

# Year 1 -2020-2021

Long Term and Medium Term Planning

# Year 1: Overview of the year

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Addition to 10	3 Number and Place Value WHITE ROSE	4 Number and place value WHITE ROSE	Number and place value WHITE ROSE	5 Number and place value WHITE ROSE	Number and place value WHITE ROSE
Shape and Space	1 Fractions	5 Measures Mass/weight	7 Measures Length and mass/weight	5 Addition and subtraction	10 Measures Time
Measures	2 Measures Capacity and volume	2 Geometry 2D and 3D shape	1 Multiplication & Division	9 Measures Capacity and volume	2 Multiplication and division
Numbers to 10 – Place Value	3 Measures Money	6 Measures Counting and money	2 Fractions	3 Fractions	5 Addition & Subtraction
2 Addition and subtraction	4 Measures Time	3 Addition and Subtraction	3 Geometry Position and direction	4 Geometry Position and direction	11 Revise Measures
1 Geometry 2D and 3D shape		4 Addition and Subtraction	8 Measures Time	5 Geometry 2D and 3D shape	Revise Number and Place Value & Addition & Subtraction

## YEAR 1 : AUTUMN 1: Overview and Teaching Steps

Week 1 – Reception	Week 2 – Reception	Week 3 - Reception	Week 4 – Year 1	WEEK 3	WEEK 4
<b>Addition</b>	<b>Measures</b>	<b>Shape</b>	<b>Place Value</b>	<b>1 Addition &amp; Subtraction</b>	Measures – length and weight
Addition to 10	Length, height, weight	2D and 3D shape	White Rose – Place Value to 10	Read, write and interpret mathematical statements involving + - = signs.	Compare, describe & solve practical problems for: Lengths & heights and Mass/weight
<p>To combine two groups to Make a whole</p> <p>To recall number bonds to 10 – using tens frames</p> <p>To recall number bonds to 10 – using part whole model</p> <p>To use concrete and pictorial representations when adding</p>	<p>To use language to describe length and height (e.g. tall and short)</p> <p>To use specific language (e.g. longer, shorter, taller shorter)</p> <p>To measure using blocks or cubes</p> <p>To use language including: heavy, heaviest, light, lightest.</p> <p>To use balance scales to make indirect comparisons about weight.</p>	<p>To name common 2D shapes</p> <p>To explore similarities and differences between the shapes.</p> <p>To name common 3D shapes</p> <p>To explore similarities and differences between 3D shapes</p> <p>To recognize 2D shapes on a 3D shape</p>	<ul style="list-style-type: none"> <li>➤ Count one more or one less than a number to 10</li> <li>➤ Order groups of objects</li> <li>➤ Order numbers</li> <li>➤ Represent objects to 10</li> <li>➤ Count, read and write numbers forwards to 10</li> <li>➤ Count, read and write numbers backwards from 10.</li> <li>➤ Introduce &lt;, &gt; = symbols</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use + - = sign with concrete objects.</li> <li>➤ Record statements using + - = in written form.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use the following vocabulary correctly in context: long, short, longer, shorter, tall, short, double, half.</li> <li>➤ Compare two objects and say which is longest/shortest.</li> <li>➤ Order up to five objects by length.</li> <li>➤ Compare two objects and say which is tallest/shortest.</li> <li>➤ Order up to five objects by height.</li> <li>➤ Use the following vocabulary correctly in context: heavy, light, heavier than, lighter than.</li> <li>➤ Compare two objects and say which is heaviest/lightest</li> <li>➤ Order up to five objects by weight.</li> </ul>

