Maths Coverage
Year 1 2021-2022
AUTUMN Term

	Term 1								Term 2						
	Week 1 (2 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (4 days)
NC Focus	Number and Place Value (within 10)				Number-Addition and Subtraction (within 10)					Geometry Shape 2D		Number- Place Value (within 20)		Geometry Shape 3D	
NC Objectives	• Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 10 in numerals and words. • Given a number, identify one more or one less. • Identify and represent numbers musing objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.				• Add and subtract one 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. • Represent and use number bonds and related subtraction facts within 10 • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.					• Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)		• Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. • Count, read and write numbers to 20 in numerals and words. • Given a number, identify one more or 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 name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)	
Ready to Progress Criteria	• **1NPV–1** Count within 100, forwards and backwards, starting with any number. • **1NPV–2** Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = • **1NF–2** Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.				• **1NF–1** Develop fluency in addition and subtraction facts within 10. • **1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. • **1AS–2** Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts.					• **1G–1** Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. • **1G–2** compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.		• **1NPV–1** Count within 100, forwards and backwards, starting with any number. • **1NPV–2** Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = • **1NF–2** Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.		• **1G–1** Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. • **1G–2** compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	

White Rose Small Steps	• Sort objects • **Count objects** • Represent objects • **Count, read and write forwards from any number 0 to 10** • **Count, read and writing backwards from any number 0 to 10** • **Count one more** • **Count one less** • One to one correspondence to start to compare groups • 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	• Part whole model • **Addition symbol** • Fact families – Addition facts • **Find number bonds for numbers within 10** • **Systematic methods for number bonds within 10** • **Number bonds to 10** • Compare number bonds • **Addition: Adding together** • **Addition: Adding more** • Finding a part • **Subtraction: Taking away, how many left? Crossing out** • **Subtraction: Taking away, how many left? Introducing the subtraction symbol** • **Subtraction: Finding a part, breaking apart** • Fact families – The 8 facts • **Subtraction: Counting back** • **Subtraction: Finding the difference** • Comparing addition and subtraction statements a + b > c • Comparing addition and subtraction statements a + b > c + d	• **Recognise and name 2D shapes** • Sort 2D shapes • Patterns with 2D shapes	• **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**	• **Recognise and name 3D shapes** • Sort 3D shapes • Patterns with 3D shapes
EYFS Revisit (potential gaps in learning from previous year)	•	• Subtraction – fluency in counting backwards • Number bonds to 5 – including subtraction facts • Number bonds to 10	•	• Teen number composition	• 3D shape/2D shape confusion
Consolidation Required (based on current End of Block Assessments)	•	•	•	•	•

Maths Coverage
Year 1 2021-2022
SPRING Term

	Term 3						Term 4					
	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
NC Focus	Number- Addition and Subtraction (within 20)						Number- Place Value (within 50) (x2, x5, x10 to be included)				Measure-Length and Height	Measure- Weight and Volume
NC Objectives	• Represent and use number bonds and related subtraction facts within 20 • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • 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 number. • Count, read and write numbers to 50 in numerals. • Given a number, identify one more or 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 twos, fives and tens.				• 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]
Ready to Progress Criteria	• **1NF–1** Develop fluency in addition and subtraction facts within 10. • **1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. • **1AS–2** Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.						• **1NPV–1** Count within 100, forwards and backwards, starting with any number. • **1NPV–2** Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = • **1NF–2** Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.					
White Rose Small Steps	• Add by counting on • Find & make number bonds • Add by making 10 • Subtraction – Not crossing 10 • Subtraction – Crossing 10 (1) • Subtraction – Crossing 10 (2) • Related Facts • Compare Number Sentences						• Numbers to 50 • Tens and ones • Represent numbers to 50 • One more one less • Compare objects within 50 • Compare numbers within 50 • Order numbers within 50 • Count in 2s • Count in 5 • Count in 10s				• Compare lengths and heights • Measure length- non-standard units • Measure length- standard units	• Introduce weight and mass • Measure mass • Compare mass • Introduce capacity • Measure capacity • Compare capacity
EYFS Revisit (potential gaps in learning from previous year)	• Odds and evens						•				• Double facts	•
Consolidation Required (based on current End of Block Assessments)	•						•				•	•

Maths Coverage
Year 1 2021-2022
SUMMER Term

	Term 5						Term 6						
	Week 1 (4 days)	Week 2	Week 3 (4 days)	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (3 days)
NC Focus	Number- Multiplication and Division (Including x2, x5, 10)			Number- Fractions			Geometry- Position and Direction	Number- Place Value (within 50) (x2, x5, x10 to be included) Number- Place Value (within -100)		Measure- Money		Measure- Time	
NC Objectives	• 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]; 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. • 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, 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)	
Ready to Progress Criteria	• **1NF–2** Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.							• **1NPV–1** Count within 100, forwards and backwards, starting with any number. • **1NPV–2** Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = • **1NF–2** Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.					

White Rose Small Steps	• Count in 10s • Make equal groups • Add equal groups • Make arrays • Make doubles • Make equal groups - grouping • Make equal groups – sharing	• Halving shapes or objects • Halving a quantity • Find a quarter of a shape or object • Find a quarter of a quantity	• Describe turns • Describe Position- left, right, up, down • Describe Position- top, middle, bottom, above, below	• Counting to 100 • Partitioning numbers • Comparing 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
EYFS Revisit (potential gaps in learning from previous year)	•	• Doubles of quantities • Sharing equally	•	•	•	•
Consolidation Required (based on current End of Block Assessments)	•	•	•	•	•	•