

Year 1 term 2

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Oral and Mental calculation				
<ul style="list-style-type: none"> ➤ Recite numbers to 100 forwards and backwards from 0 or 1 ➤ Recite numbers to 10 as first, second, third ➤ Read and write numbers to 100 in numerals ➤ Read and write numbers 20 in words ➤ Recite multiples of 10 to 100 ➤ Order random numbers to 100 ➤ Compare numbers within 100 ➤ Find 1 more/ 1 less of any number to 1- 99 ➤ Find numbers between 2 given numbers ➤ Count on or back from a given number with 100 ➤ Recite days of the week ➤ Recall addition and subtraction facts for each number up to 10. ➤ Recall doubles of numbers to 10 + 10 ➤ Recall halves of even numbers to 20. ➤ Name 2-D shapes and describe them 				
Week	Main focus of teaching	Suggested Activity	Vocabulary	Resources
1	<p>Number and place value to solve problems</p> <ul style="list-style-type: none"> • Count up to 100 objects accurately • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Order numbers to 100 on a track /number line • Model 1 more /1 less (before /after) and 10 more /10 less given number to 100 • Place other numbers onto washing line marked with multiples of 5 and 10 • Identify missing numbers on washing 	<p>Develop successful strategies for counting objects, actions and sounds</p> <p>See numerals displayed i.e. how many children can use the sand tray</p> <p>Read and write numbers as words and numerals</p> <p>Count forwards and backwards in different context (including actions, number rhymes and games) with particular emphasis on crossing 10's and 100's boundary</p> <p>Count forwards and backwards for different starting numbers</p> <p>Spot counting errors mistakes made a puppet</p>	<p>Numbers to 10/100</p> <p>Order</p> <p>Counting</p> <p>equal to</p> <p>more than</p> <p>less than (fewer)</p> <p>most</p> <p>Least</p> <p>Tens & Ones</p> <p>Bigger</p> <p>Smaller</p> <p>Larger</p> <p>Largest</p> <p>Smallest</p>	<p>Number cards</p> <p>Magnetic Letters</p> <p>Compare Bears</p> <p>Numicon</p> <p>Number line</p> <p>Number Track</p> <p>Big Base</p> <p>Bundles of straws</p> <p>Tens and deans</p> <p>100 Square</p>

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	<p>line/number line</p> <ul style="list-style-type: none"> • Reinforce reading ,writing and ordering “teen “ numbers • Read and write numbers from 1 to 20 in numerals and words. • Begin to recognise the place value of numbers beyond 20 (tens and ones). • 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. • Solve problems and practical problems involving all of the above 	<p>See zero as a number and as a place holder</p> <p>Link the reciting of number names to counting by using visual images of numbers – number tracks and lines-and groups of objects, pictures and manipulatives</p> <p>Visualise a number track in their head and use it when calculating</p>		
2	<p>Addition within 20</p> <ul style="list-style-type: none"> • Model + and = signs • Model reading , writing and interpreting addition sentences • Add by counting on from the larger number within 20 • Add 2 or more 1 digit numbers within 20 • Represent –with concrete apparatus- and use number bonds within 20. • Add one-digit and two-digit numbers to 20 including zero (using concrete objects and/or pictorial 	<p>Become familiar with, use and understand vocabulary such as add, plus, sum, total ,count on, and equals to.</p> <p>Make addition stories using concrete objects, manipulatives or pictures and write the whole addition number sentence for each story.</p> <p>Use number lines and tracks to support calculations</p> <p>Write two addition facts for a given number bond within 10 then 20.</p> <p>Use strategies such as ‘count on’, ‘make ten’ for addition within 10 and then 20</p>	<p>Count</p> <p>How many</p> <p>Altogether</p> <p>Add</p> <p>Plus</p> <p>Addition</p> <p>Equal (to)</p> <p>Count on</p> <p>Biggest/Bigger</p> <p>Total</p> <p>Balance</p> <p>The same as</p> <p>How many more?</p> <p>Number bond</p> <p>Number story</p>	<p>Compare toys</p> <p>Cubes</p> <p>Soft toys</p> <p>Counters</p> <p>Number cards</p> <p>Number</p> <p>lines/tracks</p> <p>Role play food</p> <p>Bucket scales</p> <p>Operation cards</p> <p>Numicon</p> <p>Base ten</p> <p>Whiteboards and</p> <p>Pens</p>

