Maths Planning Overview 2024-24 **Year: 1** **Term: Autumn 1**

Week 1 (few days) and week 2 Number and place value	Week 3 and 4 Calculating	Week 5 Geometry- properties of shape 2D only	Week 6-7 Calculating Addition bonds only- will be revisited	Week 8 Assess and review
count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 20 in numerals; NB- focus on teens to 20 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 given a number, identify one more and one less	Number bond pairs that equal 10 NB- use tens frames and part-whole model, note the RTP criteria says 'compose' and 'partition'	recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] **Notes and guidance (non-statutory)** Every- day objects Different orientations Regular/irregular (i.e. not always similar) Patterns of shapes	represent and use number bonds and related subtraction facts to 10 NB- work on bonds of all numbers under 10, e.g. all ways of making 3, 4, 5… NB- addition only, to include tens frames and part-whole model	School produced assessment booklet based on taught content. Complete assessment tracker. If 70% not secure, then re-teach that element.
Ready to Progress Criteria				
1NPV–1 Count within 100 (to 20 at this point), forwards and backwards, starting with any number.	1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	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.	1NF–1 Develop fluency in addition and subtraction facts within 10	

Mastering Number overview: Autumn 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
		Training commences for Year Leaders	Year Leaders to train Teachers	Week 1 Composition Practise subitising Recap the composition of 5	Week 2 Composition Focus on the composition of 6, 7, 8 and 9 as '5 and a bit'	Week 3 Composition Focus on the composition of 6, 7, 8 and 9 as '5 and a bit'	Week 4 Comparison Compare sets of objects by matching Use the language of comparison: *more than* and *fewer than*

Year: 1 Term: Autumn 2

Week 1-2 Number and place value	Week 3 Number and place value	Week 4-5 Calculating	Week 6 Measure- Time order	Week 7 Assess and review
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (including counting in 10's which is picked up through mental maths, fluency and multiplication loop) count, read and write numbers to 100 in numerals; 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	Few days of odd and even to cover (have done in EYFS only to 10) Start calculating loop	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 NB- roughly 1 weeks on addition and 1 on subtraction (separate ARE) Build in understanding of value and composition of each teen number, ways to make 13 etc	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, months of the year	School produced assessment booklet based on taught content. Complete assessment tracker. If 70% not secure, then re-teach that element. Oral counting check for pupils identified as not secure.
Ready to Progress Criteria				
1NPV–1 Count within 100 forwards and backwards, starting with any number. 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	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		

Mastering Number overview: Autumn 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Week 5 counting, ordinality and cardinality 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	Week 6 composition Focus on numbers that can be made with 'doubles' Recap that even numbers can be made with 2 equal parts	Week 7 composition Focus on odd and even numbers See that even numbers can be composed of 2s, and odd numbers have 'an odd 1'	Week 8 composition 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	Week 9 composition Focus on the composition of 8 Use 2-by-4 grid and the rekenrek to find all the ways that 8 can be composed	Week 10 composition 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	Week 11 counting, ordinality and cardinality Focus on representations of ordinality Compare number tracks and number lines

Year: 1 Term: Spring 1

Week 1-2 Calculating	Week 3-4 Number and place value			Week 5-6 Calculating	Week 6 (part) Assess and review
represent and use number bonds and related subtraction facts to 10 Link to missing number problems, including box in different locations	given a number, identify one more and one less (numbers up to 100).	count in multiples of twos, fives and tens 1 lesson to direct teach pattern of 2's and 5's (did 10's when taught numbers to 100) then ongoing daily counting practise, fluency practise and application in multiplication loop	Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	*add and subtract one-digit and two-digit numbers to 20, including zero *read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs NB- same principles as Autumn 1 but now applying with the teen no's and using number lines Missing numbers	School produced assessment booklet based on taught content. Complete assessment tracker. If 70% not secure, then re-teach that element.
	Ready to Progress Criteria				
1NF–1 Develop fluency in addition and subtraction facts within 10			1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =		

Mastering Number overview: Spring 1

Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Week 12 composition Focus on the composition of 7 Use the Hungarian number pattern and the rekenrek to find all the ways that 7 can be composed	Week 13 composition 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	Week 14 composition 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	Week 15 composition 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	Week 16 composition Continue to explore how numbers can be partitioned Introduce systematic approach to partitioning Represent ways to partition numbers in a 'number house'	Review week- use AfL from half term to revisit any areas pupils have been less secure with (may differ class by class)

Year: 1 **Term: Spring 2**

Weeks 1-2 Calculating	Week 3-4 Calculating	Week 5-6 Calculating X count in multiples of twos, fives and tens	Week 6 (part) Assess and review
*represent and use number bonds and related subtraction facts to teen numbers below 20 (ie not the no bond that makes 20)	* number bond pairs that equal 20 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as *7 = ? – 9. NB- make links between bonds to 10 and the corresponding bonds to 20	solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. NB- REPEATED ADDITION Connections in arrays, number patterns, and counting in 2,5,10	School produced assessment booklet based on taught content. Complete assessment tracker. If 70% not secure, then re-teach that element. Oral counting check for pupils identified as not secure.
Ready to Progress Criteria			
		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.	