# YEAR 1 : AUTUMN 1: Maths Meetings and Mental Maths

WEEK 1 – RECEPTION	WEEK 2 - RECEPTION	WEEK 3 – RECEPTION	WEEK 4 – RECEPTION	WEEK 5 – Year 1	WEEK 6 – Year 1
<b>1 Number and place Value</b>	<b>2 Number and place Value</b>	<b>2 Addition &amp; Subtraction</b>	<b>4 Measures Time</b>	<b>1 Number and place Value</b>	<b>2 Number and place Value</b>
Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number	Count in multiples of 2s, 5s and 10s	Represent and use number bonds and related subtraction facts within 20.	Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening). Recognise & use language relating to dates, including days of the week, weeks, months, years.	Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number	Count in multiples of 2s, 5s and 10s
<ul style="list-style-type: none"> <li>➤ Count on from 0-20</li> <li>➤ Count on from 0-50</li> <li>➤ Count on from 0-100</li> <li>➤ Count on from any number to 20</li> <li>➤ Count on from any number to 50</li> <li>➤ Count on from any number to 100</li> <li>➤ Count back from 10 to 0</li> <li>➤ Count back from 20 to 0</li> <li>➤ Count back from 50 to 0</li> <li>➤ Count back from 100 to 0</li> <li>➤ Count back from any number smaller than 10 to 0</li> <li>➤ Count back from any number smaller than 20 to 0</li> <li>➤ Count back from any number smaller than 50 to 0</li> <li>➤ Count back from any number smaller than 100 to 0</li> <li>➤ Count on beyond 100</li> <li>➤ Count back starting with a number greater than 100</li> </ul>	<ul style="list-style-type: none"> <li>➤ Count in 10s to 50</li> <li>➤ Count in 10s to 100</li> <li>➤ Count in 2s to 20</li> <li>➤ Count in 2s to 50</li> <li>➤ Count in 2s to 100</li> <li>➤ Count in 5s to 50</li> <li>➤ Count in 5s to 100</li> <li>➤ This needs to be embedded across the year group</li> <li>➤ maybe focus on 2s in books initially other numbers in mental/oral.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know and use all addition bonds to 5.</li> <li>➤ Know and use all addition bonds to 10.</li> <li>➤ Know and use all addition bonds to 20.</li> <li>➤ Know and use all subtraction facts to 5.</li> <li>➤ Know and use all subtraction facts to 10.</li> <li>➤ Know and use all subtraction facts to 20.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Order: morning afternoon and evening.</li> <li>➤ Order events that occur in the morning, afternoon and evening.</li> <li>➤ Use terms: before, next and after accurately.</li> <li>➤ Use terms: today, tomorrow and yesterday accurately.</li> <li>➤ Order the days of the week.</li> <li>➤ Order the months of the year.</li> <li>➤ Know the number of days in a week.</li> <li>➤ Know the number of months in a year</li> </ul>	<ul style="list-style-type: none"> <li>➤ Count on from 0-20</li> <li>➤ Count on from 0-50</li> <li>➤ Count on from 0-100</li> <li>➤ Count on from any number to 20</li> <li>➤ Count on from any number to 50</li> <li>➤ Count on from any number to 100</li> <li>➤ Count back from 10 to 0</li> <li>➤ Count back from 20 to 0</li> <li>➤ Count back from 50 to 0</li> <li>➤ Count back from 100 to 0</li> <li>➤ Count back from any number smaller than 10 to 0</li> <li>➤ Count back from any number smaller than 20 to 0</li> <li>➤ Count back from any number smaller than 50 to 0</li> <li>➤ Count back from any number smaller than 100 to 0</li> <li>➤ Count on beyond 100</li> <li>➤ Count back starting with a number greater than 100</li> </ul>	<ul style="list-style-type: none"> <li>➤ Count in 10s to 50</li> <li>➤ Count in 10s to 100</li> <li>➤ Count in 2s to 20</li> <li>➤ Count in 2s to 50</li> <li>➤ Count in 2s to 100</li> <li>➤ Count in 5s to 50</li> <li>➤ Count in 5s to 100</li> <li>➤ This needs to be embedded across the year group</li> <li>➤ maybe focus on 2s in books initially other numbers in mental/oral.</li> </ul>

# YEAR 1 : AUTUMN 2: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
<b>Place value</b>	<b>2 Addition &amp; Subtraction</b>	<b>1 Geometry 2D &amp; 3D Shape</b>	<b>1 Fractions</b>	<b>2 Measures Capacity and Volume</b>	<b>3 Measures Money</b>
White Rose – Numbers to 20	Represent and use number bonds and related subtraction facts within 20.	Recognise and name common 2D shapes, including: 2D, e.g. circles, triangles	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 two equal parts of an object, shape or quantity.	Compare, describe & solve practical problems for: - Capacity & volume	Recognise & know the value of different <b>denominations</b> or coins & notes.
<ul style="list-style-type: none"> <li>➤ Know 1 more than a given number to 20</li> <li>➤ Know 1 less than a given number to 20</li> <li>➤ Write a number that is one more than any given number to 20</li> <li>➤ Write a number than is 1 less than any given number to 20</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know and use all addition bonds to 5.</li> <li>➤ Know and use all addition bonds to 10.</li> <li>➤ Know and use all addition bonds to 20.</li> <li>➤ Know and use all subtraction facts to 5.</li> <li>➤ Know and use all subtraction facts to 10.</li> <li>➤ Know and use all subtraction facts to 20.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and name squares (in any orientation)</li> <li>➤ Identify and name rectangles (in any orientation)</li> <li>➤ Identify and name circles (in any orientation)</li> <li>➤ Identify and name triangles (in any orientation)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Estimate what half of a given object might be.</li> <li>➤ Estimate what half of a given shape might be.</li> <li>➤ Use practical apparatus to show half of a given number of objects.</li> <li>➤ Show they understand that halves are two equal parts.</li> <li>➤ Estimate what a quarter of a given object might be.</li> <li>➤ Estimate what a quarter of a given shape might be.</li> <li>➤ Use practical apparatus to show a quarter of a given number of objects.</li> <li>➤ Show they understand that quarters are four equal parts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use the following vocabulary correctly in context: full, empty, more than, less than, half full, quarter full.</li> <li>➤ Compare two containers and say which is full, empty and half full.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognise 1p coin</li> <li>➤ Recognise 2p coin</li> <li>➤ Recognise 5p coin</li> <li>➤ Recognise 10p coin</li> <li>➤ Recognise 20p coin</li> <li>➤ Recognise 50p coin</li> <li>➤ Recognise £1 coin</li> <li>➤ Recognise £2 coin</li> <li>➤ Recognise £5 note</li> <li>➤ Recognise £10 note</li> <li>➤ Compare and order coins based on value</li> <li>➤ Make given amounts up to £1 using coin combinations</li> </ul>

