Long Term Planning Year 1

National Curriculum Objectives and Small steps Overview

Term 1

Unit	Number and Place Value to 10	2D and 3D Shape
National Curriculum Objectives	• count to and across 100 (up to 20 at this point), forwards and backwards, beginning with 0 or 1, or from any given number • read and write numbers from 1 to 20 (this unit 1-10 only) in numerals and words • given a number, identify 1 more and 1 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 • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 (10 only in this unit) • add and subtract one-digit and two-digit numbers to 20, including 0 (10 only in this unit) • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
Small Steps Guidance	**Whiterose Block 1 and 2 Autumn Term (3.0)** ➢ Sort, Count and represent objects to 10 ➢ Count, read and write forwards to 10 ➢ Count, read and write backwards to 10 ➢ One to one correspondence to count groups ➢ Compare groups with mathematical language ➢ Compare groups with <> = ➢ Order groups then numbers ➢ Ordinal numbers ➢ Use of numberline ➢ Add numbers to 10- part whole model ➢ Additional symbol and fact families (addition only) ➢ Number bonds to 10 (including using systematic strategies) ➢ Adding by totalling ➢ Adding by counting on ➢ Missing number to 10 (part/whole) ➢ Subtraction- concrete introduce term left and breaking a part (part whole models) ➢ Fact families addition and subtraction. ➢ Counting back on a numberline ➢ Finding difference ➢ Missing numbers to 10 (part/whole)	**Whiterose Block 3 Autumn Term (3,0)** Recognise and name 3D shapes ➢ Short 3D shapes ➢ Recognise and name 2D shapes ➢ Short 2D shapes ➢ Patterns with 3D and 2D shapes

Term 2

Unit	Number and Place Value to 20	Time
National Curriculum Objectives	• count to and across 100 (up to 50 at this point), forwards and backwards, beginning with 0 or 1, or from any given number • read and write numbers from 1 to 20 in numerals and words • given a number, identify 1 more and 1 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 • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	Pupils should be taught to: • compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] measure and begin to record the following: • time (hours, minutes, seconds) • 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
Small Steps Guidance	**Whitetose Autumn 4 (2.0)** ➢ Count forwards and backwards and read/write numbers to 20 in numerals and words. ➢ Explore ways of making 11 to 20. ➢ Partitioning into 10s and 1s ➢ One more or less ➢ Comparing groups to 20 (conceptual subitising) ➢ Comparing numbers to 20 ➢ Ordering groups of objects (conceptual subitising) ➢ Ordering numbers to 20 **Spring 1 (2.0)** ➢ Add by counting on using a number line or track ➢ Relate number bonds 10 to 20. ➢ Subtract by counting back ➢ Finding difference to 20 ➢ Relate number bonds to 20 (add and subtraction) ➢ Compare number sentences to 10 and 20 using <>=	**Whiterose Summer 6 (2.0)** ➢ Before and after ➢ Dates ➢ Time to the hour ➢ Time to the half hour ➢ Writing time ➢ Comparing time

Term 3

Unit	Number and Place Value to 50	Fractions Halves and Quarters
National Curriculum Objectives	• 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 2s, 5s and 10s • given a number, identify 1 more and 1 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 • read and write numbers from 1 to 20 in numerals and words • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	Pupils should be taught to: • recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity • recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity Position and Direction Objectives which link here • describe position, direction and movement, including whole, half, quarter and three-quarter turns
Small Steps Guidance	**Whiterose Spring 2 (2.0)** ➢ Numbers to 50 ➢ Tens and Ones ➢ Represent numbers to 50 ➢ One more or less ➢ Compare objects and numbers to 50 ➢ Order numbers to 50 ➢ Count in 2s- including recognising odd and even numbers (patterns, H square etc) ➢ Count in 5s (continue to add and subtract to 20)	**Whiterose Spring 3 and 4 (2.0)** ➢ Find a half of a shape ➢ Find a half of number (sharing equally) ➢ Recognise odd and even numbers based upon if they can be divided by 2. ➢ Make whole and half turns ➢ Find a quarter of a shape ➢ Find a quarter of a number (sharing equally) ➢ Make quarter and $\frac{3}{4}$ turns. ➢ Describe position and direction

Term 4

Unit	Multiplication	Money including addition and subtraction
National Curriculum Objectives	Pupils should be taught to: • 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 2s, 5s and 10s • 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 Objective revision applying to money. • Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including 0 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9
Small Steps Guidance	**Whiterose Summer Block 1 (2.0)** ➢ Count in 2s (revising odd and even numbers) ➢ Doubles to 10 ➢ Count in 5s ➢ Count in 10s ➢ Make equal groups ➢ Add equal groups (repeated addition) ➢ Arrays with repeated addition ➢ Making doubles	**Whiterose Summer 5 (2.0)** ➢ Recognising coins ➢ Recognising notes ➢ Counting in coins ➢ Adding and subtracting money amounts to 20 and beyond.

Term 5

Unit	Number and Place Value to 100	Measurement – Height and Length Including addition and subtraction
National Curriculum Objectives	• 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 2s, 5s and 10s • given a number, identify 1 more and 1 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 • read and write numbers from 1 to 20 in numerals and words • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	Pupils should be taught to: • compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] measure and begin to record the following: • lengths and heights Objectives to be applied: • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9 • recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity • recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity
Small Steps Guidance	**Whiterose Summer 4 (2.0)** ➢ Counting in 1s forwards and backwards to 100 ➢ Counting in 10s forwards and backwards to 100 ➢ Counting objects by grouping in 10s for efficiency ➢ Counting in 2s 5s and 10s ➢ Partitioning numbers into tens and ones ➢ Comparing numbers to 100 ➢ Ordering numbers to 100 ➢ 1 more or less ➢ 10 more or less (using H square and denes)	**Whiterose Spring 3 (2.0)** ➢ Compare heights and lengths ➢ Measure length ➢ Measure heights ➢ Solve problems which include addition and subtraction of heights and lengths to 20 and beyond. ➢ Solve problems which involve finding half and quarter of measurements.

Term 6

Unit	Division	Measurement Capacity and Volume Include addition and subtraction
National Curriculum Objectives	Pupils should be taught to: • 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	Pupils should be taught to: • 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] measure and begin to record the following: • mass/weight • capacity and volume Objectives to be applied: • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9 • recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity • recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity
Small Steps Guidance	Whiterose Summer Term 1 (2.0) ➢ Sharing equally and finding half/quarter review ➢ Halving facts -revise odd and even numbers. ➢ Making equal groups ➢ Arrays	Whiterose Spring Term 4 (2.0) Weight and Mass - language ➢ Measure mass ➢ Compare mass ➢ Solve problems with mass – including addition and subtraction and fractions. ➢ Capacity and volume – language ➢ Measure capacity ➢ Compare capacity ➢ Solve problems involving capacity including addition, subtraction and fractions