Year 1 Maths Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	**Unit 1** Counting within 100						**Unit 2** Comparison of quantities and part-whole relationships			**Unit 3** Numbers 0 to 5		**Unit 4**
Spring	**Unit 4** Recognise, compose, decompose an manipulate 2D and 3D shapes		**Unit 5** Numbers 0 to 10			Consolidation	**Unit 6** Additive Structures				**Unit 7**	
Summer	**Unit 7** Addition and subtraction facts within 10		**Unit 8** Numbers 0 to 20			**Unit 9**	**Unit 9** Unitising and coin recognition		**Unit 10** Positon and direction	**Unit 11** Time		Consolidation

Number	Measurement	Geometry	Statistics

Year 1 maths curriculum map 2021-22

COVID Recovery Curriculum
NCETM prioritisation curriculum/ NCETM spines/ White Rose SOL/ DFE Ready to Progress criteria have all been used to support the planning, teaching and learning of mathematics.

Rough suggestions are given for the intended length of each unit, but teachers are expected to adjust according to the needs and prior learning of their pupils.

Unit	Unit name	Learning outcomes	Links with other resources
1 (6 weeks)	**Previous Reception experiences and counting within 100** **NCETM prioritisation unit 1**	1) Pupils count within 100 in different ways	1NPV–1 Count within 100, forwards and backwards, starting with any number. 1.9 Composition of numbers: 20–100 NCETM - SIX KEY AREAS OF EARLY MATHEMATICS LEARNING White Rose Reception SOL
2 (3 weeks)	**Comparison of quantities and part–whole relationships** **NCETM prioritisation unit 2**	1) Pupils explain that items can be compared using length and height 2) Pupils explain that items can be compared using weight/mass and volume/capacity 3) Pupils count a set of objects 4) Pupils compare sets of objects 5) Pupils use equality and inequality symbols to compare sets of objects 6) Pupils use equality and inequality symbols to compare expressions 7) Pupils explain what a whole is 8) Pupils explain that a whole can be split into parts 9) Pupils explain that a whole can represent a group of objects 10) Pupils identify a part of a whole group 11) Pupils explain what a part-whole model is 12) Pupils use a part-whole model to represent a whole partitioned into two parts 13) Pupils use a part-whole model to represent a whole partitioned into more than two parts	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 =. 1.1 Comparison of quantities and measures 1.2 Introducing 'whole' and 'parts': part–part–whole White Rose place value unit White Rose length/height and weight/volume unit
3 (2 weeks)	**Numbers 0 to 5** **NCETM prioritisation unit 3**	1) Pupils explain that numbers can represent how many objects there are in a set 2) Pupils explain that ordinal numbers show a position and not a set of objects 3) Pupils partition numbers one to five in different ways 4) Pupils partition the numbers one to five in a systematic way	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,

		5) Pupils find a missing part when one part and the whole is known 6) Pupils show one more and one less than a number using representations. Pupils describe this accurately. 7) Pupils show one more and one less than a number using representations. Pupils describe this accurately. 8) Pupils use a bar model to represent a whole partitioned into two parts	including recognising odd and even numbers. 1.3 Composition of numbers: 0–5 White Rose place value unit
4 (3 weeks)	**Recognise, compose, decompose and manipulate 2D and 3D shapes** **NCETM prioritisation unit 4**	1) Pupils compose pattern block images 2) Pupils copy, extend and develop repeating and radiating pattern block patterns 3) Pupils compose tangram images 4) Pupils investigate tetromino and pentomino arrangements 5) Pupils investigate ways that four cubes can be composed into different 3D models 6) Pupils explore, discuss and compare 3D shapes 7) Pupils identify 2D shapes within 3D shapes 8) Pupils explore, discuss and compare 2D shapes 9) Pupils explore, discuss and identify circles and shapes that are not circles from shape cut-outs 10) Pupils explore, discuss and identify triangles and shapes that are not triangles from shape cut-outs 11) Pupils explore, discuss and identify rectangles (including squares) from shape cut-outs	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. White Rose shape unit
5 (3 weeks)	**Numbers 0 to 10** **NCETM prioritisation unit 5**	1) Pupils count a set of objects and match the spoken number to the written numeral and number name 2) Pupils represent the numbers 6 to 10 using a five and a bit structure 3) Pupils identify the whole and parts of the numbers 6 to 10 using the five and a bit structure 4) Pupils explore the numbers 6 to 10 using the part whole model and the five and a bit structure 5) Pupils explain where 6, 7, 8 and 9 lie on a number line 6) Pupils explain what odd and even numbers are and the difference between them 7) Pupils explain how even and odd numbers can be partitioned 8) Pupils partition numbers 6 to 10 in different ways 9) Pupils partition the numbers 6 to 10 in a systematic way 10) Pupils identify a missing part when a whole is partitioned into two parts	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. 1.4 Composition of numbers: 6–10 White Rose place value (within 10) unit
6 (4 weeks)	**Additive structures** **NCETM prioritisation unit 6**	1) Pupils combine two or more parts to make a whole 2) Pupils explain that addends can be represented in any order. This is called the commutative law 3) Pupils explain that the = sign can be used to show that the whole and the sum of the parts are equal (1) 4) Pupils explain that the = sign can be used to show that the whole and the sum of the parts are equal (2) 5) Pupils add parts to find the value of the whole and write the equation 6) Pupils find the missing addend in an equation	1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. 1.5 Additive structures: introduction to aggregation and partitioning 1.6 Additive structures: introduction to augmentation and reduction

