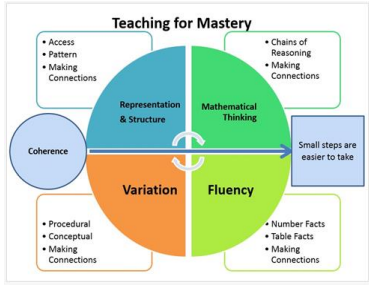
The Best That You Can Be

Devonshire Primary Academy

Maths Long Term Plan



Autumn term **21.10.24- 29.10.24 Half term** **Finish 20th December** **13 weeks including 1 enrichment week commencing 25th November** **Year 1 Make lessons more practical- take pictures for books.**	**National Curriculum Objectives:** Pupils should be taught to: The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the 4 operations, including with practical resources [for example, concrete objects and measuring tools]. At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Previous Teaching

- **EYFS:** ● Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10. ● Play games that involve moving along a numbered track, and understand that larger numbers are further along the track. ● Distribute items fairly, for example, put 3 marbles in each bag. Recognise when items are distributed unfairly.
- See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations (for example, triangles not always presented on their base). ● Select, rotate and manipulate shapes for a particular purpose, for example: • rotating a cylinder so it can be used to build a tower • rotating a puzzle piece to fit in its place

Topics	Small steps	National Curriculum- Progression Document/Prioritisation	Vocabulary	Notes on provision and priority for teaching

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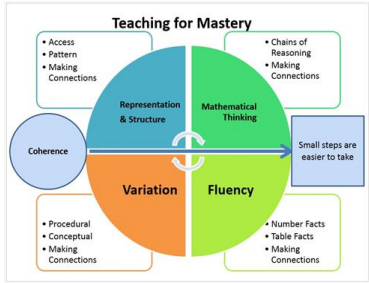

Mastery of Number	Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Focus	Composition	Composition	Composition	Comparison	Counting, ordinality and cardinality	Composition
	Set 1	Practise subitising Recap the composition of 5	Focus on the composition of 6, 7, 8 and 9 as '5 and a bit'	Focus on the composition of 6, 7, 8 and 9 as '5 and a bit'	Compare sets of objects by matching Use the language of comparison: *more than* and *fewer than*	Recap the order of numbers to 10 using the 'staircase' pattern Identify numbers that are '1 more' or '1 less' and apply this to sets of objects	Focus on numbers that can be made with 'doubles' Recap that even numbers can be made with 2 equal parts

Autumn 1 TIME	Week 1 recap time from Reception ♣ compare and sequence intervals of time ♣ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times ♣ know the number of minutes in an hour and the number of hours in a day.	**□ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.** **□ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.** **Sequence events in chronological order using language [e.g. 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** **Recap this throughout the year.** Practical lessons in the floor book.	before after next hours/minutes/seconds first today yesterday/tomorrow, morning/afternoon evening month/week/day/year	

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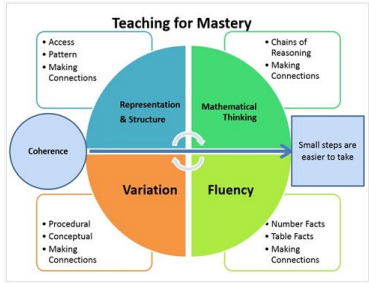

Autumn 1 **(within 10)**	Place Value ● Sort/count/represent objects ● count, read and write forwards/backwards from any number 0-10 ● count one more/less ● compare groups/numbers ● introduce and = ● order numbers including using ordinal numbers ● Introduce using number line	**1NPV–2** Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. **Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.** **Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.** **Given a number, identify one more and one less** **Read and write numbers from 1 to 20 in numerals and words.** **Use the language of: equal to, more than, less than (fewer), most, least** Pupils should be able to successfully respond to questions such as: Count forwards from 36, etc. Point to the third object in the line. Show me 8 cubes. Pupils should be able to give their own reasoned ideas on sets of numbers: E.g., 71 is the odd one out because it is not a multiple of 5.To use practical resources to represent 2 digit numbersTo use practical resources to represent 2 digit numbers Pupils should be able to compare amounts	Place Value equal to more than less than (fewer) most least greatest smallest same different sort groups digit value, subitising	

