

- All lessons must have a warm up which can be in isolation to the key learning objective of the lesson
 - Lessons should be no longer than 45 mins
- Practical carousel of learning activities in the first couple of weeks of the Autumn term to gain an understanding of children's knowledge. The tasks will be assessment based, rather than children completing lots of written tasks
 - All objectives are NC objectives. The NC should be used when planning to clarify expectations for the teaching of the learning objective
 - Maths Through Stories can be used to start/finish a topic <https://www.mathsthroughstories.org/>

Autumn 1					
<u>Week</u>	<u>Domain</u>	<u>Year 1 objectives</u>	<u>NCETM Spine</u>	<u>Daily practice/warm up activities</u>	<u>Continuous learning</u>
Week 1 and Week 2	Number – number and place value	- 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	Comparison of quantities and measures (1.1)	- 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; count in multiples of twos, fives and tens - Read and write numbers from 1 – 20 in numerals and words	- Solving problems - Representation of numbers
Week 3 and Week 4	Number - addition and subtraction	Represent and use number bonds and related subtraction facts within 20	Introducing 'whole' and 'parts:' part – part – whole (1.2)		
Week 5 and Week 6	Number – number and place value	- Read and write numbers from 1 – 20 in numerals and words - Given a number, identify one more and one less	Composition of numbers: 0 – 5 (1.3)		
Week 7	Number - addition and subtraction	Represent and use number bonds and related subtraction facts within 20	Composition of numbers: 6 – 10 (1.4)		

Autumn 2					
<u>Week</u>	<u>Domain</u>	<u>Year 1 objectives</u>	<u>NCETM Spine</u>	<u>Daily practice/warm up activities</u>	<u>Continuous learning</u>
Week 1 and Week 2	Number – number and place value, addition and subtraction	- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - Add one digit and two digit numbers to 20, including zero	Additive structures: introduction to aggregation and partitioning (1.5)	- 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; count in multiples of twos, fives and tens - Read and write numbers from 1 – 20 in numerals and words - Apply knowledge of number bonds to 20 to addition - Apply knowledge of number bonds to 20 to subtraction - Problem solving - One step problems - Problem solving - Missing number problems	- Solving problems - Representation of numbers
Week 3 and Week 4	Number - addition and subtraction	- 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 - Represent and use number bonds and related subtraction facts within 20	Additive structures: introduction to augmentation and reduction (1.6)		
Week 5 and Week 6	Number – number and place value, addition and subtraction	- Represent and use number bonds and related subtraction facts within 20 - Given a number, identify one more and one less - Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$	Addition and subtraction: strategies within 10 (1.7)		
Week 7	Number – number and place value, addition and subtraction	- Add and subtract one digit and two digit numbers to 20, including zero - 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	Composition of numbers: multiples of 10 up to 100 (1.8)		

Spring 1

<u>Week</u>	<u>Domain</u>	<u>Year 1 objectives</u>	<u>NCETM Spine</u>	<u>Daily practice/warm up activities</u>	<u>Continuous learning</u>
Week 1 and Week 2	Number – number and place value, addition and subtraction	- Add and subtract one digit and two digit numbers to 20, including zero - 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; count in multiples of tens - Identify and represent numbers using objects and pictorial representations including the number line	Composition of numbers: 20 – 100 (1.9)	- Problem solving – Missing number problems - Making values of numbers EG 2 tens and 8 units = 28, $5 + 5 + 5 + 5 + 8 = 28$, $38 - 10 = 28$ - Count in multiples of 10 (forwards and backwards)	- Solving problems - Representation of numbers
Week 3 and Week 4	Number – addition and subtraction	- 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 - Represent and use number bonds and related subtraction facts within 20	Composition of numbers: 11 – 19 (1.10)	- Represent a number - Apply knowledge of number bonds to 20 to addition and subtraction	
Week 5 / 6	Number – addition and subtraction	Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$		Reasoning: I know that...because... (I know that the answer to $6 + 7 = ?$ is greater than 10 and less than 20 because double 6 is 12 and 7 is one more than 6. The answer is 13)	
Week 7	Plan the curriculum for the week based on the outcomes of ongoing assessment - address children's needs				

