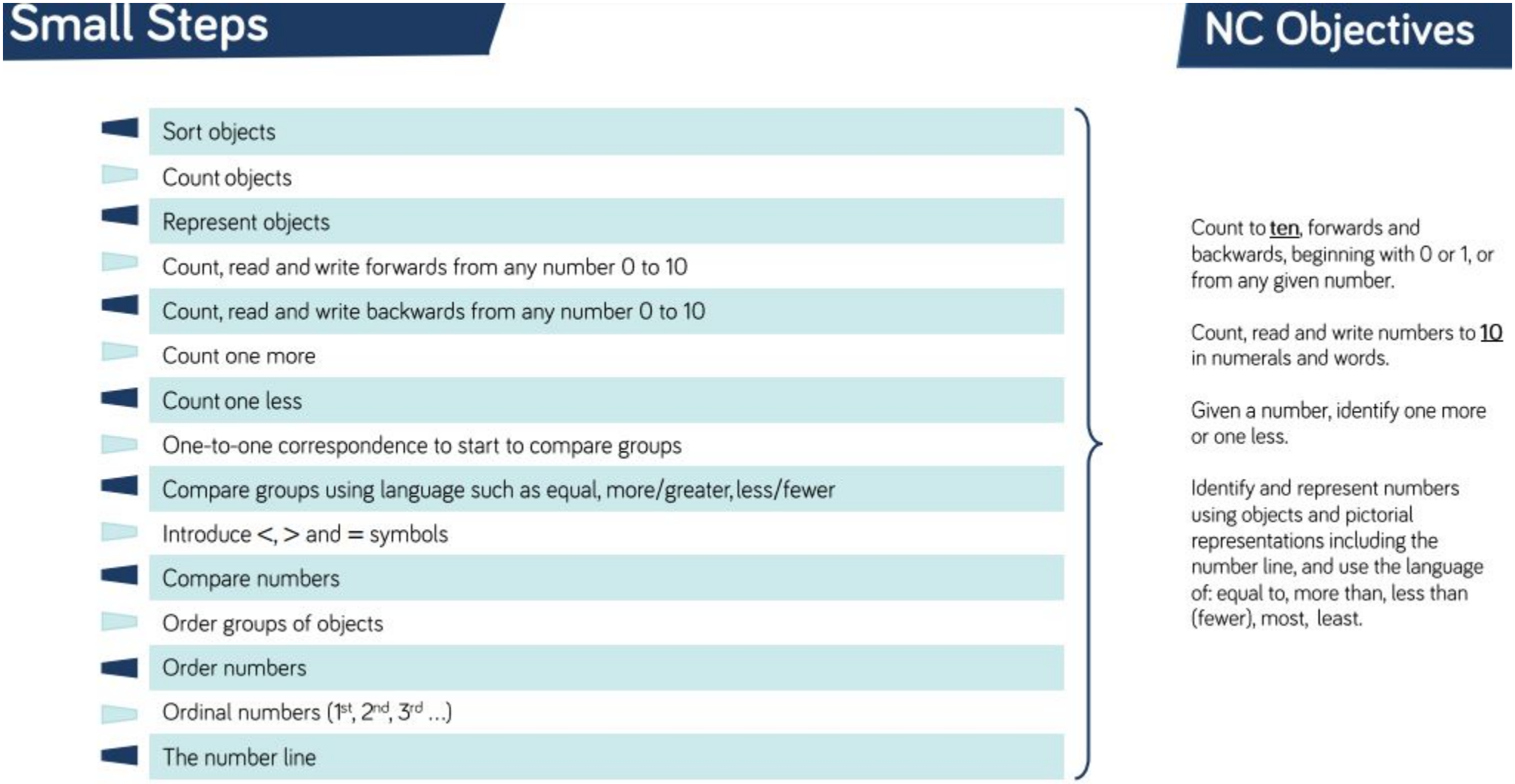
Year 1 - Yearly overview and small steps guidance

from the White Rose Scheme of Learning

	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	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time		Consolidation

Place value 0-10



Addition and Subtraction

Overview

Small Steps

- 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

NC Objectives

Represent and use number bonds and related subtraction facts **within 10**

Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.

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.

Small Steps

- Subtraction – finding the difference
- Comparing addition and subtraction statements a + b > c
- Comparing addition and subtraction statements a + b > c + d

NC Objectives

Represent and use number bonds and related subtraction facts **within 10**

Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.

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.

Shape

Overview

Small Steps

- Recognise and name 3-D shapes
- Sort 3-D shapes
- Recognise and name 2-D shapes
- Sort 2-D shapes
- Patterns with 3-D and 2-D shapes

NC Objectives

Recognise and name common 2-D shapes, including (for example, rectangles (including squares), circles and triangles)

Recognise and name common 3-D shapes including (for example, cuboids (including cubes), pyramids and spheres)

Place value (11-20)

Overview

Small Steps

- 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

NC Objectives

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.

Addition and Subtraction (within 20)

Overview

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

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 $7 = \square - 9$

Place value (within 50)

Overview

Small Steps

- 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 5s

NC Objectives

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.

Length and height

Overview

Small Steps

- Compare lengths and heights
- Measure length (1)
- Measure length (2)

NC Objectives

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)

Weight and volume

Overview

Small Steps

- Introduce weight and mass
- Measure mass
- Compare mass
- Introduce capacity and volume
- Measure capacity
- Compare capacity

NC Objectives

Measurement: Weight and Volume
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]

Multiplication and division

Overview

Small Steps

- Count in 10s
- Make equal groups
- Add equal groups
- Make arrays
- Make doubles
- Make equal groups - grouping
- Make equal groups - sharing

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.

Fractions

Overview

Small Steps

- Find a half (1)
- Find a half (2)
- Find a quarter (1)
- Find a quarter (2)

NC Objectives

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]**

Position and direction

Overview

Small Steps

- Describe turns
- Describe Position (1)
- Describe Position (2)

NC Objectives

Describe position, direction and movement, including whole, half, quarter and three quarter turns

Place value to 100

Overview

Small Steps

- Counting to 100
- Partitioning numbers
- Comparing numbers (1)
- Comparing numbers (2)
- Ordering numbers
- One more, one less

NC Objectives

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.

Money

Overview

Small Steps

- Recognising coins
- Recognising notes
- Counting in coins

NC Objectives

Recognise and know the value of different denominations of coins and notes.

Time

Overview

Small Steps

- Before and after
- Dates
- Time to the hour
- Time to the half hour
- Writing time
- Comparing time

NC Objectives

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).