Kingsland CE Primary School

Maths Curriculum Year 1

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	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**	Consolidation
Spring	Number **Place value (within 20)**			Number **Addition and subtraction (within 20)**			Number **Place value (within 50)**		Measurement **Length and height**		Measurement **Mass and volume**	
Summer	Number **Multiplication and division**			Number **Fractions**		Geometry **Position and direction**	Number **Place value (within 100)**		Measurement **Money**	Measurement **Time**		Consolidation

Autumn Term Weeks 1 – 5

Place value (within 10)

Y1 Autumn Term Scheme of Learning.pdf

NCETM links	National Curriculum	National Curriculum non-statutory guidance	NRich Problem Solving	Ready to Progress
Comparison of quantities and measures | NCETM **1.1 Comparison of quantities and measures** Explore the relationship between numbers and introduce children to the important concept of equivalence; focus on the correct use of comparative language, as well as use of mathematical symbols (<, = and >). • **Teaching Point 1:** Items can be compared according to attributes such as length (or height or breadth), area, volume/capacity or weight/mass. • **Teaching Point 2:** When comparing two sets of objects, one set can contain more objects than the other and one set can contain fewer objects than the other, or both sets can contain the same number of objects. • **Teaching Point 3:** The symbols <, > and = can be used to express the relative number of objects in two sets, or the relative size of two numbers.	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 to and across 100, forwards and backwards, beginning with zero or 1, or from any given number Compare numbers using <, > and = signs Read and write numbers from 1 to 20 in numerals and words	Pupils practise counting (1, 2, 3...), ordering (for example, first, second, third...), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent. They recognise and create repeating patterns with objects and with shapes. Pupils combine and increase numbers, counting forwards and backwards.	Making Sticks Robot Monsters All Change Dotty Six	1NPV–1 Count within 100, forwards and backwards, starting with any number. 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =
Composition of numbers: 0–5 | NCETM **1.3 Composition of numbers: 0–5** Apply the partitioning structure to the numbers to five, and introduce children to new concepts such as subitising, ordinality and the bar model. • **Teaching point 1:** Numbers can represent how many objects there are in a set; for small sets we can recognise the number of objects (subitise) instead of counting them. • **Teaching point 2:** Ordinal numbers indicate a single item or event, rather than a quantity. • **Teaching point 3:** Each of the numbers one to five can be partitioned in different ways. • **Teaching point 4:** Each of the numbers one to five can be partitioned in a systematic way.			Shut the box	

• **Teaching point 5:** Each of the numbers one to five can be partitioned into two parts; if we know one part, we can find the other part. • **Teaching point 6:** The number before a given number is one less; the number after a given number is one more. • **Teaching point 7:** Partitioning can be represented using the bar model.				
Composition of numbers: 6–10 | NCETM **1.4 Composition of numbers: 6–10** Extend the partitioning structure to the numbers six to ten, explore the five-and-a-bit structure of the numbers, and introduce children to the concept of odd and even numbers. • **Teaching point 1:** The numbers six to nine are composed of 'five and a bit'. Ten is composed of five and five. • **Teaching point 2:** Six, seven, eight and nine lie between five and ten on a number line. • **Teaching point 3:** Numbers that can be made out of groups of two are even numbers; numbers that can't be made out of groups of two are odd numbers. Even numbers can be partitioned into two odd parts or two even parts; odd numbers can be partitioned into one odd part and one even part. • **Teaching point 4:** Each of the numbers six to ten can be partitioned in different ways. The numbers six to ten can be partitioned in a systematic way. • **Teaching point 5:** Each of the numbers six to ten can be partitioned into two parts; if we know one part, we can find the other part			Eightness of Eight All Change Dotty Six	

Autumn Term Weeks 6 – 10

Addition and Subtraction (within 10)

