Year 1 Maths Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn	**Unit 1** Counting within 100						**Unit 2** Comparison of quantities and part-whole relationships			**Unit 3** Numbers 0 to 5		**Unit 4** Recognise, compose, decompose and manipulate 2D and 3D shapes	
Spring	**Unit 4**	**Unit 5** Numbers 0 to 10			**Unit 6**	**Unit 6** Additive Structures			**Unit 7** Addition and subtraction facts within 10				
Summer	**Unit 8** Numbers 0 to 20				**Unit 9** Unitising and coin recognition		**Unit 9** Unitising and coin recognition			**Unit 10** Position and direction	**Unit 11** Time		Consolidation

Number	Measurement	Geometry	Statistics

Opportunities for cross curricular links

Fluency sessions

Mastering Number (See MN overview)

Year 1 maths curriculum map

COVID Recovery Curriculum
NCETM prioritisation curriculum/ NCETM spines/ White Rose SOL/ DFE Ready to Progress criteria have all been used to support the planning, teaching and learning of mathematics.

Rough suggestions are given for the intended length of each unit, but teachers are expected to adjust according to the needs and prior learning of their pupils.

Unit	Unit name	Learning outcomes	Links with other resources
1 (6 weeks)	**Previous Reception experiences and counting within 100** **NCETM prioritisation unit 1**	1) Pupils count within 100 in different ways Review Reception Mastering Number units during input. https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-1-previous-reception-experiences-and-counting-within-100/	1NPV–1 Count within 100, forwards and backwards, starting with any number. 1.9 Composition of numbers: 20–100 NCETM - SIX KEY AREAS OF EARLY MATHEMATICS LEARNING White Rose Reception SOL
2 (3 weeks)	**Comparison of quantities and part–whole relationships** **NCETM prioritisation unit 2**	1) Pupils explain that items can be compared using length and height 2) Pupils explain that items can be compared using weight/mass and volume/capacity 3) Pupils count a set of objects 4) Pupils compare sets of objects 5) Pupils use equality and inequality symbols to compare sets of objects 6) Pupils use equality and inequality symbols to compare expressions 7) Pupils explain what a whole is 8) Pupils explain that a whole can be split into parts 9) Pupils explain that a whole can represent a group of objects 10) Pupils identify a part of a whole group 11) Pupils explain what a part-whole model is 12) Pupils use a part-whole model to represent a whole partitioned into two parts 13) Pupils use a part-whole model to represent a whole partitioned into more than two parts https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-2-comparison-of-quantities-and-part-whole-relationships/	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 =. 1.1 Comparison of quantities and measures 1.2 Introducing 'whole' and 'parts': part–part–whole White Rose place value unit White Rose length/height and weight/volume unit
3 (2 weeks)	**Numbers 0 to 5**	1) Pupils explain that numbers can represent how many objects there are in a set 2) Pupils explain that ordinal numbers show a position and not a set of objects	1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.

