Maths Coverage
Year 1
AUTUMN Term

	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	Week 8
NC Focus	**Number and Place Value (within 10)**				**Number-Addition and Subtraction (within 10)**				**Geometry Shape 2D**		**Number- Place Value (within 20)**			**Geometry Shape 3D**	
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)		• Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. • Count, read and write numbers to 20 in numerals and words. • 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. • Read and write numbers from 1 to 20 in numerals and words		• Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)	
White Rose Small Steps	• Sort objects • Count objects • Represent objects • Count, read and write forwards from any number 0 to 10 • Count, read and writing backwards from any number 0 to 10 • Count one more • Count one less • One to one correspondence to start to compare groups • Compare groups using language such as equal, more/greater, less/fewer • Introduce = , > and < symbols • Compare numbers • Order groups of objects • Order numbers • Ordinal numbers (1st, 2nd, 3rd ….) • The number line				• Part whole model • Addition symbol • Fact families – Addition facts • Find number bonds for numbers within 10 • Systematic methods for number bonds within 10 • Number bonds to 10 • Compare number bonds • Addition: Adding together • Addition: Adding more • Finding a part • Subtraction: Taking away, how many left? Crossing out • Subtraction: Taking away, how many left? Introducing the subtraction symbol • Subtraction: Finding a part, breaking apart • Fact families – The 8 facts • Subtraction: Counting back • Subtraction: Finding the difference • Comparing addition and subtraction statements a + b > c • Comparing addition and subtraction statements a + b > c + d			• Recognise and name 2D shapes • Sort 2D shapes • Patterns with 2D shapes		• Count forwards and backwards and write numbers to 20 in numerals and words • Numbers from 11 to 20 • Tens and ones • Count one more and one less • Compare groups of objects • Compare numbers • Order groups of objects Order numbers		• Recognise and name 3D shapes • Sort 3D shapes • Patterns with 3D shapes	

21 Steps	**Number: Place Value** **Step 4:** • I can read and write numbers to 20. • I am beginning to know one more/ less for numbers to 20 without counting. • I am beginning to identify and represent number using objects and use the language more/ less. **Number: Counting** **Step 4:** • I can say numbers in order to 20 forwards and backwards, beginning at any number and relate this to counting up to 20 objects.	**Calculation: Addition and Subtraction** **Step 4:** • I can recall addition facts within 10. • I can add two 1-digit numbers using • manipulatives or pictorial • representations • I can record my work using +, - and = **Problem Solving** • I can solve one-step problems that can involve addition and subtraction, using concrete objects and pictorial representations.	**Geometry: Properties of Shape** **Step 4:** • I can recognise common 2-D shapes. **Step 5:** • I can recognise and name common 2D shapes. **Step 6:** • I can recognise and name 2D shapes in different orientations and sizes.	**Number: Place Value** **Step 4:** • I can read and write numbers to 20. • I am beginning to know one more/less for numbers to 20 without counting. • I am beginning to identify and represent number using objects and use the language more/ less. **Number: Counting** **Step 4:** • I can say numbers in order to 20 forwards and backwards, beginning at any number and relate this to counting up to 20 objects. • I can count in multiples of ten.	**Geometry: Properties of Shape** **Step 4:** • I can recognize common 3-D shapes. **Step 5:** • I can recognise and name common 3D shapes. **Step 6:** • I can recognise and name 3D shapes in different orientations and sizes.

