Yearly overview
The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Number <br> Place value (within 10) |  |  |  |  | Number <br> Addition and subtraction (within 10) |  |  |  |  |  | 든 흥 응 0 0 0 |
| $\begin{aligned} & \text { 을 } \\ & \text { 흔 } \end{aligned}$ | Number <br> Place <br> (with | value <br> n 20) |  | Number <br> Addition and subtraction <br> (within 20) |  |  | Number <br> Place <br> (with | value <br> n 50) | Measurement <br> Length and height |  | Measurement <br> Mass <br> and volume |  |
| $\begin{aligned} & \stackrel{\rightharpoonup}{\otimes} \\ & \stackrel{y}{\varepsilon} \\ & \tilde{v} \end{aligned}$ | Number Multiplication and division |  |  | Number <br> Fractions |  |  | Number <br> Place value (within 100) |  | Measurement <br> Time |  |  |  |

## Small steps

| Step 1 | Sort objects |
| :--- | :--- |
|  |  |
| Step 2 | Count objects |
| Step 3 | Count objects from a larger group |
| Step 4 | Represent objects |
| Step 5 | Recognise numbers as words |
| Step 6 | Count on from any number |
|  |  |
| Step 7 | 1 more |
|  |  |
| Step 8 | Count backwards within 10 |

## Small steps

| Step 9 | 1 less |
| :--- | :--- |
|  |  |
| Step 10 | Compare groups by matching |
| Step 11 | Fewer, more, same |
| Step 12 | Less than, greater than, equal to |
|  |  |
| Step 13 | Compare numbers |
| Step 14 | Order objects and numbers |
|  |  |
| Step 15 | The number line |

## Small steps

| Step 1 | Introduce parts and wholes |
| :--- | :--- |
| Step 2 | Part-whole model |
| Step 3 | Write number sentences |
| Step 4 | Fact families - addition facts |
| Step 5 | Number bonds within 10 |
| Step 6 | Systematic number bonds within 10 |
|  |  |
| Step 7 | Number bonds to 10 |
|  |  |
| Step 8 | Addition - add together |

## Small steps

| Step 9 | Addition - add more |
| :--- | :--- |
|  |  |
| Step 10 | Addition problems |
| Step 11 | Find a part |
| Step 12 | Subtraction - find a part |
|  |  |
| Step 13 | Fact families - the eight facts |
| Step 14 | Subtraction - take away/cross out (How many left?) |
|  |  |
| Step 15 | Take away (How many left?) |

Year 1 | Autumn term | Block 2 - Addition and subtraction

## Small steps

## Small steps

Step 1 Recognise and name 3-D shapes

| Step 2 | Sort 3-D shapes |
| :--- | :--- |
| Step 3 | Recognise and name 2-D shapes |
| Step 4 | Sort 2-D shapes |
| Step 5 | Patterns with 2-D and 3-D shapes |


| Step 1 | Count within 20 |
| :---: | :---: |
| Step 2 | Understand 10 |
| Step 3 | Understand 11, 12 and 13 |
| Step 4 | Understand 14, 15 and 16 |
| Step 5 | Understand 17, 18 and 19 |
| Step 6 | Understand 20 |
| Step 7 | 1 more and 1 less |
| Step 8 | The number line to 20 |

## Small steps

Step 9
Use a number line to 20

| Step 10 | Estimate on a number line to 20 |
| :--- | :--- |
| Step 11 | Compare numbers to 20 |
| Step 12 | Order numbers to 20 |


| Step 1 | Add by counting on within 20 |
| :--- | :--- |
| Step 2 | Add ones using number bonds |
| Step 3 | Find and make number bonds to 20 |
| Step 4 | Doubles |
| Step 5 | Near doubles |
| Step 6 | Subtract ones using number bonds |
|  |  |
| Step 7 | Subtraction - counting back |
|  |  |
| Step 8 | Subtraction - finding the difference |

## Small steps

| Step 1 | Count from 20 to 50 |
| :--- | :--- |
| Step 2 | $20,30,40$ and 50 |
| Step 3 | Count by making groups of tens |
| Step 4 | Groups of tens and ones |
| Step 5 | Partition into tens and ones |
| Step 6 | The number line to 50 |
|  |  |
| Step 7 | Estimate on a number line to 50 |
|  |  |
| Step 8 | 1 more, 1 less |

## Small steps

Step 1 Compare lengths and heights

Measure length using objects

Measure length in centimetres

## Small steps

| Step 1 | Heavier and lighter |
| :--- | :--- |
|  |  |
| Step 2 | Measure mass |
| Step 3 | Compare mass |
| Step 4 | Full and empty |
| Step 5 | Compare volume |
| Step 6 | Measure capacity |

## Small steps

| Step 1 | Count in 2s |
| :--- | :--- |
| Step 2 | Count in 10s |
| Step 3 | Count in 5s |
| Step 4 | Recognise equal groups |
|  |  |
| Step 5 | Add equal groups |
| Step 6 | Make arrays |
|  |  |
| Step 7 | Make doubles |
|  |  |
| Step 8 | Make equal groups - grouping |

## Small steps

Step 1 Recognise a half of an object or a shape

| Step 2 | Find a half of an object or a shape |
| :--- | :--- |
| Step 3 | Recognise a half of a quantity |
| Step 4 | Find a half of a quantity |
| Step 5 | Recognise a quarter of an object or a shape |
| Step 6 | Find a quarter of an object or a shape |
|  |  |
| Step 7 | Recognise a quarter of a quantity |
| Step 8 | Find a quarter of a quantity |

## Small steps

Step 1 Describe turns

| Step 2 | Describe position - left and right |
| :--- | :--- |
| Step 3 | Describe position - forwards and backwards |
| Step 4 | Describe position - above and below |
| Step 5 | Ordinal numbers |

## Small steps

| Step 1 | Count from 50 to 100 |
| :--- | :--- |
| Step 2 | Tens to 100 |
| Step 3 | Partition into tens and ones |
| Step 4 | The number line to 100 |
| Step 5 | 1 more, 1 less |
| Step 6 | Compare numbers with the same number of tens |
|  |  |
| Step 7 | Compare any two numbers |

## Small steps

| Step 1 | Unitising |
| :--- | :--- |
| Step 2 | Recognise coins |
| Step 3 | Recognise notes |
|  |  |
| Step 4 | Count in coins |

## Small steps

| Step 1 | Before and after |
| :--- | :--- |
| Step 2 | Days of the week |
| Step 3 | Months of the year |
| Step 4 | Hours, minutes and seconds |
| Step 5 | Tell the time to the hour |
|  |  |
| Step 6 | Tell the time to the half hour |