	NCETM prioritisation unit 3	3) Pupils partition numbers one to five in different ways 4) Pupils partition the numbers one to five in a systematic way 5) Pupils find a missing part when one part and the whole is known 6) Pupils show one more and one less than a number using representations. Pupils describe this accurately. 7) Pupils show one more and one less than a number using representations. Pupils describe this accurately. 8) Pupils use a bar model to represent a whole partitioned into two parts https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-3-numbers-0-to-5/	1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. 1.3 Composition of numbers: 0–5 White Rose place value unit
4 (3 weeks)	**Recognise, compose, decompose and manipulate 2D and 3D shapes** **NCETM prioritisation unit 4**	1) Pupils compose pattern block images 2) Pupils copy, extend and develop repeating and radiating pattern block patterns 3) Pupils compose tangram images 4) Pupils investigate tetromino and pentomino arrangements 5) Pupils investigate ways that four cubes can be composed into different 3D models 6) Pupils explore, discuss and compare 3D shapes 7) Pupils identify 2D shapes within 3D shapes 8) Pupils explore, discuss and compare 2D shapes 9) Pupils explore, discuss and identify circles and shapes that are not circles from shape cut-outs 10) Pupils explore, discuss and identify triangles and shapes that are not triangles from shape cut-outs 11) Pupils explore, discuss and identify rectangles (including squares) from shape cut-outs https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-4-recognise-compose-decompose-and-manipulate-2d-and-3d-shapes/	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. White Rose shape unit
5 (3 weeks)	**Numbers 0 to 10** **NCETM prioritisation unit 5**	1) Pupils count a set of objects and match the spoken number to the written numeral and number name 2) Pupils represent the numbers 6 to 10 using a five and a bit structure 3) Pupils identify the whole and parts of the numbers 6 to 10 using the five and a bit structure 4) Pupils explore the numbers 6 to 10 using the part whole model and the five and a bit structure 5) Pupils explain where 6, 7, 8 and 9 lie on a number line 6) Pupils explain what odd and even numbers are and the difference between them 7) Pupils explain how even and odd numbers can be partitioned 8) Pupils partition numbers 6 to 10 in different ways 9) Pupils partition the numbers 6 to 10 in a systematic way 10) Pupils identify a missing part when a whole is partitioned into two parts https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-5-numbers-0-to-10/	1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. 1.4 Composition of numbers: 6–10 White Rose place value (within 10) unit
6 (4 weeks)	**Additive structures** **NCETM prioritisation unit 6**	1) Pupils combine two or more parts to make a whole 2) Pupils explain that addends can be represented in any order. This is called the commutative law	1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and

		3) Pupils explain that the = sign can be used to show that the whole and the sum of the parts are equal (1) 4) Pupils explain that the = sign can be used to show that the whole and the sum of the parts are equal (2) 5) Pupils add parts to find the value of the whole and write the equation 6) Pupils find the missing addend in an equation 7) Pupils explain how even and odd numbers can be partitioned 8) Pupils make addition and subtraction stories and write equations to match 9) Pupils represent 'first, then, now' stories with addition equations (1) 10) Pupils represent 'first, then, now' stories with addition equations (2) 11) Pupils represent 'first, then, now' stories with subtraction equations (1) 12) Pupils represent 'first, then, now' stories with subtraction equations (2) 13) Pupils represent different types of stories with subtraction calculations 14) Pupils make addition and subtraction stories, writing equations to match 15) Pupils work out the missing part of an addition story and equation if the other two parts are known 16) Pupils work out the missing part of a subtraction story and equation if the other two parts are known 17) Pupils explain that addition and subtraction are inverse operations (1) 18) Pupils explain that addition and subtraction are inverse operations (2) 19) Pupils use additive structures to think about addition and subtraction equations in different ways https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-6-additive-structures/	equals (=) symbols, and relate additive expressions and equations to real-life contexts. 1.5 Additive structures: introduction to aggregation and partitioning 1.6 Additive structures: introduction to augmentation and reduction
7 (3 weeks)	**Addition and subtraction facts within 10** **NCETM prioritisation unit 7**	1) Pupils explain that addition is commutative 2) Pupils find pairs of numbers to 10 (1) 3) Pupils find pairs of numbers to 10 (2) 4) Pupils add and subtract 1 from any number 5) Pupils explain what the difference is between consecutive numbers 6) Pupils explain what happens when 2 is added to or subtracted from odd and even numbers 7) Pupils explain what the difference is between consecutive odd and even numbers 8) Pupils explain what happens when zero is added to or subtracted from a number 9) Pupils explain what happens when a number is added to or subtracted from itself 10) Pupils double numbers and explain what doubling means 11) Pupils halve numbers and explain what halving means 12) Pupils use knowledge of doubles and halves to calculate near doubles and halves 13) Pupils represent different types of stories with subtraction calculations 14) Pupils use knowledge and strategies to add 5 and 3 and 6 and 3 https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-7-addition-and-subtraction-facts-within-10/	1NF–1 Develop fluency in addition and subtraction facts within 10. 1.7 Addition and subtraction: strategies within 10 White Rose addition and subtraction (within 10) unit

