

Year 1 Overview

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14
Autumn	Place Value (Within 10)						Addition and Subtraction (within 10)						Consolidation	
Spring	Place Value (within 20)			Addition and Subtraction (within 20)			Place Value (within 50)		Measure: (Length, Height, Mass and Volume)			Measures: Time		
Summer	Measure: Time	Multiplication and Division				Measures: Money	Fractions		Place Value (within 100)		Geometry		Consolidation	

Year 1 Overview

Assessment Questions for Y1 from the DFE Guidance: <https://www.ncetm.org.uk/media/epvbpw4o/cp-rtp-assessment-year-1.zip>

Place Value (within 10)	
National Curriculum Objectives	Lesson Progression
<p><u>Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.</u></p> <p><u>Count, read and write numbers to 10 in numerals and words.</u></p> <p><u>Given a number, identify one more or one less.</u></p> <p>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.</p>	<ol style="list-style-type: none"> 1) Step 1 - Sort objects 2) Step 2 - Count objects 3) Step 3 - Count objects from a larger group 4) Step 4 - Represent objects 5) Step 5 - Recognise numbers as words 6) Step 6 - Count on from any number 7) Step 7 - One more 8) Step 8 - Count backwards within 10 9) Step 9 - One less 10) Spine 1, Topic 1.1 - 1:1-1:6 - Comparison of quantities and measure 11) Step 10 - Compare groups by matching 12) Spine 1, Topic 1.1 - 2:1-2:9 - Comparison of quantities and measure 13) Step 11 - Fewer, more, the same 14) Spine 1, Topic 1.1 - 3:1- 3:4 - Comparison of quantities and measure 15) Step 12 - Less than, greater than, equals to 16) Step 13 - Compare Numbers 17) Step 14 - Order objects and numbers 18) Step 15 - The number line

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Addition and Subtraction (within 10)

National Curriculum Objectives	Lesson Progression
<p><u>Represent and use number bonds and related subtraction facts within 10.</u></p> <p>Read, write and interpret mathematical statements involving addition (+) subtraction (-) and equals (=) signs.</p> <p>Add and subtract one digit numbers to 10, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p>	<ol style="list-style-type: none"> 1) Spine 1, Topic 1.2 - 1:1-1:3 – The whole 2) Spine 1, Topic 1.2 - 2:1-1:3 – Splitting the whole 3) Spine 1, Topic 1.2 - 3:1 - 3:6 – Whole as a group of objects 4) Step 1 – Introduce parts and wholes 5) Spine 1, Topic 1.2 - 4:1-4:7 – Introduce part whole model 6) Step 2 – Part-whole model 7) Spine 1, Topic 1.5 - 1:1-1:3 – Combining two or more parts 8) Spine 1, Topic 1.5 - 1:4 -1:6 - Combining two or more parts (Note: Spine 1, Topic 1.5 2:1) 9) Spine 1 Topic 1.6 - 1:1-1.7 - “first, then, now” 10) Step 3 – Write number sentences 11) Step 4 – Fact families – addition facts 12) Step 5 – Number bonds within 10 13) Step 6 – Systematic number bonds within 10 14) Step 7 – Number bonds to 10 15) Step 8 – Add together 16) Step 9 – Addition – add more 17) Step 10 – Addition problems 18) Spine 1, Topic 1.5 4:1-4:4 – Addition and Subtraction 19) Step 11 – Find a part 20) Step 12 – Subtraction – find a part 21) Step 13 – Fact families – the eight facts 22) Spine 1 Topic 1.6 2:1-2:9 - “first, then, now” reduction 23) Step 14 – Subtraction – take away/cross out (How many are left?) 24) Step 15 – Subtraction – take away (How many left?) 25) Step 16 – Subtraction on a number line 26) Step 17 – Add or subtract 1 or 2
	DFE Guidance (ready to progress criteria)

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		<p>Begin to experience partitioning and combining numbers within 10.</p> <p>Understand the cardinal value of number words, for example understanding that ‘four’ relates to 4 objects. Subitise for up to to 5 items. Automatically show a given number using fingers.</p> <p>Devise and record number stories, using pictures, numbers and symbols (such as arrows).</p>	<p>1NF–1 Develop fluency in addition and subtraction facts within 10.</p> <p>1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.</p> <p>1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.</p>
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Geometry

