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| Year 1.1- Number and Place Value   | 3 weeks- Autumn 1  |
| <ul style="list-style-type: none"> <li>Count to 30, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>Count, read and write numbers to 30 in numerals and words.</li> <li>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.</li> <li>Given a number, identify one more or one less.</li> </ul> | <u>Useful Links</u><br>Interactive Teaching Programs<br>Vocabulary document<br>White Rose- Reasoning Mastery Year 1 booklet<br>nrich |
| <u>Vocabulary:</u> count on, how many, count back, more, less, many, few, order, equal to.   |  |

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| Year 1.2- Addition and subtraction   | 3 weeks- Autumn 1  |
| <ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts (within 20)</li> <li>Add and subtract one digit numbers (to 20), including zero.</li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations.</li> </ul> | <u>Useful Links</u><br>Problem solving- Make links to units of measure/ money, making children aware of context.<br>Interactive Teaching Programs<br>Vocabulary document<br>White Rose- Reasoning Mastery Year 1 booklet<br>Calculations guidance<br>nrich |
| <u>Vocabulary:</u> add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back , how many left, how much less is_?  |  |

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| Year 1.3- Geometry   | 1 week – Autumn 2   |
| <ul style="list-style-type: none"> <li>Recognise and name common 2-D shapes eg: rectangles (including squares) circles and triangles.</li> <li>Recognise and name common 3-D shapes eg: cuboids (including cubes), pyramids and spheres.</li> <li>Describe position, direction and movement, including whole, half, quarter and three quarter turns</li> </ul> | <u>Useful Links</u><br>Vocabulary document<br>White Rose- Reasoning Mastery Year 1 booklet<br>Interactive Teaching Programs<br>Topmarks- diennes and coins<br>nrich |
| <u>Vocabulary:</u> flat, curved, straight, point, face, edge, sort, build, whole turn, half turn, tree-quarter turn, quarter turn.<br><b>2D-</b> circle, triangle, square, rectangle, star.<br><b>3D-</b> cuboid, cube, pyramid, sphere, cone, cylinder.   |   |

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| Year 1.4- Number and Place Value  | 2 weeks- Autumn 2  |
| <ul style="list-style-type: none"> <li>Count to and across 50, forwards and backwards with 0 or 1, or from any given number. (mental and oral)</li> <li>Count, read and write numbers to 50 in numerals and words.</li> <li>Given a number, identify one more or one less.</li> <li>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.</li> <li>Partition and combine numbers using apparatus if required eg: partition 76 into tens and ones; combine 6 tens and 4 ones.</li> <li>Count in multiples of twos, and tens from 0.</li> </ul> | <u>Useful Links</u><br>Interactive Teaching Programs<br>Topmarks- diennes and coins<br>Vocabulary document<br>White Rose- Reasoning<br>Mastery Year 1 booklet<br>nrich |
| <u>Vocabulary:</u> count on, how many, count back, more, less, many, few, order, tens, ones, partition, combine, recombine, equal to.   |  |

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| Year 1.5- Addition and subtraction   | 2 weeks- Autumn 2  |
| <ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 20.</li> <li>Add and subtract one digit and two digit numbers to 20, including zero.</li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul> | <u>Useful Links</u><br>Interactive Teaching Programs<br>Vocabulary document<br>White Rose- Reasoning<br>Mastery Year 1 booklet<br>Calculations guidance<br>nrich |
| <u>Vocabulary:</u> add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back , how many left, how much less is_?  |  |

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| Year 1.6- Time  | 2 weeks- Spring 1  |
| <ul style="list-style-type: none"> <li>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> <li>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds)</li> <li>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</li> </ul> | <u>Useful Links</u><br>Vocabulary document<br>White Rose- Reasoning<br>Mastery Year 1 booklet<br>nrich<br>Interactive Teaching Programs<br>Topmarks- diennes and coins |

Vocabulary: clock, minute, hour, second, hands, face, o'clock, half past, days, months, seasons.

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| Year 1.7- Number and Place Value   | 2 weeks- Spring 1   |
| <ul style="list-style-type: none"> <li>Count to 70 forwards and backwards, beginning with 0 or 1, or from any number.</li> <li>Count, read and write numbers from 1-70 in numerals and words.</li> <li>Identify and represent numbers using objects and pictorial representations.</li> <li>Given a number, identify 1 more or 1 less.</li> <li>Partition and combine numbers using apparatus if required eg: partition 76 into tens and ones; combine 6 tens and 4 ones.</li> <li>Count in multiples of twos, fives and tens from 0.</li> </ul> | <u>Useful Links</u><br>Vocabulary document<br>White Rose- Reasoning Mastery Year 1 booklet<br>nrich<br>Interactive Teaching Programs<br>Topmarks- diennes and coins |
| <u>Vocabulary:</u> count on, how many, count back, more, less, many, few, order, tens, ones, partition, combine, recombine, multiple, equal to.  |   |

