**Maths Coverage**

**Year 1 2022-2023**

AUTUMN Term

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|  | **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)
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| **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.
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| **White Rose Small Steps** | Step 1 Sort objectsStep 2 Count objectsStep 3 Count objects from a larger groupStep 4 Represent objectsStep 5 Recognise numbers as wordsStep 6 Count on from any numberStep 7 1 moreStep 8 Count backwards within 10Step 9 1 lessStep 10 Compare groups by matchingStep 11 Fewer, more, sameStep 12 Less than, greater than, equal toStep 13 Compare numbersStep 14 Order objects and numbersStep 15 The number line | Step 1 Introduce parts and wholesStep 2 Part-whole modelStep 3 Write number sentencesStep 4 Fact families – addition factsStep 5 Number bonds within 10Step 6 Systematic number bonds within 10Step 7 Number bonds to 10Step 8 Addition – add togetherStep 9 Addition – add moreStep 10 Addition problemsStep 11 Find a partStep 12 Subtraction – find a partStep 13 Fact families – the eight factsStep 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 shapesStep 2 Sort 3-D shapesStep 3 Recognise and name 2-D shapesStep 4 Sort 2-D shapesStep 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

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|  | **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 =
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| **White Rose Small Steps** | Step 1 Count within 20Step 2 Understand 10Step 3 Understand 11, 12 and 13Step 4 Understand 14, 15 and 16Step 5 Understand 17, 18 and 19Step 6 Understand 20Step 7 1 more and 1 lessStep 8 The number line to 20Step 9 Use a number line to 20Step 10 Estimate on a number line to 20Step 11 Compare numbers to 20Step 12 Order numbers to 20 | Step 1 Add by counting on within 20Step 2 Add ones using number bondsStep 3 Find and make number bonds to 20Step 4 DoublesStep 5 Near doublesStep 6 Subtract ones using number bondsStep 7 Subtraction - counting backStep 8 Subtraction - finding the differenceStep 9 Related factsStep 10 Missing number problems | Step 1 Count from 20 to 50Step 2 20, 30, 40 and 50Step 3 Count by making groups of tensStep 4 Groups of tens and onesStep 5 Partition into tens and onesStep 6 The number line to 50Step 7 Estimate on a number line to 50Step 8 1 more, 1 less | Step 1 Compare lengths and heightsStep 2 Measure length using objectsStep 3 Measure length in centimetres | Step 1 Heavier and lighterStep 2 Measure massStep 3 Compare massStep 4 Full and emptyStep 5 Compare volumeStep 6 Measure capacityStep 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

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|  | **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)
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| **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.
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| **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
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| **EYFS Revisit**(potential gaps in learning from previous year)  |  |  |  |  |  |  |  |
| **Consolidation Required**(based on current End of Block Assessments) |  |  |  |  |  |  |  |