Y1 Autumn Term Scheme of Learning.pdf

NCETM links	National Curriculum	National Curriculum non-statutory guidance	NRich Problem Solving	Ready to Progress
Introducing 'whole' and 'parts': part–part–whole | NCETM **1.2 Introducing 'whole' and 'parts': part–part–whole** Introduce children to the concept of partitioning, which underpins many of the subsequent segments, and build towards use of the part–part–whole model. • **Teaching point 1:** A 'whole' can be represented by one object; if some of the whole object is missing, it is not the 'whole'. • **Teaching point 2:** A whole object can be split into two or more parts in many different ways. The parts might look different; each part will be smaller than the whole, and the parts can be combined to make the whole. • **Teaching point 3:** A 'whole' can be represented by a group of discrete objects. If some of the objects in the group are missing, it is not the whole group: it is part of the whole group. • **Teaching point 4:** A whole group of objects can be composed of two or more parts and this can be represented using a part–part–whole 'cherry' diagram. The group can be split in many different ways. The parts might look different; each part will be smaller than the whole group and the parts can be combined to make the whole group.	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 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems that involve addition and	Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example, 9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations. They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.	Biscuit Decorations Writing Digits	1NF–1 Develop fluency in addition and subtraction facts within 10. 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. 1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations
Additive structures: introduction to aggregation and partitioning | NCETM **1.5 Additive structures: introduction to aggregation and partitioning** Progress to the use of abstract notation (+, – & =) as a way of representing the part–part–whole structure. • **Teaching point 1:** combining two or more parts to make a whole is called aggregation; the addition symbol, +, can be used to represent aggregation.			Domino Sorting One Big Triangle Butterfly Flowers Ladybirds in the Garden	

• **Teaching point 2:** The equals symbol, =, can be used to show equivalence between the whole and the sum of the parts. • **Teaching point 3:** Each addend represents a part, and these are combined to form the whole/sum; we can find the value of the whole by adding the parts. We can represent problems with missing parts using an addition equation with a missing addend. • **Teaching point 4:** Breaking a whole down into two or more parts is called partitioning; the subtraction symbol, −, can be used to represent partitioning	subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number		Number Lines Pairs of Numbers	to real-life contexts.
Additive structures: introduction to augmentation and reduction | NCETM **1.6 Additive structures: introduction to augmentation and reduction** Introduce children to addition as augmentation, and subtraction as reduction (take away), using a '*first..., then..., now...*' story representation and abstract notation (+, − and =); explore the inverse nature of the two operations. • **Teaching point 1:** An addition context described by a *'first..., then..., now...'* story is an example of augmentation. We can link the story to a numerical representation – each number represents something in the story. • **Teaching point 2:** A subtraction context described by a *'first..., then..., now...'* story is an example of reduction. The story is linked to a numerical representation .... (ditto above) • **Teaching point 3:** Given any two parts of the story we can work out the third part; given any two numbers in the equation we can find the third one. • **Teaching point 4:** Addition and subtraction are inverse operations.			Sort them out (1) Two Dice Number Balance Find the Difference	
Addition and subtraction: strategies within 10 | NCETM **1.7 Addition and subtraction: strategies within 10** Equip children with a range of useful strategies for addition within ten, including adding and subtracting zero and one, commutativity, adding and subtracting two to/from odd and even numbers, and doubling and halving.			2, 4, 6, 8 How do you see it? What Could It Be?	

• **Teaching point 1**: Addition is commutative: when the order of the addends is changed, the sum remains the same. • **Teaching point 2**: Ten can be partitioned into pairs of numbers that sum to ten. Recall of these pairs of numbers supports calculation. • **Teaching point 3**: Adding one gives one more; subtracting one gives one less. • **Teaching point 4**: Consecutive numbers have a difference of one; we can use this to solve subtraction equations where the subtrahend is one less than the minuend. • **Teaching point 5**: Adding two to an odd number gives the next odd number; adding two to an even number gives the next even number. Subtracting two from an odd number gives the previous odd number; subtracting two from an even number gives the previous even number. • **Teaching point 6**: Consecutive odd/consecutive even numbers have a difference of two; we can use this to solve subtraction where the subtrahend is two less than the minuend. • **Teaching point 7**: When zero is added to a number, the number remains unchanged; when zero is subtracted from a number, the number remains unchanged. • **Teaching point 8**: Subtracting a number from itself gives a difference of zero. • **Teaching point 9**: Doubling a whole number always gives an even number and can be used to add two equal addends; halving is the inverse of doubling and can be used to subtract a number from its double. Memorised doubles/halves can be used to calculate near-doubles/halves.			Equivalent Pairs	

Autumn Term Week 11				
Geometry – Shape (Properties of Shapes) **Y1 Autumn Term Scheme of Learning.pdf**				
NCETM links	**National Curriculum**	**National Curriculum non-statutory guidance**	**NRich Problem Solving**	**Ready to Progress**
N/A	Recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.	Three Squares Jig Shapes What's happening? Always, sometimes or never? KS1	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. 1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.