# YEAR 1 : SPRING 1: Overview and Teaching Steps

WEEK 1	WEEK 6	WEEK 2	WEEK 3	WEEK 4	
<b>4 Number and place Value</b>	<b>4 Addition and subtraction</b>	<b>5 Measures Mass and Weight</b>	<b>2 Geometry 2D and 3D shapes</b>	<b>6 Measures Money</b>	<b>4 Measures Time</b>
Given a number, identify 1 more or 1 less.	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	Measure & begin to record the following: - Mass/weight	Identify & describe common 2D shapes, including: - 2D, e.g. rectangles (including squares) circles, triangles	Continue with: Recognise & know the value of different <b>denominations</b> or coins and notes.	Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening). Recognise & use language relating to dates, including days of the week, weeks, months, years.
<ul style="list-style-type: none"> <li>➤ Know 1 more than a given number to 50</li> <li>➤ Know 1 less than a given number to 50</li> </ul>	<ul style="list-style-type: none"> <li>➤ Solve one step problems involving addition to 10, using concrete objects and pictorial representations</li> <li>➤ Solve one step problems involving subtraction to 10, using concrete objects and pictorial representations</li> <li>➤ Solve one step problems involving addition to 20, using concrete objects and pictorial representations</li> <li>➤ Solve one step problems involving subtraction to 20, using concrete objects and pictorial representations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Measure weight using a range of non-standard units and compare mass/weight.</li> <li>➤ Begin to measure mass in g and kg.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and name squares, rectangles, circles and squares (in any orientation)</li> <li>➤ Describe the properties of a square – talk about number of sides and length of sides</li> <li>➤ Describe the properties of a rectangle and how they differ from a square</li> <li>➤ Describe the properties of a triangle – talk about the number of sides and how they can look very different</li> <li>➤ Describe the properties of a circle and how they can vary in size.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make given amounts up to £1 using coin combinations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Order: morning afternoon and evening.</li> <li>➤ Order events that occur in the morning, afternoon and evening.</li> <li>➤ Use terms: before, next and after accurately.</li> <li>➤ Use terms: today, tomorrow and yesterday accurately.</li> <li>➤ Order the days of the week.</li> <li>➤ Order the months of the year.</li> <li>➤ Know the number of days in a week.</li> <li>➤ Know the number of months in a year</li> </ul>

# YEAR 1 : SPRING 2: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Place Value	<b>7 Measures Length and Weight</b>	<b>1 Multiplication and Division</b>	<b>2 Fractions</b>	<b>3 Geometry Position and Direction</b>	<b>8 Measures Time</b>
	Measure & begin to record the following: - Length & heights - Mass/weight	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, find and name a quarter as one of four equal parts of an object, shape or quantity.	Describe position, direction and movement, including half, quarter and three-quarter turns	Compare, describe & solve practical problems for: - Time
<ul style="list-style-type: none"> <li>➤ Know 1 less than a given number to 100</li> <li>➤ Know 1 more than a given number to 100</li> </ul>	<ul style="list-style-type: none"> <li>➤ Measure length using a range of non-standard units and compare length.</li> <li>➤ Begin to measure length in cm and m.</li> <li>➤ Measure length using a range of non-standard units and compare height.</li> <li>➤ Begin to measure height in cm and m.</li> <li>➤ Measure weight using a range of non-standard units and compare mass/weight.</li> <li>➤ Begin to measure mass in g and kg.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Solve one step problems involving multiplication to 10, using concrete objects, pictorial representations and arrays</li> <li>➤ Solve one step problems involving division to 10, using concrete objects, pictorial representations and arrays</li> <li>➤ Solve one step problems involving multiplication to 20, using concrete objects, pictorial representations and arrays</li> <li>➤ Solve one step problems involving division to 20, using concrete objects, pictorial representations and arrays</li> </ul>	<ul style="list-style-type: none"> <li>➤ Estimate what a quarter of a given object might be.</li> <li>➤ Estimate what a quarter of a given shape might be.</li> <li>➤ Use practical apparatus to show a quarter of a given number of objects.</li> <li>➤ Show they understand that quarters are four equal parts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know and use: left, right, top, middle, bottom, on top of, in front of, above, between, around, near, close, far, up, down, forwards, backwards, inside, outside</li> <li>➤ Demonstrate full turn by moving body</li> <li>➤ Demonstrate half turn</li> <li>➤ Demonstrate quarter turn</li> <li>➤ Demonstrate three-quarter turn</li> <li>➤ Hold up left/right hand, as required</li> <li>➤ Point to left/right, as required</li> <li>➤ Describe position, direction, movement using vocabulary above</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use the following vocabulary correctly in context: earlier, later.</li> <li>➤ Compare the movements of two objects and describe which is slower, quicker.</li> <li>➤ Begin to measure time in hours, minutes and seconds</li> </ul>