Mastering Number overview: Spring 2

Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Week 17 composition Continue to explore systematic partitioning of numbers within 10 Connect 2 equal parts to doubling and halving	Week 18 number facts and arithmetic 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	Week 19 number facts and arithmetic Explore the effect of adding or subtracting 2 to odd/ even numbers Apply to *'first, then, now'* stories	Week 20 number facts and arithmetic Apply knowledge of composition of even numbers to subtract from 6, 8 and 10, for both the partitioning and reduction structures of subtraction	Week 21 number facts and arithmetic Apply knowledge of composition of odd numbers to subtract from 5, 7 and 9, for both the partitioning and reduction structures of subtraction	Review week- use AfL from half term to revisit any areas pupils have been less secure with (may differ class by class)

Year: 1 Term: Summer 1

Week 1-2 Calculating ÷	Week 3 Calculating X ÷	Week 4 Measure- Money	Week 5-6 Number Fractions	Week 6 (part) Assess and review
solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Grouping and sharing small quantities	**Notes and guidance (non-statutory)** Doubling and halving numbers and quantities Connections in arrays, number patterns, and counting in 2,5,10	recognise and know the value of different denominations of coins and notes NB- link back to recent counting in 2's, 5's and 10's Include some basic addition and subtraction of totals, using coins of the same value and two values under 20p	recognise, find and name a half and a quarter as one of two equal parts of an object, shape or quantity **Notes and guidance (non-statutory)** Connect halves and quarters to sharing and grouping of objects and to measures, as well as combining to make whole finding simple fractions of objects, numbers and quantities.	School produced assessment booklet based on taught content. Complete assessment tracker. If 70% not secure, then re-teach that element. Oral counting check for pupils identified as not secure.
Ready to Progress Criteria				

Mastering Number overview: Summer 1

Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**
Week 22 composition 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	Week 23 counting, ordinality and cardinality 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.	Week 24 number facts and arithmetic 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	Week 25 number facts and arithmetic 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	Week 26 composition 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

Year: 1 Term: Summer 2

Week 1 Geometry properties of shape Quick revisit of 2D, teach 3D	Week 2-3 Measure NB- phonics screen usually in week 2 measure works well here Include some calculation application opportunities	Week 4-5 Calculating	Week 6 Measure- Time Geometry- position and direction to cover in Computing learning in the afternoons	Week 7 (part) Assess and review
recognise and name common 2-D and 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. **Notes and guidance (non-statutory)** Every- day objects Different orientations Regular/irregular (i.e. not always similar) Patterns of shapes	compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] 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: lengths and heights mass/weight capacity and volume NB- each class to rotate and have 2 practical days on each measure, then complete ARE tasks at end.	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9. read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs NB- focus on looking at which operation is needed add and subtract one-digit and two-digit numbers to 20, including zero	tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. time [for example, quicker, slower, earlier, later] time (hours, minutes, seconds) describe position, direction and movement, including whole, half, quarter and three-quarter turns. **Notes and guidance (non-statutory)** left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. turns in both directions and connect turning clockwise with movement on a clock face	School produced assessment booklet based on taught content. Complete assessment tracker. If 70% not secure, then re-teach that element. Oral counting check for pupils identified as not secure.
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.				

Mastering Number overview: Summer 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6-7
Week 27 composition 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	Week 28 number facts and arithmetic Read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a 'whole' (the partitioning structure of subtraction)	Week 29 number facts and arithmetic Read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a 'whole' (the reduction structure of subtraction)	Week 30 number facts and arithmetic Practise applying knowledge of composition when adding or subtracting Focus on the composition of 5, and 6 to 9 as '5 and a bit'	Week 31 number facts and arithmetic Practise applying knowledge of composition when adding or subtracting Focus on the composition of 10 and doubles within 10	Review week- use AfL from half term to revisit any areas pupils have been less secure with (may differ class by class)