Maths Coverage
Year 1
SPRING Term

	Term 3							Term 4						
	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- Addition and Subtraction (within 20)**				**Number- Place Value (within 50) (x2, x5, x10 to be included)**				**Measure-Length and Height**		**Measure- Weight and Volume**		**Consolidation**	
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				• 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.			See left	• 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]			
White Rose Small Steps	• Add by counting on • Find & make number bonds • Add by making 10 • Subtraction – Not crossing 10 • Subtraction – Crossing 10 (1) • Subtraction – Crossing 10 (2) • Related Facts • Compare Number Sentences				• Numbers to 50 • Tens and ones • Represent numbers to 50 • One more one less • Compare objects within 50 • Compare numbers within 50 • Order numbers within 50 • Count in 2s • Count in 5 • Count in 10s				• Compare lengths and heights • Measure length- non-standard units • Measure length- standard units		• Introduce weight and mass • Measure mass • Compare mass • Introduce capacity • Measure capacity • Compare capacity			
21 Steps	**<u>Calculation: Addition and Subtraction</u>** **Step 5:** • I can use addition facts to within to find related subtraction facts. • I can subtract two 1-digit numbers using manipulatives or pictorial representations • I am beginning to work out the value of a missing number. **Step 6:**				**<u>Number: Place Value</u>** **Step 5:** • I can read and write numbers to 50. • I know one more/less for numbers to • 50 without counting. • I can identify and represent numbers using objects (e.g.				**<u>Measurement</u>** **Step 4:** • I can describe: ○ Lengths and heights (e.g. long/short) • I can measure using non-standard units: ○ Lengths and heights		**<u>Measurement</u>** **Step 4:** • I can describe: ○ Mass or weight (e.g. heavy/light) ○ Capacity/ volume (full/empty) • I can measure using non-standard units:			

	• I can recall addition and subtraction facts within 20. • I can add and subtract 1-digit and 2- digit numbers to 20, including zero using manipulatives or pictorial representations. • I am beginning to know that addition is commutative but subtraction is not. • I can work out the value of a missing number, e.g. 30 - ? = 24. **Problem Solving** • I can solve one-step problems that can involve addition and subtraction, using concrete objects and pictorial representations.	Dienes or Numicon) and use the language more/less (fewer) most and least. **Number: Counting** **Step 4:** • I can count in multiples of ten. **Step 5:** • I can count to 50 forwards and backwards, beginning from any given number and relate this to counting up to 50 objects. • I can count in multiples of twos **Step 6:** • I can count in multiples of five. **Calculating: Multiplication and Division** **Step 5:** • I am beginning to know 2 and 10 table facts up to x5 without counting.			**Step 5:** • I can compare and describe: ○ Lengths and heights (e.g. longer /shorter, tall/ short, double/half) • I can measure standard units using familiar tools: ○ Lengths and heights (cm/m) **Step 6:** • I can solve practical problems for: ○ Lengths and heights (e.g. long/short, longer/ shorter, tall/ short, double/half) • I can compare and am beginning to record in manageable units: ○ Lengths and heights (cm/m) **Problem Solving** • I can compare, describe and solve practical problems for: ○ Lengths and heights (e.g. long/short, longer/ shorter, tall/ short, double/half)	○ Mass/weight ○ Capacity and volume **Step 5:** • I can compare and describe: ○ Mass or weight (e.g. heavier than, lighter than) ○ Capacity/ volume (e.g. more than, less than, quarter) • I can measure standard units using familiar tools: ○ Mass/weight (Kg) ○ Capacity and volume (L) **Step 6:** • I can solve practical problems for: ○ Mass or weight (e.g. heavy/light, heavier than, lighter than) ○ Capacity/ volume (full/empty, more than, less than, quarter) • I can compare and am beginning to record in manageable units: ○ Mass/weight (Kg) ○ Capacity and volume (L) **Problem Solving** • I can compare, describe and solve practical problems for: ○ Mass or weight (e.g. heavy/light, heavier than, lighter than) ○ Capacity/ volume (full/empty, more than, less than, half, quarter)		