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| Year 1.8- Measures/ Addition and subtraction  | 3 weeks- Spring 1/2  |
| <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/shorter, tall/short, double/half</li> <li>Measure and begin to record lengths and heights.</li> <li>Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>Measure and begin to record mass/weight, capacity and volume.</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract one digit and two digit numbers to 20, including zero.</li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</li> </ul> | <u>Useful Links</u><br>Vocabulary document<br>White Rose- Reasoning Mastery Year 1 booklet<br>Calculations guidance<br>Nrich<br>Interactive Teaching Programs<br>Topmarks- diennes and coins |
| <p><u>Vocabulary:</u><br/> <b>Measures:</b> measure, size, compare, estimate, enough, too much. <b>Length:</b> longer, shorter, double, half, narrow, wide, metre, ruler, metre stick. <b>Mass:</b> weight, weighs, balances, heavy, light, scales.<br/> <b>Addition and subtraction:</b> add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back , how many left, how much less is_ ?</p>   |  |

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| Year 1.9- Multiplication and division   | 2 weeks- Spring 2   |
| <ul style="list-style-type: none"> <li>Count in multiples of twos, fives and tens.</li> <li>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. <b>Please note: There is no objective for children to use the x and ÷ symbols or record number sentences. They may be aware of the symbol however, please refer to the calculations guidance for pitch.</b></li> </ul> | <p><u>Useful Links</u></p> <p>Include problems in context making links to units of measures and number of coins.</p> <p>Vocabulary document</p> <p>White Rose- Reasoning Mastery Year 1 booklet</p> <p>Calculations guidance</p> <p>Nrich</p> <p>Interactive Teaching Programs</p> <p>Topmarks- diennes and coins</p> |
| <p><u>Vocabulary:</u> groups of, times, array, altogether, multiply, count, share, share equally, one each, two each, group.</p>  |   |

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| Year 1.10- Money/ calculations   | 2 weeks- Spring 2   |
| <p><b>Money/Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes.</li> <li>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>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- Using coins as the context. Reinforcing recognition of coin vales and doubling, halving, groups of. <b>Please note: There is no objective for children to use the x and ÷ symbols or record number sentences. They may be aware of the symbol however, please refer to the calculations guidance for pitch.</b></li> <li>Count in multiples of twos, fives and tens from 0- using coins to count.</li> </ul> | <p><u>Useful Links</u></p> <p>Vocabulary document</p> <p>White Rose- Reasoning Mastery Year 1 booklet</p> <p>Calculations guidance</p> <p>Nrich</p> <p>Interactive Teaching Programs</p> <p>Topmarks- diennes and coins</p> |
| <p><u>Vocabulary:</u></p> <p><b>Money:</b> money, coin, cost, price, pay, buy, sell, costs more, costs less, penny, pence, total.</p> <p><b>Addition/Subtraction:</b> add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back , how many left, how much less is_?</p> <p><b>Multiplication/Division:</b> groups of, times, array, altogether, multiply, count, share, share equally, one each, two each, group.</p>   |   |

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| Year 1.10- Number and Place Value   | 2 weeks- Summer 1   |
| <ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>Count, read and write numbers from 1-100 in numerals and words.</li> <li>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.</li> <li>Given a number, identify one more and one less.</li> <li>Partition and combine numbers using apparatus if required eg: partition 76 into tens and ones; combine 6 tens and 4 ones.</li> <li>Count in multiples of twos, fives and tens from 0.</li> </ul> | <u>Useful Links</u><br>Interactive Teaching Programs<br>Topmarks- diennes and coins<br>Vocabulary document<br>White Rose- Reasoning Mastery Year 1 booklet<br>nrich |
| <u>Vocabulary:</u> count on, how many, count back, more, less, many, few, order, tens, ones, partition, combine, recombine, multiple, equal to.   |   |

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| Year 1.11- Four Operations  | 2 weeks- Summer 1   |
| <ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 20.</li> <li>Add and subtract one digit and two digit numbers to 20, including 0.</li> <li>Read, write and interpret mathematical statements involving addition (+) subtraction (-) and equals (=) signs.</li> <li>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> <li>Count in multiples of twos, fives and tens.</li> <li>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. <b>Please note: There is no objective for children to use the x and ÷ symbols or record number sentences. They may be aware of the symbol however, please refer to the calculations guidance for pitch.</b></li> </ul> | <u>Useful Links</u><br>Interactive Teaching Programs<br>Topmarks- diennes and coins<br>Context- links need to be made to money and units of measure.<br>Vocabulary document<br>White Rose- Reasoning Mastery Year 1 booklet<br>Calculations guidance<br>nrich |
| <u>Vocabulary:</u><br><b>Addition/Subtraction:</b> add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer / less than, most, least, count back , how many left, how much less is_?<br><b>Multiplication/Division:</b> groups of, times, array, altogether, multiply, count, share, share equally, one each, two each, group.   |   |

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| Year 1.12- Fractions | 2 weeks- Summer 1 |
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- 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.
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

#### Useful Links

Vocabulary document  
White Rose- Reasoning  
Mastery Year 1 booklet  
Nrich  
Interactive Teaching  
Programs  
Topmarks- diennes and  
coins

#### Vocabulary:

**Fractions:** half, quarter, fraction, whole, equal, part.

**Capacity:** full, half full, empty,