Mathematics Teaching sequence – Year 1

Year 1		
Autumn Term (7 weeks + 7 weeks = 14 weeks)	**Small steps**	**Key vocab**
Number and Place value – within 10, then within 20 (4 weeks) **1N1a** Count to and across 20, forward and backwards, beginning with 0 or 1, or from any given number **1N1b** Count in multiples of twos, fives and tens **1N2a** Count, read and write numbers to 20 in numerals **1N2b** Given a number, identify one more and one less **1N4** 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 **1N2c** Read and write numbers from 1 to 20 in numerals and words (this objective is moved into just the arithmetic sessions, not maths lessons; see arithmetic document Wk 1 & 2)	**(within 10)** Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Compare numbers Order objects and numbers The number line **(within 20)** Count within 20 Understand 10 Understand 11, 12 and 13 Understand 14, 15, 16 Understand 17,18,19 Understand 20 1 more and 1 less The numberline to 20 Use a numberline to 20 Estimate on a numberline to 20 Compare numbers to 20 Order numbers to 20	numerals digits counting forwards backwards more less sequence tens (column) ones (column) compare less than least more than most greater than equal to the same as same
Addition and subtraction (4 weeks – staying within 10) **1C1** Represent and use number bonds and related subtraction facts within 20 **1C2a** Add and subtract one-digit and two-digit numbers to 20, including zero ones **1C2b** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs **1C4** Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 10 + 7 = ☐ - 9	**(within 10)** Introduce parts and wholes Part-whole model Write number sentences Fact families - addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition - add together Addition - add more Addition problems Find a part Subtraction - find a part Fact families - the eight facts Subtraction - take away/cross out (How many left?) Take away (How many left?) Subtraction on a number line Add or subtract 1 or 2	place value add addition plus more part whole model parts whole total combinations ten frame combine equals altogether subtraction takeaway number stories number bonds fact families related facts
Fractions – finding a half (2 weeks) **1F1a** Recognise, find and name a half as one of two equal parts of a object, shape or quantity **1F1b** Recognise, find and name a quarter as one of four equal parts of a object, shape or quantity	Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find a half of a quantity	whole half equal parts

NTS assessment week **Geometry – 2-D and 3-D shapes (2 weeks)** **1G1b** Recognise and name common 3-D shapes [eg: cuboids (including cubes), pyramids and spheres] **1G1a** Recognise and name common 2-D shapes [eg: rectangles (including squares), circles and triangles	Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2-D and 3-D shapes	three- dimensional cuboid, cube, pyramid, sphere face, edge curved, flat, roll two - dimensional rectangle, square, circle, triangle properties sides corners
Spring Term – (6 weeks + 7 weeks = 13 weeks)	**Small steps**	**Key vocab**
Addition and subtraction (3 weeks – within 20) **1C1** Represent and use number bonds and related subtraction facts within 20 **1C2a** Add and subtract one-digit and two-digit numbers to 20, including zero ones **1C2b** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs **1C4** Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 10 + 7 = ☐ - 9	Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Doubles Near doubles Subtract ones using number bonds Subtraction – counting back Subtraction – finding the difference Related facts Missing number problems	add addition plus more total combinations double near double ten frame combine equals altogether subtraction takeaway less number stories number bonds fact families related facts
Multiplication and division – counting in 2s, 5s and 10s (3 weeks) **1C8** 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	Count in 2s Count in 10s Count in 5s Recognise equal groups Add equal groups Maker arrays Make doubles Make equal groups – grouping Making equal groups – sharing	multiples number frame double equal equal numbers equal groups add together arrays divide multiplication division
Place value - within 50 (2 weeks) **1N1a** Count to and across 50, forward and backwards, beginning with 0 or 1, or from any given number **1N2a** Count, read and write numbers to 50 in numerals **1N1b** Count in multiples of twos, fives and tens **1N2b** Given a number, identify one more and one less **1N4** 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 NTS assessment week	Count from 20 to 50 20, 30, 40, 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less	forwards backwards less than greater than equal to sort ones represent multiples partitioning tens

Measurement – length and height (2 weeks) **1M1** Compare, describe and solve practical problems for: lengths and heights [eg: long/short, longer/shorter] **1M2** Measure and begin to record the following: lengths and heights	Compare lengths and heights Measure length using objects Measure length in centimetres	compare length height longer than shorter than taller than
Measurement – mass and volume (2 weeks) **1M1** Compare, describe and solve practical problems for: • mass/weight [eg: heavy/light, heavier than, lighter than] • capacity and volume [eg: full/empty, more than, less than, half, half full, quarter] **1M2** Measure and begin to record the following: • mass/weight •capacity and volume	Heavier and lighter Measure mass Compare mass (practical) Compare mass (abstract) Full and empty Compare volume Measure capacity Measure capacity Compare capacity	compare measure mass weight lighter heavier capacity full empty half full compare more than less than
Summer Term – (4 weeks + 7 weeks = 11 weeks)	**Small steps**	**Key vocab**
Fractions – finding a quarter (2 weeks) **1F1a** Recognise, find and name a half as one of two equal parts of a object, shape or quantity **1F1b** Recognise, find and name a quarter as one of four equal parts of a object, shape or quantity	Recognise a quarter of an object or shape Find a quarter of an object or shape Recognise a quarter of a quantity Find a quarter of a quantity	whole part equal parts half quarter four equal parts
Place value – within 100 (3 weeks) **1N1a** Count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number **1N2a** Count, read and write numbers to 100 in numerals **1N1b** Count in multiples of twos, fives and tens **1N2b** Given a number, identify one more and one less **1N4** 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 from 50 to 100 Tens to 100 Partition into tens and ones The number line to 100 1 more, 1 less Compare numbers with the same number of tens Compare any two numbers	how many counting tens ones more less base ten ten frame whole part number line hundred square left right
Geometry - Position and Direction (1 week) **1P2** Describe position, directions and movement, including half, quarter and three-quarter turns	Describe turns Describe position – left and right/above and below Describe position – forwards and backwards Ordinal numbers	above behind next to in front of to the left of to the right of half turn quarter turn three quarter turn full turn
Time (2 weeks) **1M1** Compare, describe and solve practical problems for: • time [eg: quicker, slower, earlier, later] shorter, tall/short, double/half] **1M2** Measure and begin to record the following: • time (hours, minutes, seconds **1M4a** Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	Before and after Days of the week Months of the year Hours, minutes, seconds Time to the hour Time to the half hour	before, after, next, first, today, yesterday, morning, afternoon, tomorrow, evening, weeks, months, years hour, half past, quicker, earlier, later, hours, minutes, seconds

1M4b Sequence events in chronological order using language [eg: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] 1M4c Recognise and use language relating to dates, including days of the week, weeks, months and years NTS assessments Money (1 week) 1M3 Recognise and know the value of different denominations of coins and notes End of year: use teacher assessment to address/embed key topics such as place value, addition and subtraction.	Unitising Recognising coins Recognising notes Count in coins	value coins penny pound notes