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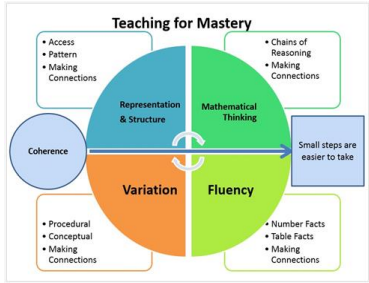

Autumn 1 **(within 10)**	Addition and Subtraction ● part-whole model ● additional symbol ● fact families ● number bonds within 10 with methods and comparisons ● addition - adding together/more ● finding part ● subtraction symbol ● subtraction - crossing out ● subtraction - counting back ● subtraction - breaking apart ● Subtraction - finding the difference ● comparing statements a + b < c, a + b < c + d	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. **1AS–2** Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. **1NF–1** Develop fluency in addition and subtraction facts within 10. **Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs** **Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as: 7 = · - 9** **Represent and use number bonds and related subtraction facts within 20** **subtraction facts within 20** **Add and subtract one-digit and two-digit numbers to 20, including zero** Compare number sentences **Add by counting on.** **Subtract by counting back.** **Represent the calculation pictorially to prove the answer.** **Add ones using number bonds**	Addition and Subtraction Add addend plus subtract part whole first then now bar model equal to (=) fact families part-whole model number bond pattern digit more/greater less/smaller	

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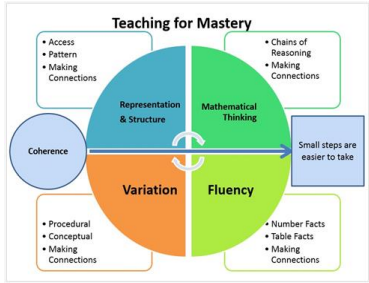

Autumn 2

Place Value

(within 20)

Mastery of Number

Autumn 2	Week 7	Week 8	Week 9	Week 10	Week 11
Focus	Composition	Composition	Composition	Composition	Counting, ordinality and cardinality
Set 2	Focus on odd and even numbers See that even numbers can be composed of 2s, and odd numbers have 'an odd 1'	Focus on the composition of 6 Use the 2-by-3 'egg box' pattern and the rekenrek to find all the ways that 6 can be composed	Focus on the composition of 8 Use 2-by-4 grid and the rekenrek to find all the ways that 8 can be composed	Focus on the composition of 10 Use 2-by-5 grid (10-frame) and the rekenrek to find all the ways that 10 can be composed	Focus on representations of ordinality Compare number tracks and number lines

Place Value

- Sort/count/represent objects
- count, read and write forwards/backwards from any number 0-10
- count one more/less
- compare groups/numbers
- introduce and =
- order numbers including using ordinal numbers
- Introduce using number line

1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.

Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Given a number, identify one more and one less

Read and write numbers from 1 to 20 in numerals and words.

Use the language of: equal to, more than, less than (fewer), most, least

Pupils should be able to successfully respond to questions such as: Count forwards from 36, etc. Point to the third object in the line. Show me 8 cubes.

Place Value

equal to more than
less than (fewer)
most least greatest
smallest same
different sort
groups digit value,
subitising

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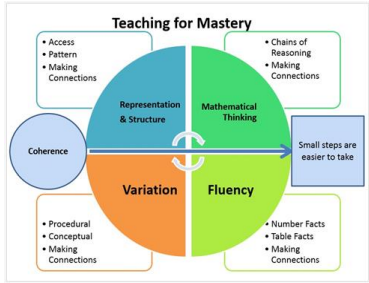

