

## Year 1 Overview 2024-2025

	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	Wk 15	
Autumn 7 and 7	Place Value (Within 10)						Addition and Subtraction (within 10)					Place Value (within 20)				
Spring 6 and 6	Addition and Subtraction (within 20)			Measure: (Length, Height, Mass and Volume)			Place Value (within 50)		Measure Time		Geometry					
Summer 6 and 7	Multiplication and Division				Measures: Money	Fractions		Place Value (within 100)			Geometry Position and direction		Consolidation From whole year			

# Year 1 Overview 2024-2025

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 <b>ten</b>, forwards and backwards, beginning with 0 or 1, or from any given number.</u></p> <p><u>Count, read and write numbers to <b>10</b> 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"> <li>1) <b>Step 1</b> - Sort objects</li> <li>2) <b>Step 2</b> - Count objects</li> <li>3) <b>Step 3</b> - Count objects from a larger group</li> <li>4) <b>Step 4</b> - Represent objects</li> <li>5) <b>Step 5</b> - Recognise numbers as words</li> <li>6) <b>Step 6</b> - Count on from any number</li> <li>7) <b>Step 7</b> - One more</li> <li>8) <b>Step 8</b> - Count backwards within 10</li> <li>9) <b>Step 9</b> - One less</li> <li>10) <a href="#">Spine 1, Topic 1.1 - 1:1-1:6</a> - Comparison of quantities and measure</li> <li>11) <b>Step 10</b> - Compare groups by matching</li> <li>12) <a href="#">Spine 1, Topic 1.1 - 2:1-2:9</a> - Comparison of quantities and measure</li> <li>13) <b>Step 11</b> - Fewer, more, the same</li> <li>14) <a href="#">Spine 1, Topic 1.1 - 3:1- 3:4</a> - Comparison of quantities and measure</li> <li>15) <b>Step 12</b> - Less than, greater than, equals to</li> <li>16) <b>Step 13</b> - Compare Numbers</li> <li>17) <b>Step 14</b> - Order objects and numbers</li> <li>18) <b>Step 15</b> - The number line</li> </ol>

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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"> <li>1) <a href="#">Spine 1, Topic 1.2</a> - 1:1-1:3 – The whole</li> <li>2) <a href="#">Spine 1, Topic 1.2</a> - 2:1-1:3 – Splitting the whole</li> <li>3) <a href="#">Spine 1, Topic 1.2</a> - 3:1 - 3:6 – Whole as a group of objects</li> <li>4) <b>Step 1</b> – Introduce parts and wholes</li> <li>5) <a href="#">Spine 1, Topic 1.2</a> - 4:1-4:7 – Introduce part whole model</li> <li>6) <b>Step 2</b> – Part-whole model</li> <li>7) <a href="#">Spine 1, Topic 1.5</a> - 1:1-1:3 – Combining two or more parts</li> <li>8) <a href="#">Spine 1, Topic 1.5</a> - 1:4 -1:6 - Combining two or more parts (<b>Note:</b> <a href="#">Spine 1, Topic 1.5 2:1</a>)</li> <li>9) <a href="#">Spine 1 Topic 1.6</a> - 1:1-1.7 - “first, then, now”</li> <li>10) <b>Step 3</b> – Write number sentences</li> <li>11) <b>Step 4</b> – Fact families – addition facts</li> <li>12) <b>Step 5</b> – Number bonds within 10</li> <li>13) <b>Step 6</b> – Systematic number bonds within 10</li> <li>14) <b>Step 7</b> – Number bonds to 10</li> <li>15) <b>Step 8</b> – Add together</li> <li>16) <b>Step 9</b> – Addition – add more</li> <li>17) <b>Step 10</b> – Addition problems</li> <li>18) <a href="#">Spine 1, Topic 1.5</a> 4:1-4:4 – Addition and Subtraction</li> <li>19) <b>Step 11</b> – Find a part</li> <li>20) <b>Step 12</b> – Subtraction – find a part</li> <li>21) <b>Step 13</b> – Fact families – the eight facts</li> <li>22) <a href="#">Spine 1 Topic 1.6</a> 2:1-2:9 - “first, then, now” reduction</li> <li>23) <b>Step 14</b> – Subtraction – take away/cross out (How many are left?)</li> <li>24) <b>Step 15</b> – Subtraction – take away (How many left?)</li> <li>25) <b>Step 16</b> – Subtraction on a number line</li> <li>26) <b>Step 17</b> – Add or subtract 1 or 2</li> </ol>
	DFE Guidance (ready to progress criteria)