National Curriculum Objectives	Lesson Progression
<p><u>Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.</u></p>	<ol style="list-style-type: none"> 1) Step 1 - Recognise and name 3-D shapes 2) Step 2 - Sort 3-D shapes 3) Step 3 - Recognise and name 2-D shapes 4) Step 4 - Sort 2-D shapes 5) Step 5 - Patterns with 3-D and 2-D shapes (Moved as not completed in Autumn Term)
	<p>DFE Guidance (ready to progress criteria)</p>

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	<p>See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations (for example, triangles not always presented on their base).</p> <p>Select, rotate and manipulate shapes for a particular purpose, for example:</p> <ul style="list-style-type: none"> • rotating a cylinder so it can be used to build a tower • rotating a puzzle piece to fit in its place 	<p>1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.</p> <p>1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</p>
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Place Value (within 20)

National Curriculum Objectives	Lesson Progression
<p><u>Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.</u></p> <p><u>Count, read and write numbers from 1 to 20 in numerals and words.</u></p> <p><u>Given a number, identify 1 more or less.</u></p> <p>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.</p>	<ol style="list-style-type: none"> 1) Step 1 – Count within 20 2) Step 2 – Understand 10 3) Spine 1 Topic 1.10 TP 1 4) Spine 1 Topic 1.10 TP2 5) Step 3 – Understand 11, 12 and 13 6) Step 4 – Understand 14, 15 and 16 7) Step 5 – Understand 17, 18 and 19 8) Step 6 – Understand 20 9) Step 7 – 1 more and 1 less 10) Step 8 – The number line to 20 11) Step 9 – Use a number line to 20 12) Step 10 – Estimate on a number line to 20 13) Step 11 – Compare numbers to 20 14) Step 12 – Order numbers to 20
<p>DFE Guidance (ready to progress criteria)</p>	

Year 1 Overview

		Play games that involve moving along a numbered track, and understand that larger numbers are further along the track.	1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$
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Addition and subtraction (within 20)

	National Curriculum Objectives	Lesson Progression
	<p>To compare and sequence intervals of time.</p> <p>To tell and write the time to five minutes, including quarter past/to the hour and draw hands on a clock face to show these times.</p> <p>To know the number of minutes in an hour and the number of hours in a day.</p>	<ol style="list-style-type: none"> 1) Step 1 - Add by counting on within 20 (Note: Spine 1 1.10 TP 5:1-5:2) 2) Step 2 - Add ones using number bonds 3) Step 3 - Find and make number bonds to 20 4) Spine 1 1.11 TP 5 5) Step 4 – doubles 6) Step 5 – Near doubles 7) Step 6 – Subtract ones using number bonds 8) Spine 1 1.10 TP 5:4-5:5 9) Step 7 – Subtraction – counting back 10) Step 8 – Subtraction finding difference 11) Spine 1 1.11 TP6 12) Step 9 – Related facts 13) Step 10 – Missing number problems

Place Value (Within 50)

	National Curriculum Objectives	Lesson Progression

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<p><u>Represent and use number bonds and related subtraction facts within 20.</u></p> <p>Add and subtract one digit and two-digit numbers to 20, including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p>	<ol style="list-style-type: none"> 1) Step 1 – Count from 20 to 50 2) Step 2 – 20, 30, 40 and 50 3) Step 3 – Count by making groups of tens 4) Step 4 - Groups of tens and ones (Note: Spine 1 1.9 TP2) 5) Step 5 – Partition into tens and ones 6) Step 6 – The number line to 50 (Note: Spine 1 1.9 TP 3 to 50) 7) Step 7 – Estimate on a number line to 50 8) Step 8 – 1 more, 1 less 	
	DFE Guidance (ready to progress criteria)	
	Distribute items fairly, for example, put 3 marbles in each bag. Recognise when items are distributed unfairly.	1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.