		Pupils should be able to give their own reasoned ideas on sets of numbers: E.g., 71 is the odd one out because it is not a multiple of 5.To use practical resources to represent 2 digit numbers To use practical resources to represent 2 digit numbers Pupils should be able to compare amounts		
	Shape ● recognise and name 3d shapes ● sort 3d shapes ● recognise and name 2d shapes ● sort 2d shapes ● patterns with 3d and 2d 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. **Recognise and name common 2-D and 3-D shapes, including:** *** 2-D shapes [e.g. rectangles (including squares), circles and triangles]** *** 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].** Recognising shapes in the environment e.g. wheels on a car. Understanding functionality of shapes e.g. round wheels.	cube cylinder cuboid pyramid 2d 3d orientation face triangles squares rectangles circles surface	
	Consolidate learning- using the end of topic assessments on White Rose and upload onto Spreadsheet. Recap any areas the children found tricky.			
SMSC	Calculate whether an answer is wrong			
BV	Discuss their work , Explain their reasoning when solving problems			
Wider World	Link to jobs- Baker, shop keeper, teacher, builder Linked stories: RECOMMENDATIONS - MathsThroughStories.org - for specific topics			

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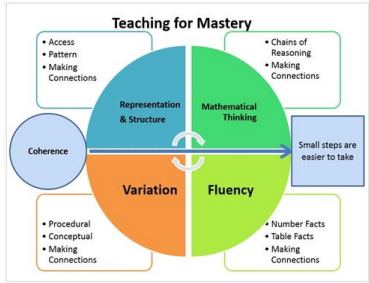

Spring Term	National Curriculum Objectives:
Half term 17-21st Feb **Finish 11th April (Easter)** **13 weeks including Number Day 7th Feb; 1 enrichment week commencing 24th-28th March** **Year 1 Make lessons more practical- take pictures for books.**	Pupils should be taught to: The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the 4 operations, including with practical resources [for example, concrete objects and measuring tools]. At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

EYFS: ● Understand the cardinal value of number words, for example understanding that 'four' relates to 4 objects. Subitise for up to 5 items. Automatically show a given number using fingers. ● Devise and record number stories, using pictures, numbers and symbols (such as arrows).

Year 1- Number bonds to 10, counting forwards and backwards to 10, compare and order numbers, use part whole, addition and subtraction using objects.

Topics	Small Steps	National Curriculum- Progression Document/Prioritisation	Vocabulary	Notes on provision and priority for teaching

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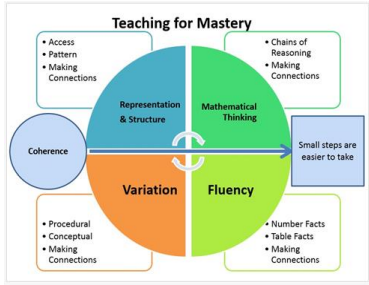

Spring 1	Week 12	Week 13	Week 14	Week 15	Week 16
Focus	Composition	Composition	Composition	Composition	Composition
Set 3	Focus on the composition of 7 Use the Hungarian number pattern and the rekenrek to find all the ways that 7 can be composed	Focus on the composition of 9 Focus on 3-by-3 grid and the rekenrek to find all the ways that 9 can be composed	Recap odd and even numbers by looking at their 'shape' Explore how odd numbers can be composed of 1 odd part and 1 even part, and even numbers can be composed of 2 odd parts or 2 even parts	Explore the concept of part-part-whole, seeing that numbers can be partitioned into parts Use the language of 'whole', 'split' and 'part' alongside the part-part-whole diagram	Continue to explore how numbers can be partitioned Introduce systematic approach to partitioning Represent ways to partition numbers in a 'number house'

Spring 1 Place Value (within 50)	Place Value ● Sort/count/represent objects ● count, read and write forwards/backwards from any number 0-10 ● count one more/less ● compare groups/numbers ● introduce and = ● order numbers including using ordinal numbers ● Introduce using number line	**1NPV–2** Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. **Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.** **Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.** **Given a number, identify one more and one less** **Read and write numbers from 1 to 20 in numerals and words.** **Use the language of: equal to, more than, less than (fewer), most, least**	Place Value equal to more than less than (fewer) most least greatest smallest same different sort groups digit value, subitising	

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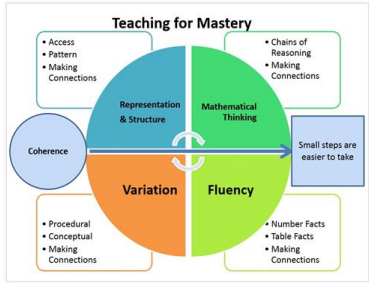

