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|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|  | Problems solving and reasoning – within all lessons, as often as possible will set the context for development of skillsSolving problems involving counting, describing a problem using practical materials and pictures, using materials to solve a problem and to set the solution back in context.Explaining choices and talking about methods used orally or by using pictures.Talking about and generating simple patterns and relationships involving numbers, shapes; deciding whether examples satisfy given conditions; saying how objects or patterns differ or share the same properties. Solve problems involving simple adding, subtracting, doubling or halving in contexts of measures or money. |
| **Autumn 1 Yr 1** | **Number: Place Value and number facts**Counting to (at least) ten forwards and backwards beginning with 0, 1 or any given number.Subitising to 5, to 10Count read and write numbers to 10 (all children) in numerals and recognise wordsIdentify and represent numbers using concrete objects and pictorial representations including the number line and use the language of: equal to, more than, less than (fewer), most, least; Identify one more, one less; Count in multiples of twos. Doubling numbers to 1- 5, **Measures:** *begin to recognise and know the value of different coins.* | **Number: Mental addition and subtraction.**Represent and use number bonds and related subtraction facts within 10. Add and subtract 1 digit numbers. Read, write and interpret mathematical statements involving addition, subtraction and equals signs. Solve one step problems that involve additionand subtraction using concrete objects and pictorial representations and missing number problems.* *Children may progress beyond these numbers but all should reach these. Ensure sufficient attention is also paid to calculation involving the interim numbers (number bonds to 8, 9, 11, 13, 17 etc) as well as landmark numbers to develop number fluency.*
 | **Geometry: Shape**Recognise and name common 2D and 3D shapes including rectangles, squares, circles and triangles, cuboids, pyramids and spheres. Describe position, direction and movement including whole, half, quarter and three quarter turns.  |

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |  |
| **Autumn 2 Yr 1** | **Problems solving and reasoning –** within all lessons, as often as possible will set the context for development of skillsSolving problems involving counting, describing a problem using practical materials and pictures, using materials to solve a problem and to set the solution back in context.Explaining choices and talking about methods used orally or by using pictures.Talking about and generating simple patterns and relationships involving numbers, shapes; deciding whether examples satisfy given conditions; saying how objects or patterns differ or share the same properties. Solve problems involving simple adding, subtracting, doubling or halving in contexts of measures and money. |
| **Number: Place Value**Count to twenty (or above), forwards and backwards, beginning with 0 or 1 , from any given number.Count read and write numbers from 1 to 20 in numerals and words.Doubling numbers to 1-10. (Consider numbers 6-10 as 5 + 1, 5 + 2, 5 + 3 etc as an alternative model to memorising)Identify and represent numbers using concrete objects and pictorial representations including the number line and use the language of: equal to, more than, less than (fewer), most, least; Identify one more, one less; Count in multiples of twos.Representation of numbers may also be in graph form\***Number: Addition and subtraction**Represent and use number bonds and related subtraction facts within 20.Add and subtract one digit and two digit numbers to 20 including zero. Read, write and interpret mathematical statements involving addition, subtraction and equals signs; Solve one step problems using concrete objects and pictorial representations and missing number problems. **Number: Multiplication and Division** 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.  | As needed to reinforce, embed and apply learning.  |

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|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| **Spring 1 Yr 1** | **Place Value** Count to 40 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers from 1-40 in numerals and words. Identify and represent numbers using objects and pictorial representations. Given a number, identify 1 more or 1 less.**Measures: Length and height** 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 lengths and heights. **Number: Addition and Subtraction** Add and subtract one digit and two digit numbers to 40, including zero. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three digit numbers. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.  |   **Number: Fractions** 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. Recognise a fraction as ‘a part of the whole’ compared to a whole. | Where available, time to review, embed and assess. |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |  |  |
| **Spring 2 Yr 1** | **Number: Fractions** 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. Recognise a fraction as ‘a part of the whole’ compared to a whole. | MoneyMeasurement: Money Recognise and know the value of different denominations of coins and notes. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.  | Measurement Weight and volumeCompare, 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] Measure and begin to record mass/weight, capacity and volume. . | Where available, time to review, embed and assess | As needed to reinforce, embed and apply learning. |

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|  | **Week 1** | **Week 2** | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Summer 1 Yr 1 | **Time** Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Recognise and use language relating to dates, including days of the week, weeks, months and years. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds) Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. | Number focus: review and embed key skills | Geometry: Shape | As needed to reinforce, embed and apply learning. |