		7) Pupils explain how even and odd numbers can be partitioned 8) Pupils make addition and subtraction stories and write equations to match 9) Pupils represent 'first, then, now' stories with addition equations (1) 10) Pupils represent 'first, then, now' stories with addition equations (2) 11) Pupils represent 'first, then, now' stories with subtraction equations (1) 12) Pupils represent 'first, then, now' stories with subtraction equations (2) 13) Pupils represent different types of stories with subtraction calculations 14) Pupils make addition and subtraction stories, writing equations to match 15) Pupils work out the missing part of an addition story and equation if the other two parts are known 16) Pupils work out the missing part of a subtraction story and equation if the other two parts are known 17) Pupils explain that addition and subtraction are inverse operations (1) 18) Pupils explain that addition and subtraction are inverse operations (2) 19) Pupils use additive structures to think about addition and subtraction equations in different ways	
7 (3 weeks)	**Addition and subtraction facts within 10** **NCETM prioritisation unit 7**	1) Pupils explain that addition is commutative 2) Pupils find pairs of numbers to 10 (1) 3) Pupils find pairs of numbers to 10 (2) 4) Pupils add and subtract 1 from any number 5) Pupils explain what the difference is between consecutive numbers 6) Pupils explain what happens when 2 is added to or subtracted from odd and even numbers 7) Pupils explain what the difference is between consecutive odd and even numbers 8) Pupils explain what happens when zero is added to or subtracted from a number 9) Pupils explain what happens when a number is added to or subtracted from itself 10) Pupils double numbers and explain what doubling means 11) Pupils halve numbers and explain what halving means 12) Pupils use knowledge of doubles and halves to calculate near doubles and halves 13) Pupils represent different types of stories with subtraction calculations 14) Pupils use knowledge and strategies to add 5 and 3 and 6 and 3	1NF–1 Develop fluency in addition and subtraction facts within 10. 1.7 Addition and subtraction: strategies within 10 White Rose addition and subtraction (within 10) unit
8 (3 weeks)	**Numbers 0 to 20** **NCETM prioritisation unit 8**	1) Pupils explain that the digits in the numbers 11 to 19 express quantity 2) Pupils explain that the digits in the numbers 11 to 19 express position on a number line 3) Pupils identify the quantity shown in a representation of numbers 11 to 19 4) Pupils use knowledge of '10 and a bit' to solve problems 5) Pupils use knowledge of '10 and a bit' to solve problems 6) Pupils explore odd and even numbers within 20 7) Pupils double the numbers 6 to 9 and halve the result, explaining what doubling and halving is 8) Pupils use knowledge of addition facts within 10 to add within 20 9) Pupils use knowledge of subtraction facts within 10 to subtract within 20 10) Pupils use knowledge of addition and subtraction facts within 10 to add and subtract within 20	1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. 1.10 Composition of numbers: 11–19 White Rose place value (within 20) unit

		11) Pupils measure items using individual cm cubes (Dienes) 12) Pupils use knowledge of doubles and halves to calculate near doubles and halves 13) Pupils measure length from zero cm using a ruler 14) Pupils estimate length in cm 15) Pupils estimate length, measure length and record these values in a table	
9 (3 weeks)	**Unitising and coin recognition** **NCETM prioritisation unit 9**	1) Pupils count efficiently in groups of two 2) Pupils count efficiently in groups of ten 3) Pupils count efficiently in group of five 4) Pupils count efficiently by counting in groups of two, five and ten 5) Pupils explain the value of a 1p coin in pence 6) Pupils recognise and explain the value of 2p, 5p and 10p coins 7) Pupils explain that a single coin can be worth several pennies 8) Pupils use knowledge of the value of coins to solve problems 9) Pupils calculate the total value of the coins in a set of 2p coins 10) Pupils calculate the total value of the coins in a set of 5p coins 11) Pupils calculate the total value of the coins in a set of 10p coins 12) Pupils compare sets of 2p, 5p and 10p coins 13) Pupils relate what they have learnt to a real-life context 14) Pupils work out how many coins are needed to make a value of 10p 15) Pupils work out how many coins are needed to make a total value of 20p 16) Pupils use knowledge of the value of coins to solve problems	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. 2.1 Counting, unitising and coins White Rose money unit
10 (1 week)	**Position and direction** **White Rose**	1) Pupils use the language 'full', 'half', 'quarter' and 'three quarter' to describe turns made by shapes/objects. (Describe turns). 2) Pupils use 'left', 'right', 'forwards' and 'backwards' to describe position and direction. They will describe the position of objects and shapes from different starting positions. (Describe positions). 3) Pupils will build upon directional language 'left' and 'right' to assist with describing position. They will describe position using: 'top', 'in between', 'bottom', 'above' and 'below'. Children explore the position of objects and shapes from different starting points. (Describe positions).	White Rose position and direction unit
11 (2 weeks)	**Time** **White Rose**	1) Pupils use before and after to describe, sort and order events. (Before and after). 2) Pupils learn about the days of the week and know there are 7 days in a week. They talk about events using today, yesterday and tomorrow. Pupils learn about the months of the year and can pick out special dates within the year, for example, their birthday. (Dates). 3) Pupils are introduced to telling the time to the hour using an analogue clock. They learn the language of o'clock and understand the hour hand is the shorter hand and the minute hand is the longer hand. (Time to the hour). 4) Pupils are introduced to telling the time to the half hour. They learn the language half past. (Time to the half hour).	White Rose time unit

		5) Pupils explore the difference between seconds, minutes and hours. They decide which activities would be measured in each unit of time. (Writing time). 6) Pupils compare amounts of time using the language faster, slower, earlier and later. (Comparing time).	

Dark grey references are ready-to-progress criteria from the DfE Guidance 2020
Light grey references are from the NCETM Primary Mastery Professional Development materials
Blue references are White Rose materials