		Pupils should be able to successfully respond to questions such as: Count forwards from 36, etc. Point to the third object in the line. Show me 8 cubes. Pupils should be able to give their own reasoned ideas on sets of numbers: E.g., 71 is the odd one out because it is not a multiple of 5.To use practical resources to represent 2 digit numbersTo use practical resources to represent 2 digit numbers Pupils should be able to compare amounts		
Spring 1 Addition and Subtraction (within 20)	Addition and Subtraction ● part-whole model ● additional symbol ● fact families ● number bonds within 10 with methods and comparisons ● addition - adding together/more ● finding part ● subtraction symbol ● subtraction - crossing out	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. **1AS–2** Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. **Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs** **Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as: 7 = ▪ - 9** **Represent and use number bonds and related subtraction facts within 20** **subtraction facts within 20**	Addition and Subtraction Add addend plus subtract take away part whole first then now bar model equal to (=) fact families part-whole model number bond pattern digit more/greater less/smaller	

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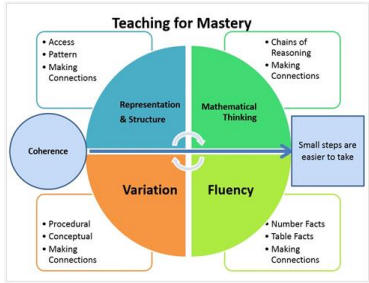

	● subtraction - counting back ● subtraction - breaking apart ● Subtraction - finding the difference ● comparing statements a + b < c, a + b < c + d	**Add and subtract one-digit and two-digit numbers to 20, including zero** Compare number sentences **Add by counting on.** **Subtract by counting back.** **Represent the calculation pictorially to prove the answer.** **Add ones using number bonds**		
Spring 2 Measurement	Measurement: length and height ● compare length/heights	**Compare, describe and solve practical problems for:** *** lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]** **Measure and begin to record the following:**	long/short longer/shorter tall/short length	

Spring 2	Week 17	Week 18	Week 19	Week 20	Week 21
Focus	Composition	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic
Set 4	Continue to explore systematic partitioning of numbers within 10 Connect 2 equal parts to doubling and halving	Practise applying knowledge of '1 more than' and '1 less than' a number in relation to odd/ even numbers Connect this to *'first, then, now'* stories	Explore the effect of adding or subtracting 2 to odd/ even numbers Apply to *'first, then, now'* stories	Apply knowledge of composition of even numbers to subtract from 6, 8 and 10, for both the partitioning and reduction structures of subtraction	Apply knowledge of composition of odd numbers to subtract from 5, 7 and 9, for both the partitioning and reduction structures of subtraction

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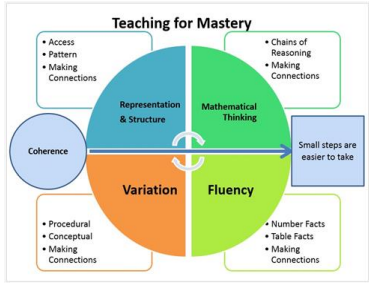

Spring 2 Measurement	● measure length Measurement: weight and volume ● measure mass ● compare mass ● measure capacity ● compare capacity	**♣ lengths and heights** **Compare, describe and solve practical problems for * capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]** *** time [e.g. quicker, slower, earlier, later]** **Measure and begin to record the following:** **♣ mass/weight** **♣ capacity and volume**	height double/half measure double/half mass weight light heavy heavier full/empty more than less than capacity volume	
Consolidate learning recap prior knowledge if needed use end of topic assessment and add to spreadsheet.				
SMSC	Calculate whether an answer is wrong			
BV	Discuss their work Explain their reasoning when solving problems			
Wider World	Link to jobs- Baker, shop keeper, teacher, builder, architect, Linked stories: RECOMMENDATIONS - MathsThroughStories.org - for specific topics			

