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| **Happiness Responsibility Friendship Respect Courage** |
| **Maths – Year 1** |
| **Mathematical Aspect** | **Starter focus** | **Planning and teaching sequence** | **National Curriculum End of Year expectation** |
| **Place Value A**15 lessons | **Flashback 4 – daily****Focus: Counting in 2s, 5s, 10s** | Sort objects | To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.To count numbers to 100 in numerals; count in multiples of twos, fives and tens.To identify and represent numbers using objects and pictorial representations.To read and write numbers to 100 in numerals.To read and write numbers from 1 to 20 in numerals and words.Given a number, identify one more and one less. |
| 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 number line. |
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| **Addition and Subtraction A**17 lessons | **Flashback 4 – daily****Focus: Counting in 2s, 5s, 10s** | Introduce parts and wholes. | To add and subtract one-digit and two digit numbers to 20, including zero.To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9 |
| 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. |
| Subtraction – take away/cross out (How many left?). |
| Take away (How many left?). |
| Subtraction on a number line. |
| Add or subtract 1 or 2 |
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| **Shape** 5 lessons | **Flashback 4 – daily****Focus: Counting in 2s, 5s, 10s** | Recognise and name 3-D shapes. | To recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles].To recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. |
| Sort 3-D shapes. |
| Recognise and name 2-D shapes. |
| Sort 2-D shapes. |
| Patterns with 2-D and 3-D shape. |
| **SPRING TERM** |
| **Place Value B** 12 lessons | **Flashback 4 – daily****Focus: Counting in 2s, 5s, 10s** | Count within 20 | To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.To count numbers to 100 in numerals; count in multiples of twos, fives and tens.To identify and represent numbers using objects and pictorial representations.To read and write numbers to 100 in numerals.To read and write numbers from 1 to 20 in numerals and words.Given a number, identify one more and one less. |
| 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 |
| Use a number line to 20 |
| Estimate on a number line to 20 |
| Compare numbers to 20 |
| Order numbers to 2 |
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| **Addition and Subtraction B** 10 lessons | **Flashback 4 – daily****Focus: Counting in 2s, 5s, 10s** | Add by counting on within 20 | To add and subtract one-digit and twodigit numbers to 20, including zero.To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9 |
| 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 problems |
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| **Place Value C** 8 lessons | **Flashback 4 – daily****Focus: Counting in 2s, 5s, 10s** | Count from 20 to 50 | To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.To count numbers to 100 in numerals; count in multiples of twos, fives and tens.To identify and represent numbers using objects and pictorial representations.To read and write numbers to 100 in numerals.To read and write numbers from 1 to 20 in numerals and words.Given a number, identify one more and one less. |
| 20, 30, 40 and 50 |
| Count by making groups of tens. |
| Groups of tens and ones. |
| Partition into tens and ones. |
| The number line to 50. |
| Estimate on a number line to 50. |
| 1 more, 1 less |
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| **Length and height** 3 lessons | **Flashback 4 – daily****Focus: Counting in 2s, 5s, 10s** | Compare lengths and heights. | To compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume, time. To measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds). |
| Step 2 Measure length using objects. |
| Step 3 Measure length in centimetres. |
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| **Mass and Volume**lessons | **Flashback 4 – daily****Focus: Counting in 2s, 5s, 10s** | Heavier and lighter | To compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume, time. To measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds). |
| Measure mass |
| Compare mass. |
| Full and empty |
| Compare volume. |
| Measure capacity |
| Compare capacity. |
| **SUMMER TERM** |
| **Multiplication and division** 9 lessons | **Flashback 4 – daily****Focus: Counting in 2s, 5s, 10s** | Count in 2s | To 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. |
| Count in 10s |
| Count in 5s |
| Recognise equal groups. |
| Add equal groups. |
| Make arrays. |
| Make doubles. |
| Make equal groups – grouping. |
| Make equal groups – sharing. |
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| **Fractions**8 lessons | **Flashback 4 – daily****Focus: Counting in 2s, 5s, 10s** | Recognise a half of an object or a shape. | To recognise, find and name a half as one of two equal parts of an object, shape or quantity.To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. |
| Find a half of an object or a shape. |
| Recognise a half of a quantity. |
| Find a half of a quantity. |
| Recognise a quarter of an object or a shape. |
| Find a quarter of an object or a shape. |
| Recognise a quarter of a quantity. |
| Find a quarter of a quantity. |
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| **Geometry – Position and direction.**5 lessons | **Flashback 4 – daily****Focus: Counting in 2s, 5s, 10s** | Describe turns. | To describe position, direction and movement, including whole, half, quarter and three-quarter turns. |
| Describe position – left and right. |
| Describe position – forwards and backwards. |
| Describe position – above and below. |
| Ordinal numbers |
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| **Place value D**5 lessons | **Flashback 4 – daily****Focus: Counting in 2s, 5s, 10s** | Count from 50 to 100 | To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.To count numbers to 100 in numerals; count in multiples of twos, fives and tens.To identify and represent numbers using objects and pictorial representations.To read and write numbers to 100 in numerals.To read and write numbers from 1 to 20 in numerals and words.Given a number, identify one more and one less. |
| Tens to 100 |
| Partition into tens and ones. |
| The number line to 100 |
| 1 more, 1 less |
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| **Money**4 lessons | **Flashback 4 – daily****Focus: Counting in 2s, 5s, 10s** | Unitising | To recognise and know the value of different denominations of coins and notes.  |
| Recognise coins. |
| Recognise notes. |
| Count in coins. |
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| **Time**6 lessons | **Flashback 4 – daily****Focus: Counting in 2s, 5s, 10s** | Before and after. | To compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume, time. To measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds).To sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].To recognise and use language relating to dates, including days of the week, weeks, months and years.To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. |
| Days of the week. |
| Months of the year. |
| Hours, minutes and seconds. |
| Tell the time to the hour. |
| Tell the time to the half hour. |