YEAR 1 - Maths Curriculum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number **Place value (within 10)** VIEW					Number **Addition and subtraction (within 10)** VIEW					Geometry **Shape** VIEW	Consolidation
Spring term	Number **Place value (within 20)** VIEW			Number **Addition and subtraction (within 20)** VIEW			Number **Place value (within 50)** VIEW		Measurement **Length and height** VIEW		Measurement **Mass and volume** VIEW	
Summer term	Number **Multiplication and division** VIEW			Number **Fractions** VIEW		Geometry **Position and direction** VIEW	Number **Place value (within 100)** VIEW		Measurement **Money** VIEW	Measurement **Time** VIEW		Consolidation

AUTUMN TERM

National Curriculum	Small Steps
Place Value (up to 4 weeks) **Numbers to 10** 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 to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number. Compare number using <, > and =. Read and write numbers from 1 to 20 in numerals and words. Given a number, identify one more and one less.	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
Number + & - (Up to 5 weeks) 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, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero.	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 17 — Add or subtract 1 or 2
Geometry (1 Week) Recognise and name common 2-D and 3-D shapes, including: -2-D shapes [for example, rectangles (including squares), circles and triangles]. -3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	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

Real Life Maths Week—With a unit of your choosing

*** *Linked to Whitgreave Wheels* ***

SPRING TERM

National Curriculum	Small Steps
Place Value (3 Weeks) **Numbers to 20** Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number. 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. Given a number, identify one more and one less. Read and write numbers from 1 to 20 in numerals and words. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.	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
Number + & - Within 20 (3 Weeks) 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. Represent and use number bonds and related subtraction facts within 20. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \ - 9$.	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
Place Value– Within 50 (2 weeks) **Numbers to 50** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. 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, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less.	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

SPRING TERM—Continued	
National Curriculum	**Small Steps**
Measures (Length and Height—2 Weeks) 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 the following: -lengths and heights.	**Step 1** Compare lengths and heights **Step 2** Measure length using objects **Step 3** Measure length in centimetres
Measures (Mass and Volume) (2 Weeks) 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]. Measure and begin to record the following: -Mass and Volume.	**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

SUMMER TERM

National Curriculum	Small Steps
Number x & / (3 Weeks)	
Count, read and write numbers to 100 in numerals.	Step 1 — Count in 2s
Count in multiples of 2, 5 and 10.	Step 2 — Count in 10s
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.	Step 3 — Count in 5s
	Step 4 — Recognise equal groups
	Step 5 — Add equal groups
	Step 6 — Make arrays
	Step 7 — Make doubles
	Step 8 — Make equal groups – grouping
	Step 9 — Make equal groups – sharing
Fractions	
Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	Step 1 — Recognise a half of an object or a shape
	Step 2 — Find a half of an object or a shape
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Step 3 — Recognise a half of a quantity
	Step 4 — Find a half of a quantity
	Step 5 — Recognise a quarter of an object or a shape
	Step 6 — Find a quarter of an object or a shape
	Step 7 — Recognise a quarter of a quantity
	Step 8 — Find a quarter of a quantity
Geometry—Position	
Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	Step 1 — Describe turns
	Step 2 — Describe position – left and right
	Step 3 — Describe position – forwards and backwards
	Step 4 — Describe position – above and below
	Step 5 — Ordinal numbers

SUMMER TERM—Continued

National Curriculum	Small Steps
Place Value (2 Weeks) **Numbers to 100** 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; count in multiples of twos, fives and tens. Compare number using <, > and =. 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	**Step 1** Count from 50 to 100 **Step 2** Tens to 100 **Step 3** Partition into tens and ones **Step 4** The number line to 100 **Step 5** 1 more, 1 less **Step 6** Compare numbers with the same number of tens **Step 7** Compare any two numbers
Measures (Money—1 Week) Recognise and know the value of different denominations of coins and notes. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.	**Step 1** Unitising **Step 2** Recognise coins **Step 3** Recognise notes **Step 4** Count in coins
Measures (Time) Understanding time [for example, quicker, slower, earlier, later]. Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. Compare, describe and solve practical problems for time. Measure and begin to record time. 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. Measure and begin to record time (hours, minutes, seconds).	**Step 1** Before and after **Step 2** Days of the week **Step 3** Months of the year **Step 4** Hours, minutes and seconds **Step 5** Tell the time to the hour **Step 6** Tell the time to the half hour

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