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	<p>representations)</p> <ul style="list-style-type: none"> • Use inverse to check answers to calculations • Solve problems involving addition and subtraction 	<p>Begin to recall basic addition facts within 10 and then 20.</p> <p>Recall doubles within 10 and then 20.</p>	<p>Number sentence Double/Doubling Twice/Two times</p>	
3	<p>Measures -Money to solve problems</p> <ul style="list-style-type: none"> • Recognise coinage 1 p, 2 p, 5 p and 10 p • Count in multiples of, twos, fives and tens. • Pay for items using 1 p, 2 p, 5 p and 10 p coins • Add combinations of known coins to make 20 p • Model giving change from 20p using coins and a number line • Solve problems involving money 	<p>Count money from the highest to the lowest Denomination- link to counting in 2s, 5s and 10s</p> <p>Write amounts of money using £ and p symbols.</p> <p>Match a coin of one denomination to an equivalent set of coins of another denomination</p> <p>Realise that a greater number of coins is not necessarily a greater amount of money</p> <p>Compare amounts of money and realise that when comparing two sets of or coins, it is their values that are being compared and not the number of coins</p> <p>Find a variety of ways of using coinage to make a given amount</p> <p>Add, subtract and find change during practical activities</p> <p>Record number sentences involving calculations with money</p>	<p>Pence Altogether Total Difference Change More Less</p>	<p>Coins Role play food Shop resources</p>
4	<p>Measures-mass or weight and time to solve problems MASS/WEIGHT</p>	<p>To compare the weight of two objects using a balance scale and understand that the object that sits lower is the heavier.</p>	<p>Grams (g) Kilogram (kg) Scale</p>	<p>Scales Weights Links with Cooking</p>

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	<ul style="list-style-type: none"> • Estimate and measure mass and weight using non-standard but uniform units within children’s range of known numbers • Compare and order mass and weight • Describe mass/weight for example, heavy/light, heavier than, lighter than. • Solve practical problems for masses/weights. <p>TIME</p> <ul style="list-style-type: none"> • Tell the time to the hour and half past the hour • Draw the hands on a given clock face to show these times. • Compare, describe and solve practical problems for time (quicker, slower, earlier, and later). • Sequence events • Solve problems involving time 	<p>Explore key features of a clock face – the position of the numbers ,significance of the 6, when past becomes to and the position of the hour hand as the changeover occurs</p> <p>To tell the time from a clock face and relate time to the events of a day using ‘o’clock’ and ‘half past’</p> <p>To sequence events according to time and explain the appropriateness of events at different times of the day, e.g. bed time at 3 o’clock in the afternoon. Use ITP Tell the Time</p>	<p>Mass Weight</p> <p>Hour Minute Second Before After Next First Second Third Last Today Yesterday Days of the Week Months of the Year Quicker Slower Earlier Later</p>	<p>Clocks Stopwatches Visual Timetable Calendars Days of the Week songs</p>
5	<p>Addition and subtraction within 20 to solve problems</p> <ul style="list-style-type: none"> • Model – and = signs 	<p>Become familiar with, use and understand vocabulary such as add, plus, sum, total, take away, difference, subtract, on, back and equals to.</p>	<p>Count How many Altogether</p>	<p>Compare toys Cubes Soft toys</p>