## Year 1 Overview 2024-2025

		<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"> <li>1) <b>Step 1</b> - Recognise and name 3-D shapes</li> <li>2) <b>Step 2</b> - Sort 3-D shapes</li> <li>3) <b>Step 3</b> - Recognise and name 2-D shapes</li> <li>4) <b>Step 4</b> - Sort 2-D shapes</li> <li>5) <b>Step 5</b> - Patterns with 3-D and 2-D shapes</li> </ol>
	<p>DFE Guidance (ready to progress criteria)</p>

## Year 1 Overview 2024-2025

	<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"> <li>• rotating a cylinder so it can be used to build a tower</li> <li>• rotating a puzzle piece to fit in its place</li> </ul>	<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 <b>twenty</b>, forwards and backwards, beginning with 0 or 1, from any given number.</u></p> <p><u>Count, read and write numbers from <b>1 to 20</b> 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"> <li>1) <b>Step 1</b> – Count within 20</li> <li>2) <b>Step 2</b> – Understand 10</li> <li>3) <a href="#">Spine 1 Topic 1.10 TP 1</a></li> <li>4) <a href="#">Spine 1 Topic 1.10 TP2</a></li> <li>5) <b>Step 3</b> – Understand 11, 12 and 13</li> <li>6) <b>Step 4</b> – Understand 14, 15 and 16</li> <li>7) <b>Step 5</b> – Understand 17, 18 and 19</li> <li>8) <b>Step 6</b> – Understand 20</li> <li>9) <b>Step 7</b> – 1 more and 1 less</li> <li>10) <b>Step 8</b> – The number line to 20</li> <li>11) <b>Step 9</b> – Use a number line to 20</li> <li>12) <b>Step 10</b> – Estimate on a number line to 20</li> <li>13) <b>Step 11</b> – Compare numbers to 20</li> <li>14) <b>Step 12</b> – Order numbers to 20</li> </ol>
DFE Guidance (ready to progress criteria)	

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		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"> <li>1) <b>Step 1</b> - Add by counting on within 20 (<b>Note:</b> <a href="#">Spine 1 1.10 TP 5:1-5:2</a>)</li> <li>2) <b>Step 2</b> - Add ones using number bonds</li> <li>3) <b>Step 3</b> - Find and make number bonds to 20</li> <li>4) <a href="#">Spine 1 1.11 TP 5</a></li> <li>5) <b>Step 4</b> – doubles</li> <li>6) <b>Step 5</b> – Near doubles</li> <li>7) <b>Step 6</b> – Subtract ones using number bonds</li> <li>8) <a href="#">Spine 1 1.10 TP 5:4-5:5</a></li> <li>9) <b>Step 7</b> – Subtraction – counting back</li> <li>10) <b>Step 8</b> – Subtraction finding difference</li> <li>11) <a href="#">Spine 1 1.11 TP6</a></li> <li>12) <b>Step 9</b> – Related facts</li> <li>13) <b>Step 10</b> – Missing number problems</li> </ol>

### Place Value (Within 50)

National Curriculum Objectives	Lesson Progression

## Year 1 Overview 2024-2025

<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 <b>20</b>, 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 <math>7 = ? - 9</math></p>	<ol style="list-style-type: none"> <li>1) <b>Step 1</b> – Count from 20 to 50</li> <li>2) <b>Step 2</b> – 20, 30, 40 and 50</li> <li>3) <b>Step 3</b> – Count by making groups of tens</li> <li>4) <b>Step 4</b> - Groups of tens and ones (Note: <a href="#">Spine 1 1.9 TP2</a>)</li> <li>5) <b>Step 5</b> – Partition into tens and ones</li> <li>6) <b>Step 6</b> – The number line to 50 (Note: <a href="#">Spine 1 1.9 TP 3</a> to 50)</li> <li>7) <b>Step 7</b> – Estimate on a number line to 50</li> <li>8) <b>Step 8</b> – 1 more, 1 less</li> </ol>	
	<b>DFE Guidance (ready to progress criteria)</b>	
	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: <a href="#">Spine 1 1.1 TP 1</a>)</p> <ol style="list-style-type: none"> <li>1) <b>Step 1</b> – Compare lengths and heights</li> <li>2) <b>Step 2</b> – Measure length using objects</li> <li>3) <b>Step 3</b> – Measure length in centimetres</li> </ol> <p>Mass and volume</p> <ol style="list-style-type: none"> <li>1) <b>Step 1</b> – Heavier and lighter</li> <li>2) <b>Step 2</b> – Measure mass</li> <li>3) <b>Step 3</b> – Compare mass</li> <li>4) <b>Step 4</b> – Full and empty</li> <li>5) <b>Step 5</b> – Compare volume</li> <li>6) <b>Step 6</b> – Measure capacity</li> <li>7) <b>Step 7</b> – Compare capacity</li> </ol>

