Year 1 – Yearly Overview - Autumn

	Week 1 – 4 (BLOCK 1)	Week 5 – 8 (BLOCK 2)	Week 9 (BLOCK 3)	Week 10 – 11 (BLOCK 4)	Week 12
White Rose Maths Small Steps	**Number: Place Value (within 10)** • Sort objects. • Count objects. • Represent objects. • Count, read and write forwards from any number 0 to 10. • Count, read and writing backwards from any number 0 to 10. • Compare number bonds. • Count one more. • Count one less. • One to one correspondence to start to compare groups. • Compare groups using language such as equal, more/greater, less/fewer. • Introduce = , > and < symbols. • Compare numbers. • Order groups of objects. • Order numbers. • Ordinal numbers (1st, 2nd, 3rd ....). • The number line.	**Number: Addition and Subtraction (within 10)** • Part whole model. • Addition symbol.. • Fact families – Addition facts. • Find number bonds for numbers within 10. • Systematic methods for number bonds within 10. • Number bonds to 10. • Compare number bonds. • Addition: Adding together. • Addition: Adding more. • Finding a part. • Subtraction: Taking away, how many left? Crossing out. • Subtraction: Taking away, how many left? Introducing the subtraction symbol. • Subtraction: Finding a part, breaking apart. • Fact families – The 8 facts. • Subtraction: Counting back. • Subtraction: Finding the difference. • Comparing addition and subtraction statements a + b > c. • a + b > c. • Comparing addition and subtraction statements a + b > c + d.	**Geometry: Shape** • Recognise and name 3D shapes. • Sort 3D shapes. • Recognise and name 2D shapes. • Sort 2D shapes. • Patterns with 3D and 2D shapes.	**Number: Place Value (within 20)** • Count forwards and backwards and write numbers to 20 in numerals and words. • Numbers from 11 to 20. • Tens and ones. • Count one more and one less. • Compare groups of objects. • Compare numbers. • Order groups of objects. • Order numbers.	**Consolidation**
National Curriculum Link	• Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 10 in numerals and words. • Given a number, identify one more or 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.	• Represent and use number bonds and related subtraction facts within 10. • Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. • Add and subtract one digit numbers to 10, including zero. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	• Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares) circles and triangles). • Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres). • Name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties. All	• Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. • Count, read and write numbers to 20 in numerals and words. • Given a number, identify one more or 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. All	

TAF Statements 2018 - 2019

	Week 1 – 4	Week 5 – 8	Week 9	Week 10 – 11	Week 12
WT	• Read and write numbers to 10.	• Add and subtract (one digit numbers) method verbally in pictures or using apparatus. • Recall at least four of the six number bonds for 10 and reason about associated facts.	• Name and describe properties of 2D and 3D shapes.	• Read and write numbers in numerals (to 20). • Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them.	All
WA	• Read scales in divisions (of ones).	• Recall all the number bonds to and within 10, and use these to reason with.	• Name and describe properties of 2D and 3D shapes.	• Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	All
GD	• Read scales where not all numbers on the scale are given and estimate points in between. • Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Describe the similarities and differences of 2D and 3D shapes, using their properties.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involve more than one step.	

Year 1 – Yearly Overview - Spring

	Week 1 - 4 (BLOCK 1)	Week 5 - 7 (BLOCK 2)	Week 8 - 9 (BLOCK 3)	Week 10 - 11 (BLOCK 4)	Week 12
White Rose Maths Small Steps	**Number: Addition and Subtraction**	**Number: Place Value (within 50) (including multiples of 2, 5 and 10)**	**Measurement: Length and Height**	**Measurement: Weight and Volume**	**Consolidation**
	• Add by counting on. • Find and make number bonds. • Add by making 10. • Subtraction – Not crossing 10. • Subtraction – Crossing 10 (1). • Subtraction – Crossing 10 (2). • Related Facts. • Compare Number Sentences.	• Numbers to 50. • Tens and ones. • Represent numbers to 50. • One more one less. • Compare objects within 50. • Compare numbers within 50. • Order numbers within 50. • Count in 2s. • Count in 5s.	• Compare lengths and heights. • Measure length (1). • Measure length (2).	• Introduce weight and mass. • Measure mass. • Compare mass. • Introduce capacity. • Measure capacity. • Compare capacity.	
National Curriculum Link	• Represent and use number bonds and related subtraction facts within 20. • Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. • 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 such as $7= \Box - 9$.	• Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. • Count, read and write numbers to 50 in numerals. • Given a number, identify one more or 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. • Count in multiples of twos, fives and tens.	• Measurement: Length and Height Measure and begin to record lengths and heights. • Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).	• Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. • Compare, 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].	
TAF Statements 2018 - 2019 — WT	• Recall at least four of the six number bonds for 10 and reason about associated facts.	• Read and write numbers in numerals (to 50). • Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them.	N/A	N/A	
WA	• Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus. • Recall all the number bonds to and within 10, and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships.	• Read scales in divisions of ones, twos, fives. • Partition two-digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	N/A	N/A	All
GD	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Read scales where not all numbers on the scale are given and estimate points in between. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	

Year 1 – Yearly Overview - Summer

Primary Stars Education

Week / Block	Topic	White Rose Small Steps	National Curriculum Link	WT	WA	GD
Week 1–3 (BLOCK 1)	Number: Multiplication and (including multiples of 2, 5 and 10)	• Count in 10s. • Make equal groups. • Add equal groups. • Make arrays. • Make doubles. • Make equal groups – grouping. • Make equal groups – sharing.	• 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.	• Count in 2s, 5s and 10s from 0 and use this to solve problems.	• Recall multiplication and division facts for 2 and 10 and use them to solve simple problems, demonstrating and understanding of the commutativity as necessary.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.
Week 4–5 (BLOCK 2)	Number: Fractions	• Halving shapes or objects. • Halving a quantity. • Find a quarter of a shape or object. • Find a quarter of a quantity.	• 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. • Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • Compare, 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].	N/A	• Identify ½ of a number or shape and know that all the parts must be equal parts of the whole.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.
Week 6 (BLOCK 3)	Geometry: Position and Direction	• Describe turns. • Describe Position (1). • Describe Position (2).	• Describe position, direction and movement, including whole, half, quarter and three quarter turns	N/A	N/A	• Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.
Week 7–8 (BLOCK 4)	Number: Place Value (within 100)	• Counting to 100. • Partitioning numbers. • Comparing numbers (1). • Comparing numbers (2). • Ordering numbers. • One more, one 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, most, least.	• Read and write numbers in numerals (to 50). • Partition a two-digit number into tens and ones and demonstrate an understanding of place value, and understanding of place value, though they may use structured resources to support them.	• Read scales in divisions of ones, twos, fives. • Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	• Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.
Week 9 (BLOCK 5)	Measurement: Money	• Recognising coins. • Recognising notes. • Counting in coins.	• Recognise and know the value of different denominations of coins and notes.	• Know the value of different coins.	• Use different coins to make the same amount.	• Read scales where not all numbers on the scale are given and estimate points in between. • Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.
Week 10–11 (BLOCK 6)	Measurement: Time	• Before and after. • Dates. • Time to the hour. • Time to the half hour. • Writing time. • Comparing time.	• 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. • Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. • Measure and begin to record time (hours, minutes, seconds).	• Read the time on a clock	• Read the time on a clock (to half an hour)	• Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.
Week 12	Consolidation	All	All	All	All	All