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| **Year 1 Autumn Term Maths Planning** | | | | | | | | | | | | | | |
| **White Rose Maths Units** | | **Exploring Numbers to 20, counting**  **(2 Weeks)** | | **Place Value (5 Weeks) within 10** | | | | | **Addition and Subtraction (5 Weeks) within 10** | | | | | **Shape (1 Week)** |
|  | | Recapping ELG  Composition of numbers to 10  Subitising  Number Bonds to 5/10  Odd and Even  Compare quantities – using greater than / less than  Ordering numbers to 10  Doubling Facts  Opportunities to explore this learning within hands on activities following on from Reception | | Sort objects **Count objects** **Count objects from a larger group** **Represent objects** **Recognise numbers as words** **Count on from any number 1 more Count backwards within 10 1 less** Compare groups by matching Fewer, more, same **Less than, greater than, equal to Compare numbers Order objects and numbers The numberline** | | | | | Introduce parts and wholes Part-whole model  **Write number sentences**  Fact families – addition facts  **Number bonds within 10 Systematic number bonds within 10**  **Number bonds to 10**  **Addition – add together**  **Addition – add more**  **Addition problems**  **Find a part**  **Subtraction – find a part**  Fact families – the eight facts  **Take away (How many left?) Subtraction on a number line**  Add or subtract 1 or 2 | | | | | **Recognise and name 3D shapes**  Sort 3D shapes  **Recognise and name 2D shapes**  Sort 2D shapes  Patterns within 2D and 3D shapes |
| **National Curriculum Objectives**  **(Statutory Guidance)** | |  | | * count forwards and backwards, beginning with 0 or 1, or from any given number. * count, read and write numbers to 10 in numerals. * 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 and write numbers from 1 to 10 in numerals and words. | | | | | * read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * represent and use number bonds and related subtraction facts within 10 * add and subtract one-digit and two-digit numbers to 10, 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 and 3-D shapes, including: * 2-D shapes [for example, rectangles (including squares), circles and triangles] * 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. |
| **Mastering Number Sessions** | | **Subitising** | **Cardinality, ordinality and counting** | | **Composition** | **Comparison** | **Addition and Subtraction / Number Facts** | **Subitising** | | **Cardinality, ordinality and counting** | **Composition** | **Comparison** | **Addition and Subtraction / Number Facts** | |
|  | | • revisit subitising within 5 using perceptual subitising  • practise conceptual subitising of bigger numbers as they become more familiar with patterns made by the numbers 5–10. | • explore the linear number system within 10, looking at a range of ordinal representations  • explore the link between the ‘staircase’ pattern and a number track. | | • focus on the composition of numbers within 10, with a particular emphasis on the composition of numbers 6, 7, 8 and 9 as ‘5 and a bit’, as well as exploring the composition of numbers 5 and 6 in-depth  • explore the composition of odd and even numbers, identifying that even numbers are made of 2s and odd numbers have ‘an extra 1’ – they will link this to the ‘shape’ of these numbers. |  | Although children will not be looking at number bonds expressed as equations, their work on the composition of numbers within 10 will be developing their knowledge of number bonds. | * continue to practise conceptually subitising numbers they have already explored the composition of. | | * review the linear number system to 10 as they compare numbers. | • continue to explore the composition of the numbers 7–9 in-depth, linking this to their understanding of odd and even numbers  • explore the composition of 10, developing a systematic approach to finding pairs that sum to 10. | • revisit what is meant by ‘comparing’ and see that quantities can be compared according to different attributes, including numerosity. | Although children will not be looking at number bonds expressed as equations, their work on the composition of numbers within 10 will be developing their knowledge of number bonds. | |
| Expectations for Year 1 | Working Towards ARE | Count, read and write numbers in numerals to 20. (within 10) Begin to count forwards across the tens boundaries (crossing 10)  I can use the language of equal to, more than and less than, most, least, fewer to compare numbers  I can order the numbers to 10  Identify one more or one less than a given number.  Recall number bonds within 5.  Recognise and name coins up to 10p. (within provision)  Recall doubling facts within 10.  I can compose and decompose shapes to see other shapes within | | | | | | | | | | | | |
| Working At ARE | Count, read and write numbers in numerals up to 100. (within 10)  Read and write numbers in words up to 20. (within 10)  Count forwards across 100 from any given number. (within 10)  Recall addition and subtraction calculations using +, - and =  Recall at least four of the six number bonds for 10.  Use the inverse relationship to write associated facts for 10.  Solve one step problems for the four operations *(addition and subtractions).*  Describe some of the properties of 2D shapes and 3D solids. | | | | | | | | | | | | |
| Greater Depth | Recall all number bonds to and within 10.  Use all known number bonds to reason with and calculate bonds to and within 20.  Use the inverse relationship to write associated facts up to 20.  Use known facts to solve simple problems, demonstrating commutativity as necessary.  Naming 2D shapes and 3D solids.  Describe the properties of 2D shapes and 3D solids. | | | | | | | | | | | | |

\* Small steps from White Rose that are in **bold** are steps that link directly to the National Curriculum.