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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"> <li>1) <b>Step 1</b> – Before and after</li> <li>2) <b>Step 2</b> – Days of the week</li> <li>3) <b>Step 3</b> – Months of the year</li> <li>4) <b>Step 4</b> – Hours, minutes and seconds</li> <li>5) <b>Step 5</b> – Tell the time to the hour</li> <li>6) <b>Step 6</b> – Tell the time to the half hour</li> </ol>

### 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"> <li>1) <a href="#">Spine 2 2.1 TP1</a> <b>Step 1</b> - Count in 2s</li> <li>2) <a href="#">Spine 2 2.1 TP2</a> <b>Step 2</b> - Count in 10s</li> <li>3) <a href="#">Spine 2 2.1 TP3</a> <b>Step 3</b> - Count in 5s</li> <li>4) <b>Step 4</b> - Recognise equal groups</li> <li>5) <b>Step 5</b> - Add equal groups</li> <li>6) <b>Step 6</b> - Make arrays</li> <li>7) <b>Step 7</b> - Make doubles</li> <li>8) <b>Step 8</b> - Make equal groups – grouping</li> <li>9) <b>Step 9</b> - Make equal groups – sharing</li> </ol>
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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"> <li>1) <a href="#">Spine 2 2.1 TP 5</a> (<b>Note: Step 1</b> – Unitising)</li> <li>2) <b>Step 2</b> – Recognise coins</li> <li>3) <b>Step 3</b> – Recognise notes</li> <li>4) <a href="#">Spine 2 2.1 TP6</a> (<b>Step 4</b> - Count in coins)</li> </ol>

### 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: <a href="#">Teaching Fractions in KS1</a>)</p> <ol style="list-style-type: none"> <li>1) <b>Step 1</b> – Recognise a half of an object or a shape</li> <li>2) <b>Step 2</b> – Find a half of an object or a shape</li> <li>3) <b>Step 3</b> – Recognise a half of a quantity</li> <li>4) <b>Step 4</b> – Find a half of a quantity</li> <li>5) <b>Step 5</b> – Recognise a quarter of an object or a shape</li> <li>6) <b>Step 6</b> – Find a quarter of an object or a shape</li> <li>7) <b>Step 7</b> – Recognise a quarter of a quantity</li> <li>8) <b>Step 8</b> – Find a quarter of a quantity</li> </ol>
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### Place Value (Within 100)

National Curriculum Objectives	Lesson Progression
<p><u>Count to and across <b>100</b>, forwards and backwards, beginning with 0 or 1, or from any given number.</u></p> <p><u>Count, read and write numbers from <b>1-100</b> 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"> <li>1) <a href="#">Spine 1 1.9 TP 1 and 2</a> <b>Step 1</b> - Count from 50 to 100</li> <li>2) <b>Step 2</b> - Tens to 100</li> <li>3) <b>Step 3</b> - Partition into tens and ones</li> <li>4) <a href="#">Spine 1 1.9 TP 3</a> <b>Step 4</b> - The number line to 100</li> <li>5) <b>Step 5</b> - 1 more, 1 less</li> <li>6) <a href="#">Spine 1 1.9 TP 4 and 5</a> <b>Step 6</b> - Compare numbers with the same numbers of tens</li> <li>7) <b>Step 7</b> - Compare any two numbers</li> </ol>

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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.
<b>Geometry: Position and Direction</b>			
	<b>National Curriculum Objectives</b>	<b>Lesson Progression</b>	
	Describe position, direction and movement, including whole, half, quarter and three-quarter turns	<ol style="list-style-type: none"> <li>1) <b>Step 1</b> - Describe turns</li> <li>2) <b>Step 2</b> - Describe position – left and right</li> <li>3) <b>Step 3</b> - Describe position – forwards and backwards</li> <li>4) <b>Step 4</b> - Describe position – above and below</li> <li>5) <b>Step 5</b> - Ordinal numbers</li> </ol>	