10 mittens, how many equal groups of 2 mittens could you make?)</li> </ul>	<ul style="list-style-type: none"> <li>Halving shapes or objects</li> <li>Halving a quantity</li> <li>Finding a quarter of a shape or an object</li> <li>Finding a quarter of a quantity</li> </ul>	<ul style="list-style-type: none"> <li>Describe turns</li> <li>Describe positions</li> </ul>	<ul style="list-style-type: none"> <li>Counting to 100</li> <li>Partitioning numbers</li> <li>Comparing numbers</li> <li>Ordering numbers</li> <li>One more, one less</li> </ul>	<ul style="list-style-type: none"> <li>Recognising coins</li> <li>Recognising notes</li> <li>Counting in coins</li> </ul>	<ul style="list-style-type: none"> <li>Before and after</li> <li>Dates</li> <li>Time to the hour</li> <li>Time to the half hour</li> <li>Writing time</li> <li>Comparing time</li> </ul>	All



## Year 1 Maths - Summer Term

National Curriculum	<ul style="list-style-type: none"><li>Count in multiples of twos, fives and tens <math>\alpha</math></li><li>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</li></ul>	<ul style="list-style-type: none"><li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</li><li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li><li>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</li><li>Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than] and capacity and volume [for example, full/empty, more than, less than, half, half full, quarter</li></ul>	<ul style="list-style-type: none"><li>Describe position, direction and movement, including whole, half, quarter and three quarter turns</li></ul>	<ul style="list-style-type: none"><li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li><li>Given a number, identify one more and one less</li><li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least <math>\alpha</math></li></ul>	<ul style="list-style-type: none"><li>Recognise and know the value of different denominations of coins and notes</li></ul>	<ul style="list-style-type: none"><li>Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)<math>\alpha</math></li><li>Recognise and use language relating to dates, including days of the week, weeks, months and years</li><li>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li><li>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]</li><li>Measure and begin to record time (hours, minutes, seconds)</li></ul>	All
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