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| **Year 1 Spring Term Maths Planning** | | | | | | | | | | | | | | |
| **White Rose Maths Units** | | **Place Value (3 Weeks) within 20** | | | **Addition and Subtraction (3 Weeks) within 20** | | | **Place Value (2 Weeks) within 50** | | **Length and Height (2 Weeks)** | | | **Mass and Volume (2 Weeks)** | |
| **This will be updated in November 2022** | | Count within 20  Understand 10  Understand 11, 12 and 13  Understand 14, 15 and 16  Understand 17, 18 and 19  Understand 20  1 more and 1 less  The number line to 20  Estimate on a number line to 20  Compare numbers to 20  Order numbers to 20 | | | Adding by counting on within 20  Add ones using number bonds  Find and make number bonds to 20  Doubles  Near Doubles  Subtract ones using number bonds  Subtraction – counting back  Subtraction – finding the difference  Related facts  Missing number bonds | | | Count from 20 to 50  20, 30, 40 and 50  Count by making groups of tens  Groups of tens and ones  The number line to 50  Estimate on a number line to 50  1 more, 1 less | | Compare lengths and heights  Measure length using objects  Measure length in centimetres | | | Heavier and lighter  Measure mass  Compare mass  Full and empty  Compare volume  Measure capacity  Compare capacity | |
| **National Curriculum Objectives**  **(Statutory Guidance)** | | * count to and across 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 and write numbers from 1 to 20 in numerals and words. | | | * 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 and across 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 * read and write numbers from 1 to 20 in numerals and words. | | * 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 the following: * lengths and heights | | | * compare, describe and solve practical problems for: * mass/weight [for example, heavy/light, heavier than, lighter than] * measure and begin to record the following: * mass/weight | |
| **Mastering Number Sessions** | | **Subitising** | **Cardinality, ordinality and counting** | **Composition** | | **Comparison** | **Addition and Subtraction / Number Facts** | **Subitising** | **Cardinality, ordinality and counting** | | **Composition** | **Comparison** | | **Addition and Subtraction / Number Facts** |
|  | | * continue to practise conceptually subitising numbers they have already explored the composition of. |  | * review the composition of numbers within 10, linking these to part-part-whole representations * practise recalling missing parts for numbers within 10. | | * compare numbers within 10, linking this to their understanding of the linear system * use the inequality symbol to create expressions, e.g. * 7 > 2, and use the language of ‘greater than’ and ‘less than’ * reason about inequalities, drawing on their knowledge of the composition of numbers, e.g. Is this true or false? 3 and 2 is less than 4. | * develop their recall of number bonds within 10, through the use of exercises which use written numerals but not the symbols +, – , or =. | * continue to practise conceptually subitising numbers they have already explored the composition of. | * review the linear number system to 10, looking at a range of representations, including a number line * explore the use of ‘midpoints’ to enable them to identify the location of other numbers. | | * review the composition of odd and even numbers, linking this to doubles and near doubles * explore the composition of the numbers 11–20, seeing representations which show the structure of these numbers as ‘ten and a bit’. |  | | * continue to develop their recall of bonds within 10, through the use of exercises which do NOT involve written equations, such as 4 + 3 = ? * identify doubles and near doubles through visual representations of odd and even numbers. |
| Expectations for Year 1 | Working Towards ARE | Count, read and write numbers in numerals up to 20.  Begin to count forwards across the tens boundaries (eg 19, 20, 21).  Count in multiples of 2 and 10.  Use the language of equal to, more than and less than, most, least, fewer.  Identify one more or one less than a given number.  Recall number bonds within 5. | | | | | | | | | | | | |
| Working At ARE | Count, read and write numbers in numerals up to 100.  Read and write numbers in words up to 20.  Count forwards across 100 from any given number.  Count in multiples of 2, 5 and 10.  Record addition and subtraction calculations using +, - and =.  Recall at least four of the six number bonds for 10.  Use the commutative law to reason about number bonds for 10.  Use the inverse relationship to write associated facts for 10.  Count in twos, fives and tens from 0, and back.  Solve one step problems for the four operations.  Compare, describe and solve practical problems involving measurement. | | | | | | | | | | | | |
