



Week	Objectives	Small Learning Steps
1	Place Value - Read and write numbers from 1 to 20 in numerals and <i>words</i>. - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (up to 20...100) - Count, read and write numbers to 100 in numerals; count in multiples of tens - 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 Measure - Recognise coins and notes	- Read numbers from 1 to 20 in numerals - model words - Revise counting up from 0 - 20 and write and read numbers to 20 - Revise rote counting to 20 starting at a number other than 0 - Count up in 1p pieces to 20p - Count back in 1p coins from 20p to 0 - Count up and back with objects to 20 / on a number line/hundred square - Revise counting back to 0 from any number up to 20 within range of context - Count forwards from 0- 30 - Count back from 30 to 0 - Count, read numbers to 30 in numerals - Count up in 10's to 3, then 50, then 100 - Count back in 10s from 50 to 0. - Count up in 10p to 100 (10 tens) - Count back in 10p from 10 tens - Practical problem solving with above
2	Place Value - partitioning - Count, read and write numbers to 100 in numerals; (up to 50-100) - Count in multiples of tens - 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 Measure - Recognise coins and notes	- Recognise the place value of two digit number - start by revising teens include money 15p – 10p and 5x 1p or 15 x 1p - Partition a number into tens and ones and all ones e.g. 15 = 1 ten and 5 ones or 15 ones - Partition a two digit number into tens and ones – extend to money 10p and 1p, - Identify and represent numbers using objects and pictorial representations including the number line, 100 square, sets of objects, number tracks, tens frames
3	Place Value – value of digits, order and compare - 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 50 in numerals	- Ordering numbers up to 30 including money and measure; use the language of: equal to, more than, less than (fewer), most, least - Adding numbers to a number line - Comparing numbers up to 30 including money and measured; use the language of: equal to, more than, less than (fewer), most, least - Comparing numbers using a number line - Recognise and know the value of different denominations of coins and notes



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4	Place Value – 1 more and 1 less - 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 (fewer), most, least - Read and write numbers from 1 to 20 in numerals and words. Measure Compare, describe and solve practical problems for: - Lengths and heights - Mass/weight - Capacity and volume - Time - Recognise and know the value of different denominations of coins and notes - Recognising days of the week	1 more and 1 less - Given a number, identify one more up to 30, then extend to 50 on a number line/100 square - Given a number identify 1 less up to 30 and then extend to 50 on a number line/100 square - Given a number identify 1 more and 1 less than number up to 30 as a function machine - Given a set of objects find 1 more/1 less up to 30 – 50 - Given a measure find 1 more/1 less e.g. time – 1 more hour, 1 more day, money – 1p more, - Extend to 2 more and 2 less - Comparative statements comparing 2 or 3 numbers or objects e.g. 5 is 1 more than 4 but 1 less than 6 and 2 more than 3. 5p is 1p more than 4p but 1p less than 4p etc. - Compare sets of objects set A has 1 more than set B but 2 more than set C. - Time - The today is Monday tomorrow will be Tuesday - Time – it's 5 o'clock what time will it be in an hour
5/6/7	Addition and Subtraction - Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs - Represent and use number bonds and related subtraction facts within 20 (<i>mentally to 5 as starting point</i>) - 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 $7 = \square - 9$.	- Revise addition number bonds for 5 and within 5 - Mental addition within 5 - use of images - Revise subtraction facts to 5 - Mental subtraction within 5 – use of images - Number addition bonds for 5 and subtraction facts for 5 and within 5 through context of measure – 1p coins, cubes, - Use of = sign in different positions 1 more and 1 less than a number written as a calculation and within money 1p more etc. revisit from week 4 through shopping context. - Addition number bonds for 10 and within 10 - Addition number bonds for 10 and within 10 using money – 1p coins, cubes, - Addition bonds for 10 and applying to addition bonds within 20 - Addition bonds for 10 and apply addition bonds within 20 to money and measure - Subtraction number bonds for 10 and within 10 - Subtraction number bonds for 10 and within 10 using money – 1p coins, cubes, - Subtraction bonds for 10 and applying to addition bonds within 20 - Subtraction bonds for 10 and apply addition bonds within 20 to money and measure



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8	Measures – Height and Length Compare, describe and solve practical problems for: Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] <i>Revisit place value and addition and subtraction.</i>	Compare and describe : - Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Solve practical problems for: - Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Measure and begin to record the following: - Lengths and heights using non-standard units Revise aspects of place value – 1 more, 1 less Revise addition and subtraction within bonds to 10 Compare 3 objects
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