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	<ul style="list-style-type: none"> Model reading , writing and interpreting subtraction sentences (difference) Find the difference practically by comparing two towers or lengths Add and subtract one-digit and two-digit numbers to 20 including zero (using concrete objects and/or pictorial representations) Use inverse to check answers to calculations Solve problems involving addition and subtraction within 20 	<p>Make addition and subtraction stories using concrete objects, manipulatives or pictures and write the whole addition or subtraction number sentence for each story.</p> <p>Use number lines and tracks to support calculations</p> <p>Write two addition facts and two subtraction facts for a given number bond within 10 and then 20.</p> <p>Use strategies such as ‘count on’, ‘count back’, ‘make ten’ and ‘subtract from 10’ for addition and subtraction within 10 and then 20</p> <p>Compare two numbers within 10 to tell how much one number is greater (or smaller) than the other by subtraction.</p> <p>Begin to recall basic addition and subtraction facts within 10 and then 20.</p> <p>Recall doubles and halves within 10 and then 20.</p>	<p>Add Plus Addition Subtract Take away Subtraction Equal (to) Count on Count back Biggest/Bigger Smaller/Smallest Total Balance Difference The same as How many more? How many Less? Number bond Number story Number sentence Double/Doubling Twice/Two times Half/Halving</p>	<p>Counters Number cards Number lines/tracks Role play food Bucket scales Operation cards Numicon Base ten Whiteboards and Pens</p>
6	<p>Number and place value to solve problems</p> <ul style="list-style-type: none"> Order numbers 1-100 on track and bead string Partition teen numbers in 10 and rest Partition other two –digit numbers into tens and ones 	<p>Using manipulatives to make groups of ten and count tens and ones to tell the number</p> <p>Use concrete objects and estimate the number of objects in a set before counting</p> <p>Use concrete objects and manipulatives to represent and compare numbers in terms of tens and ones, and use language</p>	<p>Numbers to 10/100 Order Counting equal to more than less than (fewer) most Least</p>	<p>Number cards Magnetic Letters Compare Bears Numicon Number line Number Track Big Base Bundles of straws</p>

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	<ul style="list-style-type: none"> Compare 2 numbers between 0 and 100 -which is more or less? Solve problem involving ordering numbers or more/less 	<p>such as 'more than', 'fewer than', 'equal to', 'most' and 'least' to describe the comparison.</p> <p>Use manipulatives or money to represent a number that is 1 more than/less than a 2-digit number.</p> <p>Make sense of 100 using 100 squares, number line, counting stick, bead strings, 10 m rope- place numbers and identify numbers.</p> <p>Create all the dominoes with 7 spots.</p> <p>Look at these numbers</p> <p>2 6 5 3 4</p> <p>Use two to make number more than 50 ...less than 20 etc</p>	<p>Tens & Ones</p> <p>Bigger</p> <p>Smaller</p> <p>Larger</p> <p>Largest</p> <p>Smallest</p> <p>Partition</p> <p>Pattern</p>	<p>Tens and deans</p> <p>100 Square</p>
7	<p>Addition and subtractions bonds to 10 and to 20 to solve problems</p> <ul style="list-style-type: none"> Link bonds for 20 to bonds for 10 Partition 13 to find all the addition pairs that total 13 $0+13$, $1+12$ etc Partition 13 into two groups and model recording the resulting addition and related subtraction number sentences $6+5=13$, $5+6=13$, $13-6=5$, $13-5=6$ Solve missing number problems $13+?=5$ Repeat with other numbers to 20 Add and subtract one-digit and two-digit numbers to 20 including zero (using concrete objects and/or 	<p>Write two addition facts and two subtraction facts for a given number bond within 10 and then 20.</p> <p>Use strategies such as 'count on', 'count back', 'make ten' and 'subtract from 10' for addition and subtraction within 10 and then 20</p> <p>Compare two numbers within 10 to tell how much one number is greater (or smaller) than the other by subtraction.</p> <p>Begin to recall basic addition and subtraction facts within 10 and then 20.</p> <p>Use straws and then other manipulatives to illustrate number beyond ten</p>	<p>Count</p> <p>How many</p> <p>Altogether</p> <p>Add</p> <p>Plus</p> <p>Addition</p> <p>Subtract</p> <p>Take away</p> <p>Subtraction</p> <p>Equal (to)</p> <p>Count on</p> <p>Count back</p> <p>Biggest/Bigger</p> <p>Smaller/Smallest</p> <p>Total</p> <p>Balance</p>	<p>Compare toys</p> <p>Cubes</p> <p>Soft toys</p> <p>Counters</p> <p>Number cards</p> <p>Number lines/tracks</p> <p>Role play food</p> <p>Bucket scales</p> <p>Operation cards</p> <p>Numicon</p> <p>Base ten</p> <p>Whiteboards and Pens</p>