| Greater Depth | Recall all number bonds to and within 10.  Use known number bonds to reason with and calculate bonds to and within 20.  Use the inverse relationship to write associated facts up to 20.  Recall multiplication facts for 2, 5 and 10.  Use knowledge of 2, 5 & 10 to solve problems.  Use known facts to solve simple problems, demonstrating an understanding of commutativity as necessary. | | | | | | | | | | | | |

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| **Year 1 Summer Term Maths Planning** | | | | | | | | | | | | | | | |
| **White Rose Maths Units** | | **Multiplication and Division (3 Weeks)** | | **Fractions (2 Weeks)** | | **Position and direction (1 Week)** | | **Place Value (2 Weeks)**  **(within 100)** | | | | **Money (1 Week)** | | **Time (2 Weeks)** | |
| **This will be updated in March 2023** | |  | |  | |  | |  | | | |  | |  | |
| **National Curriculum Objectives**  **(Statutory Guidance)** | | * 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. | | * 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 * read and write numbers from 1 to 20 in numerals and words. | | | | * 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 the following: * time (hours, minutes, seconds) | |
| **Mastering Number Sessions** | | **Subitising** | **Cardinality, ordinality and counting** | **Composition** | **Comparison** | | **Addition and Subtraction / Number Facts** | | **Subitising** | **Cardinality, ordinality and counting** | **Composition** | | **Comparison** | | **Addition and Subtraction / Number Facts** |
|  | | * continue to practise conceptually subitising numbers they have already explored the composition of. conceptually subitise numbers within 20 as they become more familiar with the composition of numbers within 20. | * review the linear number system to 20, looking at a range of representations, including a number line * explore the use of ‘midpoints’ to enable them to identify the location of other numbers. | * continue to explore representations which expose the composition of numbers within 20. | * compare numbers within 20, including questions which use the symbols +, <, >, or =, such as: True or false?   10 + 4 < 14  10 + 4 = 14  10 + 4 > 14 | | * develop their fluency in additive relationships within 10, using a range of activities and games * draw on their knowledge of the composition of numbers to complete written equations * revisit strategies for addition and subtraction within 10 and apply these to a range of questions, including written equations. | | continue to use conceptual subitising, especially when using a rekenrek. |  | apply their knowledge of the composition of numbers, to calculations within 10 and 20. | | * continue to draw on their knowledge of the relative size of numbers when answering questions using the inequality symbol. | | continue to practise recalling additive facts within 20, applying their knowledge of the composition of numbers within 20 and strategies within 10. |
| Expectations for Year 1 | Working Towards ARE | Count, read and write numbers in numerals up to 20 Begin to count forwards across the tens boundaries (eg 19, 20, 21). Count in multiples of 2 and 10. Use the language of equal to, more than and less than, most, least, fewer. Identify one more or one less than a given number. Recall number bonds within 5. Recognise, name and find half of a shape. Recognise and name coins up to 10p. Read the time on an analogue clock to the hour. | | | | | | | | | | | | | |
| Working At ARE | Count, read and write numbers in numerals up to 100. Read and write numbers in words up to 20. Count forwards across 100 from any given number. Count in multiples of 2, 5 and 10. Record addition and subtraction calculations using +, - and =. Recall at least four of the six number bonds for 10.  Use the commutative law to reason about number bonds for 10.  Use the inverse relationship to write associated facts for 10. Count in twos, fives and tens from 0, and back.  Solve one step problems for the four operations. Recognise, name and find a half of an object, shape and quantity. Recognise, name and find a quarter of an object, shape and quantity. Compare, describe and solve practical problems involving measurement. Know the value of different coins up to £1. Sequence events in chronological order, using language of time. Read the time on an analogue clock to the nearest o’clock and half past. Describe whole, half, quarter and three quarter turns. | | | | | | | | | | | | | |
| Greater Depth | Recall all number bonds to and within 10. Use known number bonds to reason with and calculate bonds to and within 20.  Use the inverse relationship to write associated facts up to 20. Recall multiplication facts for 2, 5 and 10. Use knowledge of 2, 5 & 10 to solve problems. Use known facts to solve simple problems, demonstrating an understanding of commutativity as necessary. Know the value of different coins and notes. Read the time on an analogue clock to the nearest 15 minutes. | | | | | | | | | | | | | |