<u>Spring 2</u>					
<u>Week</u>	<u>Domain</u>	<u>Year 1 objectives</u>	<u>NCETM Spine</u>	<u>Daily practice/warm up activities</u>	<u>Continuous learning</u>
Week 1 and Week 2	Number - multiplication and division	- 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 - Recognise and know the value of different denominations of coins and notes	Multiplication and Division: Counting, unitising and coins (2.1)	- Multiplication facts - Counting in 10s, 5s and 2s - Problem solving – Missing number problems (multiplication) - Count forwards and backwards from any given number up to 100 - If... (If $3 + 7 = 10$, what is $10 - 7 = ?$ $7 = 10 - ?$ Can you calculate: $30 + 70$? $100 - 70 = ?$ $70 = 100 - ?$ how did you solve it?) - Addition of coins using number bonds - Days of the week - Months of the year - What's the time Mr Wolf? (O'clock)	- Solving problems - Representation of numbers
Week 3	Fractions	- 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	Guidance on the teaching of fractions Key Stage 1 (3.0)		
Week 4 and Week 5	Measurement	- Sequence events in chronological order using language (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 - Compare, describe and solve practical problems for time (Quicker, slower, earlier, later) - Measure and begin to record time (hours, minutes, seconds)			
Week 6	Measurement	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times			

<u>Summer 1</u>					
<u>Week</u>	<u>Domain</u>	<u>Year 1 objectives</u>	<u>NCETM Spine</u>	<u>Daily practice/warm up activities</u>	<u>Continuous learning</u>
Week 1	Measurement	Recognise and know the value of different denominations of coins and notes		- Counting in 10s, 5s and 2s - Problem solving – Missing number problems (division) - Problem solving – Missing number problems (multiplication) - Months of the year - Problem solving – shape - Count forwards and backwards from any given number up to 100 - Subtraction of coins using number bonds - Rapid recall of number facts (mental calculation) - Reasoning: I know that...because...	- Solving problems - Representation of numbers
Week 2 and Week 3	Measurement	- Compare, describe and solve practical problems for lengths and heights, mass/weight - Measure and begin to record lengths and heights, mass/weight			
Week 4	Measurement	- Compare, describe and solve practical problems for capacity and volume - Measure and begin to record capacity and volume			
Week 5	Geometry	- Recognise and name common 2D and 3D shapes, including: 2D shapes (rectangles (including squares), circles and triangles) 3D shapes (cuboids (including cubes), pyramids and spheres)			

Summer 2					
Week	Domain	Year 1 objectives	NCETM Spine	Daily practice/warm up activities	Continuous learning
Week 1	Geometry	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.			- Solving problems - Representation of numbers
Weeks 2 – 7 inclusive are based on previous learning in the Autumn and Spring term. Previous teaching and learning will need to be considered before planning for the following weeks to ensure progression.					
Week 2	Number – number and place value, addition and subtraction	- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - Add one digit and two digit numbers to 20, including zero	Additive structures: introduction to aggregation & partitioning (1.5)	- Counting in 10s, 5s and 2s - Problem solving – explaining how a problem is solved (use of stem sentences to support) - Problem solving – Missing number problems (All four operations) - Relationships and patterns with numbers - Application of number knowledge to solve problems (mental fluency) - Count forwards and backwards from any given number up to 100 - Rapid recall of number facts (mental maths) - Reasoning: I know that...because... - Reasoning and explaining: If...	
Week 3	Number – number and place value, addition and subtraction	- Represent and use number bonds and related subtraction facts within 20 - Given a number, identify one more and one less - Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$	Addition and subtraction: strategies within 10 (1.7)		
Week 4	Number – addition and subtraction	- 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 - Represent and use number bonds and related subtraction facts within 20	Composition of numbers: 11 – 19 (1.10)		
Week 5	Number – addition and subtraction	Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$			
Week 6	Number - multiplication and division	- 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 - Recognise and know the value of different denominations of coins and notes	Multiplication and Division: Counting, unitising & coins (2.1)		
Week 7	Plan the curriculum for the week based on the outcomes of ongoing assessment - address children’s needs.				