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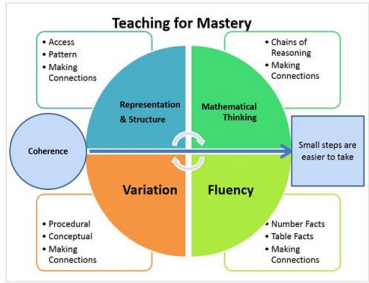

Summer Term Year 1 **Half term 26th May-9th June** **Finish 18th July** **11 weeks including; 2 enrichment weeks** **19th-23rd May Health and Wellbeing week** **14th-18th July**	**National Curriculum Objectives:** Pupils should be taught to: The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the 4 operations, including with practical resources [for example, concrete objects and measuring tools]. At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Previous Learning: EYFS: Cardinality and Counting. Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents. Subitising and Counting skills and explore the composition of numbers within and beyond 5. Equal, unequal and connecting two equal groups, number facts, counting larger numbers.

Pre School: Number and Counting; say numbers 1-10, recognising numbers, counting objects, count from a group, Days of the week, amounts, decrease, compared, near and far. Amounts of mass (containers)

Year 1-Aut: Number bonds to 10, counting forwards and backwards to 10, compare and order numbers, use part whole, addition and subtraction using objects. Sp: number bonds to 20, add and subtract from 20, count forwards and backwards from 50, measurement in height, length and volume.

Topic	Small Steps	National Curriculum- Progression Document/Prioritisation	Vocabulary	Notes on provision and priority for teaching

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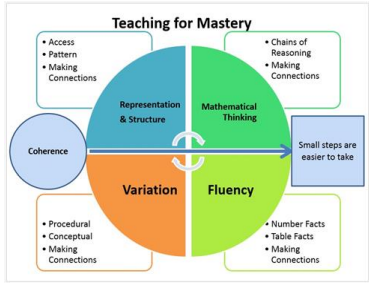

Summer 1	Week 22	Week 23	Week 24	Week 25	Week 26
Focus	Composition	Counting, ordinality and cardinality	Number facts and arithmetic	Number facts and arithmetic	Composition
Set 5	Focus on the composition of 11 to 15 as '10 and a bit' See this represented on a rekenrek, a double-decker bus, and in part-part-whole diagrams	Focus on the position of the numbers 11 to 15 on the number line Recap midpoint on a 0 to 10 number line and see that 10 is the midpoint on a 0 to 20 number line.	Read, write and interpret expressions and equations with the + and = symbols to represent combining two sets (the aggregation structure of addition) Practise using knowledge of composition to identify the total/ sum	Read, write and interpret expressions and equations with the + and = symbols to represent an increase in a set (the augmentation structure of addition) Continue to use knowledge of composition to identify the total/ sum	Practise recalling the composition of the numbers 6, 7, 8 and 9 NB This week of material offers activities to develop automaticity and could be spread out over this half-term

Summer 1 Multiplication and division	Multiplication and division ● Count in 2s ● Count in 5s ● Count in 10s ● Make equal groups ● Add equal groups ● Make arrays ● Make doubles ● Make equal groups - grouping ● Make equal groups - sharing	**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. **Count in multiples of twos, fives and tens** **The *number* of coins in a set is different from the *value* of the coins in a set; knowledge of counting in groups of two, five or ten can be used to work out the value of a set of identical low-denomination coins.** **Solve problems involving multiplying and dividing, using concrete objects and pictorial representations** **Group amounts using arrays to calculate the total** **Understand the concept of 'lots of'**	**Count, equal, array, double, groups, sharing**	

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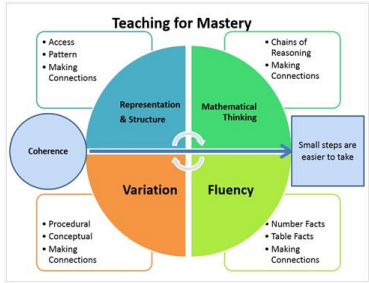

Summer 1 Position and Direction	Geometry: Position and Direction ● describe turns ● describe position	**Describe position, direction and movement, including half, quarter and three-quarter turns.**	whole, half, quarter and three quarter turns. – also look at non stat vocab.	
Summer 1 /2 Fractions	Number: Fractions ● find a half ● find a quarter	**Recognise, find and name a half as one of two equalparts of an object, shape or quantity.** **Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.**	half quarter fraction equal whole parts shape object quantity	