End of term assessment

Spring Term Weeks 1 – 3				
Place Value (within 20) **Y1 Spring Term Scheme of Learning.pdf**				
NCETM links	**National Curriculum**	**National Curriculum non-statutory guidance**	**NRich Problem Solving**	**Ready to Progress**
Composition of numbers: 11–19 | NCETM **1.10 Composition of numbers: 11–19** Explore the ten-and-a-bit nature of the numbers 11–19, using the partitioning structure; apply number facts within ten to addition and subtraction of single-digit numbers to/from the numbers 11–19. • **Teaching point 1**: The digits in the numbers 11–19 tell us about their value. • **Teaching point 2**: The numbers 11–19 can be formed by combining a ten and ones, and can be partitioned into a ten and ones. • **Teaching point 3**: A number is even if the ones digit is even; it *can* be made from groups of two. A number is odd if the ones digit is odd; it *can't* be made from groups of two. • **Teaching point 4**: Doubling the numbers 6–9 (inclusive) gives an even teen number; halving an even teen number gives a number from six to nine (inclusive). • **Teaching point 5**: Addition and subtraction facts within 10 can be applied to addition and subtraction within 20	Read and write numbers from 1 to 20 in numerals and words. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number 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, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Given a number, identify 1 more and 1 less	N/A	Number match	1NPV–1 Count within 100, forwards and backwards, starting with any number. 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =

Spring Term Weeks 4 – 6

Addition and Subtraction (within 20)

Y1 Spring Term Scheme of Learning.pdf

NCETM links	National Curriculum	National Curriculum non-statutory guidance	NRich Problem Solving	Ready to Progress
Composition of numbers: 11–19 | NCETM **1.10 Composition of numbers: 11–19** Explore the ten-and-a-bit nature of the numbers 11–19, using the partitioning structure; apply number facts within ten to addition and subtraction of single-digit numbers to/from the numbers 11–19. • **Teaching point 1**: The digits in the numbers 11–19 tell us about their value. • **Teaching point 2**: The numbers 11–19 can be formed by combining a ten and ones, and can be partitioned into a ten and ones. • **Teaching point 3**: A number is even if the ones digit is even; it *can* be made from groups of two. A number is odd if the ones digit is odd; it *can't* be made from groups of two. • **Teaching point 4**: Doubling the numbers 6–9 (inclusive) gives an even teen number; halving an even teen number gives a number from six to nine (inclusive). • **Teaching point 5**: Addition and subtraction facts within 10 can be applied to addition and subtraction within 20	Represent and use number bonds and related subtraction facts within 20 Add and subtract 1-digit and 2-digit numbers to 20, including zero Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Add and subtract 1-digit and 2-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 = ? – 9	N/A	Number match	1NF–1 Develop fluency in addition and subtraction facts within 10. 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. 1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.

Spring Term Weeks 7 – 8

Place Value (within 50)

Y1 Spring Term Scheme of Learning.pdf

NCETM links	National Curriculum	National Curriculum non-statutory guidance	NRich Problem Solving	Ready to Progress
Composition of numbers: multiples of 10 up to 100 | NCETM **1.8 Composition of numbers: multiples of 10 up to 100** Explore multiples of ten, including counting in tens to 100; apply number facts within ten to addition & subtraction for multiples of ten. • **Teaching point 1**: One ten is equivalent to ten ones. • **Teaching point 2**: Multiples of ten can be represented using their names or using numerals. We can count in multiples of ten. • **Teaching point 3**: Knowledge of the 0–10 number line can be used to estimate the position of multiples of ten on a 0–100 number line. • **Teaching point 4**: Adding ten to a multiple of ten gives the next multiple of ten; subtracting ten from a multiple of ten gives the previous multiple of ten. • **Teaching point 5**: Known facts for the numbers *within* ten can be used to add and subtract in multiples of ten by unitising.	Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number 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, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Given a number, identify 1 more and 1 less	Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations. They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers), including varied and frequent practice through increasingly complex questions.	Grouping Goodies	1NPV–1 Count within 100, forwards and backwards, starting with any number. 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =
Composition of numbers: 20–100 | NCETM **1.9 Composition of numbers: 20–100** Build on multiples of ten, by introducing non-zero values in the ones place; apply the partitioning structure to these two-digit numbers, decomposing them into tens and ones. • **Teaching point 1**: There is a set counting sequence for counting to 100 and beyond. • **Teaching point 2**: Objects can be counted efficiently by making groups of ten. The digits in the numbers 20–99 tell us about their value.			Same Length Trains	

• **Teaching point 3**: Each number on the 0–100 number line has a unique position. • **Teaching point 4**: The relative size of two two-digit numbers can be determined by first examining the tens digits and then, if necessary, examining the ones digits, with reference to the cardinal or ordinal value of the numbers. • **Teaching point 5**: Each two-digit number can be partitioned into a tens part and a ones part. • **Teaching point 6**: The tens and ones structure of two-digit numbers can be used to support additive calculation.				