Measure: Length, mass and capacity

National Curriculum Objectives	Lesson Progression
<p>Measure and begin to record lengths and heights</p> <p>Compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/short er, tall/short, double/half</p> <p>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]</p> <p>Measure and begin to record mass/weight, capacity and volume.</p>	<p>Length and Height (Note: Spine 1 1.1 TP 1)</p> <ol style="list-style-type: none"> 1) Step 1 – Compare lengths and heights 2) Step 2 – Measure length using objects 3) Step 3 – Measure length in centimetres <p>Mass and volume</p> <ol style="list-style-type: none"> 1) Step 1 – Heavier and lighter 2) Step 2 – Measure mass 3) Step 3 – Compare mass 4) Step 4 – Full and empty 5) Step 5 – Compare volume 6) Step 6 – Measure capacity 7) Step 7 – Compare capacity

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Measure: Time

National Curriculum Objectives	Lesson Progression
<p>Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).</p> <p>Recognise and use language relating to dates, including days, weeks, months and years.</p> <p><u>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</u></p> <p>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, and later] and measure and begin to record time (hours, minutes, seconds.)</p> <p>Measure and begin to record time (hours, minutes, seconds).</p>	<ol style="list-style-type: none">1) Step 1 – Before and after2) Step 2 – Days of the week3) Step 3 – Months of the year4) Step 4 – Hours, minutes and seconds5) Step 5 – Tell the time to the hour6) Step 6 – Tell the time to the half hour

Multiplication and Division

National Curriculum Objectives	Lesson Progression
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<p><u>Count in multiples of twos, fives and tens.</u></p> <p>Solve one step problems that involve multiplication and division using concrete objects and pictorial representations and arrays with the support of the teacher.</p>	<ol style="list-style-type: none"> 1) Spine 2 2.1 TP1 Step 1 - Count in 2s 2) Spine 2 2.1 TP2 Step 2 - Count in 10s 3) Spine 2 2.1 TP3 Step 3 - Count in 5s 4) Step 4 - Recognise equal groups 5) Step 5 - Add equal groups 6) Step 6 - Make arrays 7) Step 7 - Make doubles 8) Step 8 - Make equal groups – grouping 9) Step 9 - Make equal groups – sharing
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Measure: Money

National Curriculum Objectives	Lesson Progression
<p>Recognise and know the value of different denominations of coins and notes.</p>	<ol style="list-style-type: none"> 1) Spine 2 2.1 TP 5 (Note: Step 1 – Unitising) 2) Step 2 – Recognise coins 3) Step 3 – Recognise notes 4) Spine 2 2.1 TP6 (Step 4 - Count in coins)

Fractions

National Curriculum Objectives	Lesson Progression

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	<p><u>Recognise, find and name a half as one of two equal parts of an object, shape and quantity.</u></p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>(Note: Teaching Fractions in KS1)</p> <ol style="list-style-type: none"> 1) Step 1 – Recognise a half of an object or a shape 2) Step 2 – Find a half of an object or a shape 3) Step 3 – Recognise a half of a quantity 4) Step 4 – Find a half of a quantity 5) Step 5 – Recognise a quarter of an object or a shape 6) Step 6 – Find a quarter of an object or a shape 7) Step 7 – Recognise a quarter of a quantity 8) Step 8 – Find a quarter of a quantity
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Place Value (Within 100)

National Curriculum Objectives	Lesson Progression
<p><u>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</u></p> <p><u>Count, read and write numbers from 1-100 in numerals and words.</u></p> <p><u>Given a number, identify one more and one less.</u></p>	<ol style="list-style-type: none"> 1) Spine 1 1.9 TP 1 and 2 Step 1 - Count from 50 to 100 2) Step 2 - Tens to 100 3) Step 3 - Partition into tens and ones 4) Spine 1 1.9 TP 3 Step 4 - The number line to 100 5) Step 5 - 1 more, 1 less 6) Spine 1 1.9 TP 4 and 5 Step 6 - Compare numbers with the same numbers of tens 7) Step 7 - Compare any two numbers

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	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.	DFE Guidance (ready to progress criteria)	
		Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10	1NPV–1 Count within 100, forwards and backwards, starting with any number.
Geometry: Position and Direction			
	National Curriculum Objectives	Lesson Progression	
	Describe position, direction and movement, including whole, half, quarter and three-quarter turns	<ol style="list-style-type: none"> 1) Step 1 - Describe turns 2) Step 2 - Describe position – left and right 3) Step 3 - Describe position – forwards and backwards 4) Step 4 - Describe position – above and below 5) Step 5 - Ordinal numbers 	