


		Week 1-4 Block 1	Week 5-8 Block 2	Week 9 Block 3	Week 10-11 Block 4	Week 12
		Number: Place Value (within 10)	Number: Addition and Subtraction (within 10)	Geometry: Shape	Number: Place Value (within 20)	Consolidation
White Rose Small Steps		<ul style="list-style-type: none"> Sort objects Count objects Represent a number in objects and represent a group of objects with a number. Learn that one object can be represented by another object e.g. one elephant can be represented by one cube or counter Count, read and write forwards from any number 0 to 10 Count, read and write backwards from any number 0 to 10 Count one more Count one less One to one correspondence to start to compare groups (for example, how can we show we've matched the objects? What does match mean?) Compare groups using language such as equal, more/greater, less/fewer Introduce =, > and < symbols Compare numbers Order groups of objects Order numbers Ordinal numbers (1st, 2nd, 3rd....) The number line 	<ul style="list-style-type: none"> Part whole model Addition: Introduce addition language using story representations e.g. altogether, total, equals, etc. Addition: Introduce addition symbol (+) and 'equal to' symbol (=) to make first number sentence Fact families – addition facts Find number bonds for numbers within 10 Systematic methods for number bonds within 10. For example: <div style="text-align: center; margin-top: 10px;"> $7 + 0 = 0$ $6 + 1 = 7$ $5 + 2 = 7$ </div> Use representations to explore number bonds to 10 systematically <div style="text-align: center; margin-top: 10px;">  </div> Compare number bonds Addition: Adding together Addition: Adding more Finding a part Subtraction: Taking away, how many left? Crossing out and using subtraction language in story representations e.g. take, take away, how many left? Subtraction: Taking away, how many left? Introducing the subtraction symbol Subtraction: Finding a part, breaking apart Fact families – the eight facts. For example: <div style="text-align: center; margin-top: 10px;"> $5 + 2 = 7$ $7 = 5 + 2$ $2 + 5 = 7$ $7 = 2 + 5$ $7 - 2 = 5$ $5 = 7 - 2$ $7 - 5 = 2$ $2 = 7 - 5$ </div> Subtraction: Counting back Subtraction: Finding the difference Comparing addition and subtraction statements $a + b > c$ Comparing addition and subtraction statements $a + b > c + d$ 	<ul style="list-style-type: none"> Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 3-D and 2-D shapes 	<ul style="list-style-type: none"> Count forwards and backwards and write numbers to 20 in numerals and words Numbers from 11 to 20 Tens and ones Count one more and one less Compare groups of objects Compare numbers Order groups of objects Order numbers 	All
	National Curriculum		<ul style="list-style-type: none"> Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 10 in numerals; count in multiples of twos, fives and tens Given a number, identify one more and one less 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 	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$. 	<ul style="list-style-type: none"> Recognise and name common 2-D shapes including: (e.g. rectangles (including squares), circles and triangles) Recognise and name common 3-D shapes including: e.g. cuboids (including cubes), pyramids and spheres) 	<ul style="list-style-type: none"> Count to 20, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 20 in numerals; count in multiples of twos, fives and tens Given a number, identify one more and one less 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

	Week 1-4 Block 1	Week 5-7 Block 2	Week 8-9 Block 3	Week 10-11 Block 4	Week 12
	Number: Addition and Subtraction	Number: Place Value (within 50) (including multiples of 2, 5 and 10)	Measurement: Length and Height	Measurement: Weight and Volume	Consolidation
White Rose Small Steps	<ul style="list-style-type: none"> Add by counting on Find and make number bonds Add by making 10 Subtraction – no exchange (e.g. 16 - 5) Subtraction – exchange with tens (12 - 5) Related Facts (e.g. If we know that $12 + 1 = 13$, what else do we know?) Compare number sentences 	<ul style="list-style-type: none"> Numbers to 50 Tens and ones Represent numbers to 50 One more one less Compare objects within 50 Compare numbers within 50 Count in 2s Count in 5s 	<ul style="list-style-type: none"> Compare length and heights Measure length 	<ul style="list-style-type: none"> Introduce weight and mass Measure mass Compare mass Introduce capacity Measure capacity Compare capacity 	All
National Curriculum	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$. 	<ul style="list-style-type: none"> Count to 50, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 50 in numerals; count in multiples of twos, fives and tens Given a number, identify one more and one less 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 Count in multiples of 2s, 5s and 10s. 	<ul style="list-style-type: none"> Measure and begin to record lengths and heights Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) 	<ul style="list-style-type: none"> Measure and begin to record mass/weight, capacity and volume 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] 	All

	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"> Count in 10s Make equal groups Add equal groups Make arrays Make doubles Make equal groups – sharing (for example: Tim has 16 bananas. He shares them equally between two boxes. How many bananas are in each box?) Make equal groups – grouping (for example: If you had 10 mittens, how many equal groups of 2 mittens could you make?) 	<ul style="list-style-type: none"> Halving shapes or objects Halving a quantity Finding a quarter of a shape or an object Finding a quarter of a quantity 	<ul style="list-style-type: none"> Describe turns Describe positions 	<ul style="list-style-type: none"> Counting to 100 Partitioning numbers Comparing numbers Ordering numbers One more, one less 	<ul style="list-style-type: none"> Recognising coins Recognising notes Counting in coins 	<ul style="list-style-type: none"> Before and after Dates Time to the hour Time to the half hour Writing time Comparing time 	All
National Curriculum	<ul style="list-style-type: none"> Count in multiples of twos, fives and tens 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 	<ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) 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 	<ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three quarter turns 	<ul style="list-style-type: none"> 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 Given a number, identify one more and one less 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 	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes 	<ul style="list-style-type: none"> Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] Measure and begin to record time (hours, minutes, seconds) 	All



Year 1 Maths – Summer Term





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