**Maths Coverage**

**Year 1 2022-2023**

AUTUMN Term

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term 1** | | | | | | | **Term 2** | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **NC Focus** | **Number and Place Value (within 10)** | | | | | | **Number-Addition and Subtraction (within 10)** | | | | | | **Geometry (2D and 3D shapes)** | |
| **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) | |
| **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. | |
| **White Rose Small Steps** | Step 1 Sort objects  Step 2 Count objects  Step 3 Count objects from a larger group  Step 4 Represent objects  Step 5 Recognise numbers as words  Step 6 Count on from any number  Step 7 1 more  Step 8 Count backwards within 10  Step 9 1 less  Step 10 Compare groups by matching  Step 11 Fewer, more, same  Step 12 Less than, greater than, equal to  Step 13 Compare numbers  Step 14 Order objects and numbers  Step 15 The number line | | | | | | Step 1 Introduce parts and wholes  Step 2 Part-whole model  Step 3 Write number sentences  Step 4 Fact families – addition facts  Step 5 Number bonds within 10  Step 6 Systematic number bonds within 10  Step 7 Number bonds to 10  Step 8 Addition – add together  Step 9 Addition – add more  Step 10 Addition problems  Step 11 Find a part  Step 12 Subtraction – find a part  Step 13 Fact families – the eight facts  Step 14 Subtraction – take away/cross out (How many left?)  Step 15 Take away (How many left?)  Step 16 Subtraction on a number line | | | | | | Step 1 Recognise and name 3-D shapes  Step 2 Sort 3-D shapes  Step 3 Recognise and name 2-D shapes  Step 4 Sort 2-D shapes  Step 5 Patterns with 2-D and 3-D shapes | |
| **EYFS Revisit**  (potential gaps in learning from previous year) |  | | | | | |  | | | | | |  | |
| **Consolidation Required**  (based on current End of Block Assessments) |  | | | | | |  | | | | | |  | |

**Maths Coverage**

**Year 1 2022-2023**

SPRING Term

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term 3** | | | | | | | | **Term 4** | | | | | | |
|  | **Week 1**  **(4 days)**  Shape Consolidation | **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: Place Value (within 20)** | | | | **Number: Addition and Subtraction (within 20)** | | | | **Number: Place Value (within 50)** | | | **Measure-Length and Height** | | **Measure- Mass 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 | | | | * 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** | * 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. | | | | * 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. | | | * Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = | | * Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = | |
| **White Rose Small Steps** | Step 1 Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more and 1 less Step 8 The number line to 20 Step 9 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 Step 12 Order numbers to 20 | | | | Step 1 Add by counting on within 20  Step 2 Add ones using number bonds  Step 3 Find and make number bonds to 20  Step 4 Doubles  Step 5 Near doubles  Step 6 Subtract ones using number bonds  Step 7 Subtraction - counting back  Step 8 Subtraction - finding the difference  Step 9 Related facts  Step 10 Missing number problems | | | | Step 1 Count from 20 to 50  Step 2 20, 30, 40 and 50  Step 3 Count by making groups of tens  Step 4 Groups of tens and ones  Step 5 Partition into tens and ones  Step 6 The number line to 50  Step 7 Estimate on a number line to 50  Step 8 1 more, 1 less | | | Step 1 Compare lengths and heights  Step 2 Measure length using objects  Step 3 Measure length in centimetres | | Step 1 Heavier and lighter  Step 2 Measure mass  Step 3 Compare mass  Step 4 Full and empty  Step 5 Compare volume  Step 6 Measure capacity  Step 7 Compare capacity | |
| **EYFS Revisit**  (potential gaps in learning from previous year) |  | | | |  | | |  | | | |  | |  | |
| **Consolidation Required**  (based on current End of Block Assessments) |  | | | |  | | |  | | | |  | |  | |

**Maths Coverage**

**Year 1 2022-2023**

SUMMER Term

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term 5** | | | | | | | **Term 6** | | | | | | |
|  | **Week 1**  **(4 days)** | **Week 2** | **Week 3**  **(4 days)** | **Week 4** | | **Week 5** | **Week 6**  **(4 days)** | **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 -100)** | | **Measure- Money** | **Measure- Time** | | **Consolidation** |
| **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. | | | | * 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. | | | * Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always * 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. | | * 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 half hour * Writing time * Comparing time * Time to the hour | |  |
| **EYFS Revisit**  (potential gaps in learning from previous year) |  | | | |  | | |  |  | |  |  | |  |
| **Consolidation Required**  (based on current End of Block Assessments) |  | | | |  | | |  |  | |  |  | |  |