Spring Term Weeks 9 – 10				
Measurement – Length and Height **Y1 Spring Term Scheme of Learning.pdf**				
NCETM links	**National Curriculum**	**National Curriculum non-statutory guidance**	**NRich Problem Solving**	**Ready to Progress**
N/A	Pupils should be taught to: compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • 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] • time [for example, quicker, slower, earlier, later]	The pairs of terms: mass and weight, volume and capacity, are used interchangeably at this stage. Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units. In order to become familiar with standard measures, pupils begin to use measuring tools such as a		

	measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds)	ruler, weighing scales and containers.		

Spring Term Weeks 11 – 12				
Measurement – Mass and Volume **Y1 Spring Term Scheme of Learning.pdf**				
NCETM links	**National Curriculum**	**National Curriculum non-statutory guidance**	**NRich Problem Solving**	**Ready to Progress**
N/A	Pupils should be taught to: compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • 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] • time [for example, quicker, slower, earlier, later] measure and begin to record the following: • lengths and heights • mass/weight	The pairs of terms: mass and weight, volume and capacity, are used interchangeably at this stage. Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units. In order to become familiar with standard measures, pupils begin to use measuring tools such as a ruler, weighing scales and containers.		

	• capacity and volume • time (hours, minutes, seconds)			

End of term assessment

Summer Term Weeks 1 – 3

Multiplication and Division

Y1 Summer Term Scheme of Learning.pdf

NCETM links	National Curriculum	National Curriculum non-statutory guidance	NRich Problem Solving	Ready to Progress
Composition of numbers: multiples of 10 up to 100 | NCETM **1.8 Composition of numbers: multiples of 10 up to 100** Explore multiples of ten, including counting in tens to 100; apply number facts within ten to addition & subtraction for multiples of ten. • **Teaching point 1**: One ten is equivalent to ten ones. • **Teaching point 2**: Multiples of ten can be represented using their names or using numerals. We can count in multiples of ten. • **Teaching point 3**: Knowledge of the 0–10 number line can be used to estimate the position of multiples of ten on a 0–100 number line. • **Teaching point 4**: Adding ten to a multiple of ten gives the next multiple of ten; subtracting ten from a multiple of ten gives the previous multiple of ten. • **Teaching point 5**: Known facts for the numbers *within* ten can be used to add and subtract in multiples of ten by unitising.	Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number 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, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Given a number, identify 1 more and 1 less	Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations. They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers), including varied and frequent practice through increasingly complex questions.	Grouping Goodies	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.
Counting, unitising and coins | NCETM **2.1 Counting, unitising and coins:** Explore the concept of unitising by counting in units of two, five or ten; investigate how objects can be counted efficiently by counting in units other than one; apply unitising in the context of the low-denomination coins (1 p, 2 p, 5 p and 10 p). • **Teaching point 1**: We can count efficiently by counting in groups of two. • **Teaching point 2**: We can count efficiently by counting in groups of ten.	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, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities. They make connections between arrays, number patterns, and counting in twos, fives and tens.	Lots of Biscuits! Share Bears Doubling Fives	

• **Teaching point 3**: We can count efficiently by counting in groups of five. • **Teaching point 4**: A coin has a value which is independent of its size, shape, colour or mass. • **Teaching point 5**: The *number* of coins in a set is different from the *value* of the coins in a set; knowledge of counting in groups of two, five or ten can be used to work out the value of a set of identical low-denomination coins. • **Teaching point 6**: Knowledge of counting in groups of two, five or ten can be used to work out how many identical low-denomination coins are needed to make a given value.	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.			