8 (3 weeks)	**Numbers 0 to 20** **NCETM prioritisation unit 8**	1) Pupils explain that the digits in the numbers 11 to 19 express quantity 2) Pupils explain that the digits in the numbers 11 to 19 express position on a number line 3) Pupils identify the quantity shown in a representation of numbers 11 to 19 4) Pupils use knowledge of '10 and a bit' to solve problems 5) Pupils use knowledge of '10 and a bit' to solve problems 6) Pupils explore odd and even numbers within 20 7) Pupils double the numbers 6 to 9 and halve the result, explaining what doubling and halving is 8) Pupils use knowledge of addition facts within 10 to add within 20 9) Pupils use knowledge of subtraction facts within 10 to subtract within 20 10) Pupils use knowledge of addition and subtraction facts within 10 to add and subtract within 20 11) Pupils measure items using individual cm cubes (Dienes) 12) Pupils use knowledge of doubles and halves to calculate near doubles and halves 13) Pupils measure length from zero cm using a ruler 14) Pupils estimate length in cm 15) Pupils estimate length, measure length and record these values in a table https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-8-numbers-0-to-20/	1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. 1.10 Composition of numbers: 11–19 White Rose place value (within 20) unit
9 (3 weeks)	**Unitising and coin recognition** **NCETM prioritisation unit 9**	1) Pupils count efficiently in groups of two 2) Pupils count efficiently in groups of ten 3) Pupils count efficiently in group of five 4) Pupils count efficiently by counting in groups of two, five and ten 5) Pupils explain the value of a 1p coin in pence 6) Pupils recognise and explain the value of 2p, 5p and 10p coins 7) Pupils explain that a single coin can be worth several pennies 8) Pupils use knowledge of the value of coins to solve problems 9) Pupils calculate the total value of the coins in a set of 2p coins 10) Pupils calculate the total value of the coins in a set of 5p coins 11) Pupils calculate the total value of the coins in a set of 10p coins 12) Pupils compare sets of 2p, 5p and 10p coins 13) Pupils relate what they have learnt to a real-life context 14) Pupils work out how many coins are needed to make a value of 10p 15) Pupils work out how many coins are needed to make a total value of 20p 16) Pupils use knowledge of the value of coins to solve problems https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-9-unitising-and-coin-recognition/	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. 2.1 Counting, unitising and coins White Rose money unit
10 (1 week)	**Position and direction** **White Rose**	1) Describe turns 2) Describe position – left and right 3) Describe position – forwards and backwards 4) Describe position – above and below	White Rose position and direction unit

	(Please see notes on NCETM prioritisation curriculum).	5) Ordinal numbers Cross curricular links with PE, computing and geography. https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-10-position-and-direction/	
11 (2 weeks)	**Time** **White Rose** **(Please see notes on NCETM prioritisation curriculum).**	1) Before and after 2) Days of the week 3) Months of the year 4) Hours, minutes and seconds 5) Tell the time to the hour 6) Tell the time to the half hour This will partly be covered throughout the school day on a regular basis. https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-11-time/	White Rose time unit

Dark grey references are ready-to-progress criteria from the DfE Guidance 2020
Light grey references are from the NCETM Primary Mastery Professional Development materials
Blue references are White Rose materials

Mastering Number

Year 1 Overview

Term 1	Term 2	Term 3
Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system. **Pupils will:** • subitise within 5, including when using a rekenrek, and re-cap the composition of 5 • develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure • compare numbers within 10 and use precise mathematical language when doing so • re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number	Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols). **Pupils will:** • explore the composition of each of the numbers 7 and 9 • explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part • identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number	Pupils will explore the composition of numbers within 20 and their position in the linear number system. They will connect addition and subtraction expressions and equations to 'number stories'). **Pupils will:** • explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 • connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 • compare numbers within 20 • understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction)

• explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s) • explore the structure of the odd numbers as being composed of 2s and 1 more • explore the composition of each of the numbers 6, 8, and 10 • explore number tracks and number lines and identify the differences between them	• explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes • explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure	• practise retrieving previously taught facts and reason about these
This term will build and consolidate the Early Learning Goals and support the teaching and consolidation of the following RtP criteria: • 1AS-1 • 1NF-1 • 1NPV-2	This term will particularly support the teaching and consolidation of the following RtP criteria: • 1AS-1 • 1NF-1	This term will particularly support the teaching and consolidation of the following RtP criteria: 1AS-2 1NF-1 1NPV-2