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	<p>pictorial representations)</p> <ul style="list-style-type: none"> • Use inverse to check answers to calculations • Solve problems involving addition and subtraction within 20 including missing number problems 		<p>Difference The same as How many more? How many Less? Number bond Number story Number sentence Double/Doubling Twice/Two times Half/Halving</p>	
8	<p>Shape, Position and direction to solve problems</p> <ul style="list-style-type: none"> • Recognise ,visualise, name and describe 3D shapes cuboids , cubes , pyramids and spheres • Vary size and orientation of shapes • Make models with shapes • Follow and then devise repeating patterns with shapes • Practical activities linked to position • Practical activities linked to whole and half turns • Solve problems involving shape • Solve problems involving position and /or direction. 	<p>Identify shapes in the classroom: for example, -find a cuboid (box) -find a cylinder (baked beans tin).</p> <p>To recognise, name and describe 3D shapes found in their environment- boxes and architecture . To make a guess of the 3D shapes cuboids including cubes, spheres ad pyramids in a bag by touch and feel only.</p> <p>To make models from 3D shapes and describe them sort 3D shapes in different ways and explain how the shapes are sorted.</p> <p>To make/complete patterns with 3D shapes according to one or two attributes (size, shape, colour and orientation) and explain the patterns.</p> <p>To create a pattern and invite other groups to guess the missing shape(s) and explain the pattern. Odd one out activities</p>	<p>Cube Cuboid Pyramid <i>Square based pyramid</i> <i>Triangular based pyramid</i> Sphere <i>Prism</i></p>	<p>3D shapes NCETM – Activity A –Shape sorting,</p>
9	<p>Fractions to solve problems</p>	<p>Practical work with objects , play dough, rice, string, jugs of water ,</p>	<p>Part</p>	<p>Shapes to shade</p>

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	<ul style="list-style-type: none"> Recognise , find and name a half of an object , number , shape or quantity practically Recall and use doubles of all numbers to 10 and corresponding halves Solve one-step problems involving fractions by calculating the answer using concrete objects and pictorial representations 	<p>pieces of fruit , meter sticks, shapes , strips of paper and measurements to find half and then quarter</p> <p>Understand the difference between find half of a quantity and a half of one</p> <p>Read fractions in practical situations Write fractions in practical situations Find half of: this bar of chocolate squares, these 14 pennies, these nine biscuits... half of the 30 children in the class... Say what fraction of a cake each person will get when it is divided equally between two or four people. Look at different lengths can you cut them in half? Folding shapes. Add shapes which you can not shade such as below and talk about why you can't shade half.</p>	<p>Fraction Equal One whole One Half Half Halving One/two/three quarter</p>	<p>Buttons Cake Pennies String NRICH – Activity A Making longer/Shorter & Activity B Happy Halving</p>
10	<p>Multiplication and division to solve problems</p> <ul style="list-style-type: none"> Count in 2s, 5s and 10 s from zero Use practical apparatus to show groups of 2, 5, and 10 Share and group quantities practically Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<p>To make equal groups using concrete objects and count the total number of objects in the groups by repeated addition using language such as '2 groups of 5' and '2 fives'.</p> <p>To share a given number of concrete objects/pictures and explain how the sharing is done and whether the objects can be shared equally.</p> <p>To divide a set of concrete objects into equal groups, and discuss the grouping and sharing concepts of division.</p> <p>Link counting in 2s, 5s and 10s, arrays and number patterns.</p>	<p>Multiple Divide Same as Equals Inverse Operation Share Pattern Counting Array Groups Lots of</p>	<p>Numicon Cubes Boxes of different sizes Peg Boards Role Play food Number lines 100 square NRICH – Activity A Noah's Ark, Activity</p>

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	<ul style="list-style-type: none">• Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Understand that a fraction can describe part of a whole• Use inverse to check the answers to calculations .		Equal Altogether	
11	<i>Assess and review</i>			