Summer Term Weeks 4 – 5				
Fractions **Y1 Summer Term Scheme of Learning.pdf**				
NCETM links	**National Curriculum**	**National Curriculum non-statutory guidance**	**NRich Problem Solving**	**Ready to Progress**
NB It is suggested By NCETM that all KS1 fractions is taught towards the end of Year 2 https://www.ncetm.org.uk/classroom-resources/primm-30-guidance-on-the-teaching-of-fractions-in-key-stage-1/	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.	Pupils are taught half and quarter as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.	Two Halves Fair Feast Happy Halving Halving	

Summer Term Week 6				
Geometry: Position and Direction Y1 Summer Term Scheme of Learning.pdf				
NCETM links	**National Curriculum**	**National Curriculum non-statutory guidance**	**NRich Problem Solving**	**Ready to Progress**
N/A	Describe position, direction and movement, including whole, half, quarter and three quarter turns.	Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.	Turning 2 Rings Tangram Tangle Olympic rings	

Summer Term Weeks 7 – 8				
Place Value (within 100) Y1 Summer Term Scheme of Learning.pdf				
NCETM links	**National Curriculum**	**National Curriculum non-statutory guidance**	**NRich Problem Solving**	**Ready to Progress**
Composition of numbers: 20–100 | NCETM **1.9 Composition of numbers: 20–100** Build on multiples of ten, by introducing non-zero values in the ones place; apply the partitioning structure to these two-digit numbers, decomposing them into tens and ones. • **Teaching point 1**: There is a set counting sequence for counting to 100 and beyond.	Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s	Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.	Same Length Trains	1NPV–1 Count within 100, forwards and backwards, starting with any number.

• **Teaching point 2**: Objects can be counted efficiently by making groups of ten. The digits in the numbers 20–99 tell us about their value. • **Teaching point 3**: Each number on the 0–100 number line has a unique position. • **Teaching point 4**: The relative size of two two-digit numbers can be determined by first examining the tens digits and then, if necessary, examining the ones digits, with reference to the cardinal or ordinal value of the numbers. • **Teaching point 5**: Each two-digit number can be partitioned into a tens part and a ones part. • **Teaching point 6**: The tens and ones structure of two-digit numbers can be used to support additive calculation.	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			1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =

Summer Term Week 9				
Measurement – Money Y1 Summer Term Scheme of Learning.pdf				
NCETM links	**National Curriculum**	**National Curriculum non-statutory guidance**	**NRich Problem Solving**	**Ready to Progress**
Counting, unitising and coins | NCETM **2.1 Counting, unitising and coins:** Explore the concept of unitising by counting in units of two, five or ten; investigate how objects can be counted efficiently by counting in units other than one; apply unitising in the context of the low-denomination coins (1 p, 2 p, 5 p and 10 p). • **Teaching point 1**: We can count efficiently by counting in groups of two. • **Teaching point 2**: We can count efficiently by counting in groups of ten. • **Teaching point 3**: We can count efficiently by counting in groups of five.	Recognise and know the value of different denominations of coins and notes	N/A	Lots of Biscuits! Share Bears Doubling Fives	

• **Teaching point 4**: A coin has a value which is independent of its size, shape, colour or mass. • **Teaching point 5**: The *number* of coins in a set is different from the *value* of the coins in a set; knowledge of counting in groups of two, five or ten can be used to work out the value of a set of identical low-denomination coins. • **Teaching point 6**: Knowledge of counting in groups of two, five or ten can be used to work out how many identical low-denomination coins are needed to make a given value.				

Summer Term Weeks 10 – 11				
Measurement – Time Y1 Summer Term Scheme of Learning.pdf				
NCETM links	**National Curriculum**	**National Curriculum non-statutory guidance**	**NRich Problem Solving**	**Ready to Progress**
Counting, unitising and coins | NCETM **2.1 Counting, unitising and coins:** Explore the concept of unitising by counting in units of two, five or ten; investigate how objects can be counted efficiently by counting in units other than one; apply unitising in the context of the low-denomination coins (1 p, 2 p, 5 p and 10 p). • **Teaching point 1**: We can count efficiently by counting in groups of two. • **Teaching point 2**: We can count efficiently by counting in groups of ten. • **Teaching point 3**: We can count efficiently by counting in groups of five. • **Teaching point 4**: A coin has a value which is independent of its size, shape, colour or mass. • **Teaching point 5**: The *number* of coins in a set is different from the *value* of the coins in a set; knowledge of counting in groups	Pupils should be taught to: compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • 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] • time [for example, quicker, slower, earlier, later]	Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past.	Times of Day	

of two, five or ten can be used to work out the value of a set of identical low-denomination coins. • **Teaching point 6**: Knowledge of counting in groups of two, five or ten can be used to work out how many identical low-denomination coins are needed to make a given value.	measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume • 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] 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.			

End of term assessment

Resources:

White Rose - My Account - Resources

NCETM TfM Assessment Questions 01-Yr1_Front cover-ccp.indd

DfE Ready to progress criteria - Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)

NCETM Ready to Progress slides - Exemplification of ready-to-progress criteria | NCETM