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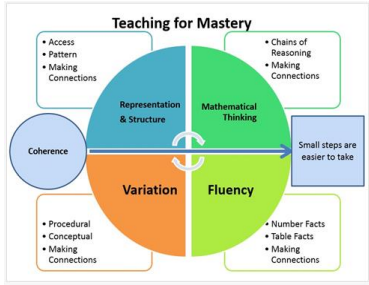

Summer 2	Week 27	Week 28	Week 29	Week 30	Week 31
Focus	Composition	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic
Set 6	Focus on the composition of 11 to 19 as '10 and a bit Use a range of representations including the Hungarian number frame and the rekenrek	Read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a 'whole' (the partitioning structure of subtraction)	Read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a 'whole' (the reduction structure of subtraction)	Practise applying knowledge of composition when adding or subtracting Focus on the composition of 5, and 6 to 9 as '5 and a bit'	Practise applying knowledge of composition when adding or subtracting Focus on the composition of 10 and doubles within 10

Summer 2 Place Value (within 100)	● Sort/count/represent objects ● count, read and write forwards/backwards from any number 0-100 ● count one more/less ● compare groups/numbers ● introduce and = ● order numbers including using ordinal numbers	**Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.** **Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.** **Given a number, identify one more and one less** **Use the language of: equal to, more than, less than (fewer), most, least**	Place Value equal to more than less than (fewer) most least greatest smallest same	

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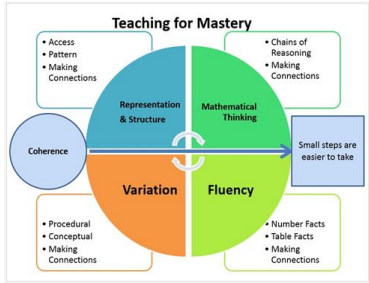

	● Introduce using number line	Pupils should be able to successfully respond to questions such as: Count forwards from 36, etc. Point to the third object in the line. Show me 8 cubes. Pupils should be able to give their own reasoned ideas on sets of numbers: E.g., 71 is the odd one out because it is not a multiple of 5.To use practical resources to represent 2 digit numbersTo use practical resources to represent 2 digit numbers Pupils should be able to compare amounts	different sort groups digit value, subitising	
Summer 2 Money	● recognise coins ● recognise notes ● count in coins	**Recognise and know the value of different denominations of coins and notes**	pence coin pound note value	
	Consolidate previous learning- Complete Summer Assessment grids for YEAR 1 Papers ready for Year 2. introduce Year 2 type questions ready for September.			
SMSC	Calculate whether an answer is wrong			
BV	Discuss their work Explain their reasoning when solving problems			
Wider World	Link to jobs- Baker, shop keeper, teacher, builder, architect, Linked stories: RECOMMENDATIONS - MathsThroughStories.org - for specific topics			

The Best That You Can Be

Devonshire Primary Academy

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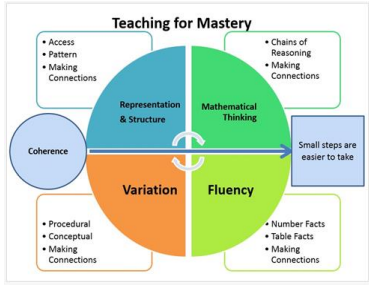

MATHSHUBS

NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

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)

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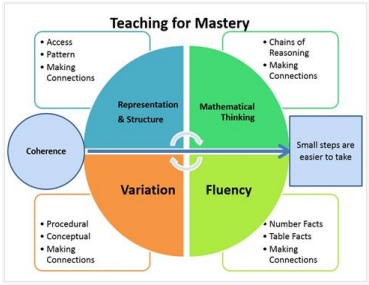

• explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s) • explore the structure of the odd numbers as being composed of 2s and 1 more • explore the composition of each of the numbers 6, 8, and 10 • explore number tracks and 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