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	• Sort objects • Count objects • Count objects from a larger group • 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 • Recognise numbers as words • Count, read and write forwards from any number 0 to 10 • Count, read and write backwards from any number 0 to 10 • One to one correspondence to start to compare groups (for example, how can we show we've matched the objects? What does match mean?) • Count one more • Count one less • Compare groups using language such as equal, more/greater, less/fewer • Introduce =, > and < symbols • Compare numbers • Order objects and numbers • Ordinal numbers (1st, 2nd, 3rd….) • The number line	• Introduce parts and wholes • 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 • Writing number sentences • Fact families – addition facts • Find number bonds for numbers within 10 • Systematic methods for number bonds within 10. For example: • Use representations to explore number bonds to 10 systematically • Compare number bonds to 10 • Addition: Adding together • Addition: Adding more • Addition problems • Finding a part • Subtraction – finding a part, breaking apart • Fact families – the eight facts. For example: • 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: Counting back on a number line • Add or subtract 1 or 2	• 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	All
National Curriculum	• 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	• 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.	• 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)	All

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	• 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	• 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 • Subtraction: Finding the difference • Comparing addition and subtraction statements $a + b > c$ • Comparing addition and subtraction statements $a + b > c + d$	• 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	• Compare length and heights • Measure length	• Introduce weight and mass • Measure mass • Compare mass • Introduce capacity • Measure capacity • Compare capacity
National Curriculum	• 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	• 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.	• 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.	• 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)	• 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]

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	• 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?)	• Halving shapes or objects • Halving a quantity • Finding a quarter of a shape or an object • Finding a quarter of a quantity	• Describe turns • Describe positions	• Counting to 100 • Partitioning numbers • Comparing numbers • Ordering numbers • One more, one less	• Recognising coins • Recognising notes • Counting in coins	• Before and after • Dates • Time to the hour • Time to the half hour • Writing time • Comparing time	All
National Curriculum	• 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	• 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	• Describe position, direction and movement, including whole, half, quarter and three quarter turns	• 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	• Recognise and know the value of different denominations of coins and notes	• 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