Maths Coverage
Year 1
SUMMER Term

	Term 5							Term 6						
	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- Multiplication and Division (Including x2, x5, 10)**			**Number- Fractions**				**Geometry- Position and Direction**	**Number- Place Value (within -100)**		**Measure- Money**		**Measure- Time**	
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)	
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 hour • Time to the half hour • Writing time • Comparing time	
21 Steps	**<u>Calculation: Multiplication and Division</u>** **Step 4:** • I understand multiplication as repeated addition, grouping or represented • I understand division as repeated subtraction, sharing or represented in an array. • I am beginning to use one to many			**<u>Number: Fractions and Decimals:</u>** **Step 4:** • I can recognise and name a half as one of two equal parts of an object and shapes. • I can recognise, find and name a half as one of two equal parts of				**<u>Geometry: Position and Direction</u>** **Step 4:** • I can follow instructions using the language of	**<u>Number: Place Value</u>** **Step 6:** • I can read and write numbers to 100. • I can count, read and write numbers to 20 in numerals and		**<u>Measurement: Money</u>** **Step 4:** • I am beginning to understand the • language involved with money • I can recognise 1p, 2p, 5p,		**<u>Measurement: Time</u>** **Step 4:** • I can describe: o Time (quick, slow). • I can measure using non-standard units: o Time (hours, minutes, seconds).	

	correspondence to count more efficiently. **<u>Number: Counting</u>** **Step 4:** • I can count in multiples of ten. **Step 5:** • I am beginning to know 2 and 10 table facts up to x5 without counting. • I can count in multiples of two. **Step 6:** • I can solve one-step problems involving multiplication and division, by calculating the answer using arrays with the support of the teacher. • I know doubles of numbers to 10 and corresponding halves to 20, relating to the x2 table. • I know 2, 5 and 10 table facts up to x5 without counting. **Step 6: Number: Counting** • I can count in multiples of five. **<u>Problem Solving</u>** • I can 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.	both discrete (countable) and continuous (measures) quantities. **Step 5:** • I can recognise, and name a quarter as one of four equal parts of an object and shape. • I can recognise, find and name a quarter as one of four equal parts of a quantity; both discrete (countable) and continuous (measures) quantities. **Step 6:** • I can read and represent half as ½ • I can read and represent quarter as ¼ I can recognise that a quarter is a half of a half using pictorial representations and quantities.		position and direction; backwards, (e.g. left, right and half turn in both directions.) **Step 5:** • I can give instruction using the language of position and direction (e.g. left, right and half-, quarter- and three-quarter turns in both directions) when I am facing the same direction. **Step 6:** • I can recognise whole, half, quarter and three-quarter turns. • I can give instruction using the language of position and direction (e.g. left, right and half-, quarter and three-quarter turn in both directions) when I am in a fixed position.	words. • I know one more/less for numbers to at least 100 without counting. • I can identify and represent numbers using objects (e.g. Dienes or Numicon) and pictorial representations including the number line, and use the language of: equal to, more then, less than (fewer when comparing quantities), most and least. **<u>Number: Counting</u>** **Step 6:** • I can count to 100, forwards and backwards, beginning from any given number and relate this to counting up to 100 objects. • I can count in multiples of fives.	10p and • 20p coins and am beginning to understand their relative values. **Step 5:** • I can recognise that money has a • value • I can recognise 1p, 2p, 5p, 10p and 20p coins and understand their relative values. **Step 6:** • I can recognise and know the value of different denominations of coins and notes (50p, £1, £5, £10 and £20) and am beginning to understand their relative values. **<u>Problem Solving</u>** • I can compare, describe and solve practical problems for: money.	• I can recognise the language first, next, today, yesterday and tomorrow. • I know the days of the week. • I am beginning to tell the time to the hour. **Step 5:** • I can compare and describe: o Time (e.g. quicker, slower, earlier, and later). • I can measure standard units using familiar tools: o Time (hours, minutes, seconds). • I can use the language first, next, today, yesterday and tomorrow. • I can tell the time to the hour and draw the hands on a clock face to show these times. **Step 6:** • I can solve practical problems for: o Time (quicker, slower, quicker, later) • I can compare and am beginning to record in manageable: o Time (hours, minutes, seconds). • I am beginning to sequence events in a chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • I am beginning to know the months of the year. • I can tell the time to half past • I can recognise and use language relating to dates, including days of the week, weeks, months and years. **<u>Problem Solving</u>** • I can compare, describe and solve practical problems for: o Time (hours, minutes and seconds, quicker, slower, earlier, later).