# YEAR 1 : SUMMER 1: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
<b>5 Number and place Value</b>	<b>5 Addition and Subtraction</b>	<b>9 Measures Capacity and Volume</b>	<b>3 Fractions</b>	<b>4 Geometry Position and Direction</b>	<b>5 Geometry 2D and 3D Shape</b>
Read and write numbers from 1 – 20 in numerals and words	Add and subtract 1-digit and 2-digit numbers to 20, including zero.	Measure & begin to record the following: - Capacity & volume	Consolidate and start to link to numbers: Recognise, find and name a half as one of two equal parts and a quarter as being one of four equal parts of an object, shape or quantity.	Consolidate: Describe position, direction and movement, including half, quarter and three-quarter turns and link to shapes	Recognise & name common 3D shapes, including: 3D. e.g. cuboids (including cubes), pyramids, spheres.
<ul style="list-style-type: none"> <li>➤ Read all numbers to 5 in words</li> <li>➤ Write all numbers to 5 in words</li> <li>➤ Read and write all numbers to 10 in words</li> <li>➤ Read and write all numbers to 10 in words</li> <li>➤ Read and write all numbers to 20 in numbers without making reversals</li> <li>➤ Read and write all numbers to 20 in words</li> </ul>	Record in writing: <ul style="list-style-type: none"> <li>➤ Add two 1-digit numbers to ten.</li> <li>➤ Add two 1-digit numbers to 18.</li> <li>➤ Add two numbers that equal any number up to 20, including zero.</li> <li>➤ Subtract two 1-digit numbers.</li> <li>➤ Subtract a 1-digit number from a 2-digit number up to 20.</li> <li>➤ Subtract a 2-digit number from a 2-digit number up to 20.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Measure volume using a range of non-standard units and compare.</li> <li>➤ Measure capacity using a range of non-standard units and compare.</li> <li>➤ Begin to measure capacity in ml/l</li> </ul>	<ul style="list-style-type: none"> <li>➤ Estimate what a half and a quarter of a given object might be.</li> <li>➤ Estimate what a half and a quarter of a given shape might be.</li> <li>➤ Use practical apparatus to show half and a quarter of a given number of objects.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use terms left and right in different contexts</li> <li>➤ Remind them of moving bodies through full turns; half turns; quarter turns and three-quarter turns</li> <li>➤ Use shape apparatus to show movements through these turns in practical setting</li> <li>➤ Describe position, direction, movement using appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>➤ Start with reminder about names of 2D shapes</li> <li>➤ Identify and name cubes</li> <li>➤ Identify and name pyramids</li> <li>➤ Identify and name spheres</li> <li>➤ Identify and name cylinders</li> </ul>



YEAR 1 : SUMMER 2: Overview and Teaching Steps

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
<b>Place Value</b>	<b>10 Measures Time</b>	<b>2 Multiplication and Division</b>	<b>5 Addition and Subtraction</b>	<b>11 Measures General</b>	<b>Revise: All aspects of Number</b>
Consolidate	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	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.	Add and subtract 1-digit and 2-digit numbers to 20, including zero.	Consolidate: All learning involving length; weight and mass; capacity and volume; time and money	Consolidate: All learning involving place value; addition and subtraction and fractions
Revise all areas of place value – numbers up to 100  WHITE ROSE BLOCKS	<ul style="list-style-type: none"> <li>➤ Tell o'clock times.</li> <li>➤ Tell half past times.</li> <li>➤ Draw hands on clock to show o'clock times.</li> <li>➤ Draw hands on clock to show half past times.</li> <li>➤ Know some key events associated with o'clock and half past times, e.g. lunchtime etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Solve one step problems involving multiplication and division to 20, using concrete objects, pictorial representations and arrays</li> </ul>	<ul style="list-style-type: none"> <li>➤ Add and subtract a 1 and 2-digit number from a 1 and 2-digit number up to 20.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revise all aspects of learning associated with measurement in Year 1</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revise all aspects of learning associated with number in Year 1</li> </ul>