Maths Curriculum Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Term 1/2	**Unit 1 Previous Reception experiences and counting within 100**						**Unit 2 Comparison of quantities and part-whole relationships**			**Unit 3 Numbers 0-5**	**Unit 10 Position and direction**	Assessment **Unit 11 Time**	Revise, reflect, review
Term 3/4	**Unit 4 Recognise, compose, decompose and manipulate 2D and 3D shapes**			**Unit 5 Numbers 0-10**			**Unit 6 Additive structures**					Assessment **Unit 11 Time**	Revise, reflect, review
Term 5/6	**Unit 7 Addition and subtraction facts within 10**				**Unit 8 Numbers 0-20**			**Unit 9 Unitising and coin recognition**				Assessment **Unit 11 Time**	Revise, reflect, review

Unit	Block	Number of lessons and weeks
1	Previous Reception experiences and counting within 100	6 weeks
2	Comparison of quantities and part-whole relationships	9 (3 weeks)
3	Numbers 0-5	3 (1 weeks)
4	Recognise, compose, decompose and manipulate 2D and 3D shapes	9 (3 weeks)
5	Numbers 0-10	9 (3 weeks)
6	Additive structures	15 (5 weeks)
7	Addition and subtraction facts within 10	12 (4 weeks)
8	Numbers 0-20	9 (3 weeks instead of 4)
9	Unitising and coin recognition	12 (4 weeks instead of 5)
10	Position and direction	3 (1 week)
11	Time	9 lessons (split into three blocks of 3)

This is based upon x3 mastery lessons per week. Mastering Number is delivered daily and is separate to the mastery lesson.

Unit 1 – Previous Reception experiences and counting within 100

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Previous Reception experiences and counting within 100	Development Matters	Ready to progress
Weeks 1&2	See development matters for previous experiences of mathematics. Build and create mathematical learning environments and provide lots of opportunities for children to explore mathematical games and stories. Encourage independent exploration of the above.	P84-98 Numberblocks songs	
Weeks 3&4	Developing mathematical talkers	CPD training on building mathematical oracy	Jo Boaler's Number Talks
		Composition of numbers: 20-100	
Weeks 5&6	Learning Outcome 1 Pupils count within 100 in different ways	Teaching Point 1 Step 1:1 (pgs. 5-6) PPt Slides 7-15	

Unit 2 – Comparison of quantities and part-whole relationships

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Comparison of quantities and part-whole relationships	Comparison of quantities and measures	Ready to progress
1	Learning Outcome 1 Pupils explain that items can be compared using length and height **WALT explain**	Pedagogy video - CPD Teaching Point 1 Steps 1:1-1:6 (pgs. 4-7) – focus on length and height.	Include practical work in the classroom of measuring/ weighing objects/ toys. Teaching for Mastery Y1 P23/24
2	Learning Outcome 2 Pupils explain that items can be compared using weight/mass and volume/capacity **WALT explain**	As above, focus on weight/mass and volume and capacity.	
3	Learning Outcomes 3 and 4 Pupils count a set of objects Pupils compare sets of objects **WALT compare**	Teaching Point 2 Steps 2:1-2:9 (pgs. 8-15) *Not all representations need to be used.*	Teaching for Mastery Y1 P10-13 (not p11) I See Reasoning KS1 P4-5
4	Learning Outcome 5 Pupils use equality and inequality symbols to compare sets of objects **WALT compare**	Teaching Point 3 Steps 3:1-3:4 (pgs. 16-17)	
5	Learning Outcome 6 Pupils use equality and inequality symbols to compare expressions **WALT compare**	Teaching Point 3 Steps 3:5-3:6 (pgs. 17-18)	
		Introducing wholes and parts	
6	Learning Outcomes 7 and 8 Pupils explain what a whole is Pupils explain that a whole can be split into parts **WALT explain**	Pedagogy video - CPD Teaching Point 1 Steps 1:1-1:3 (pgs. 4-6) Teaching Point 2 Steps 2:1-2:3 (pgs. 7-9)	
7	Learning Outcomes 9 & 10 Pupils explain that a whole can represent a group of objects Pupils identify a part of a whole group **WALT identify**	Teaching Point 3 Steps 3:1-3:6 (pgs. 10-15)	

8	Learning Outcome 11 Pupils explain what a part-whole model is **WALT explain**	Teaching Point 4 Steps 4:1-4:4 (pgs. 16-20)	
9	Learning Outcomes 12 & 13 Pupils use a part-whole model to represent a whole partitioned into two parts Pupils use a part-whole model to represent a whole partitioned into more than two parts **WALT represent**	Teaching Point 4 Steps 4:5-4:7 (pgs. 20-22)	

Unit 3 – Numbers 0-5

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Numbers 0-5	Composition of numbers 0-5	Ready to progress
1	Learning Outcome 1 Pupils explain that numbers can represent how many objects there are in a set **WALT explain**	Pedagogy video- CPD Teaching Point 1 Steps 1:1-1:5 (pgs. 4-8)	
2	Learning Outcome 2 Pupils explain that ordinal numbers show a position and not a set of objects **WALT explain**	Teaching Point 2 Steps 2:1-2:3 (pgs. 9-10)	
3	Learning Outcome 3 Pupils partition numbers one to five in different ways Learning Outcome 4 Pupils partition the numbers one to five in a systematic way **WALT partition**	Teaching Point 3 Steps 3:1-3:5 (pgs. 11-13) Teaching Point 4 Steps 4:1-4:3 (pgs. 14-16)	
4	Learning Outcome 5 Pupils find a missing part when one part and the whole is known **WALT identify**	Teaching Point 5 Steps 5:1-5:3 (pgs. 17-19)	
5	Learning Outcomes 6 & 7 Pupils show one more and one less than a number using representations. Pupils describe this accurately. **WALT describe**	Teaching Point 6 Steps 6:1-6:5 (pgs. 20-23)	I See Reasoning KS1 P7 Teaching for Mastery Y1 P11
6	Learning Outcome 8 Pupils use a bar model to represent a whole partitioned into two parts **WALT represent**	Teaching Point 7 Steps 7:1-7:5 (pgs. 24-26)	

Unit 4 – Recognise, compose, decompose and manipulate 2D and 3D shapes

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Recognise, compose, decompose and manipulate 2D and 3D shapes		Ready to progress
1	Learning Outcome 1 Pupils compose pattern block images **WALT compose**	PPt Slides 6-13	RTP 1G-2 p37-39
2	Learning Outcome 2 Pupils copy, extend and develop repeating and radiating pattern block patterns **WALT create**	Slides 15-22	
3	Learning Outcome 3 Pupils compose tangram images Learning Outcome 4 Pupils investigate tetromino and pentomino arrangements **WALT investigate**	Slides 24-35 N Rich – tangram tangle Includes an interactive game	I See Reasoning KS1 P127
4	Learning Outcome 5 Pupils investigate ways that four cubes can be composed into different 3D models **WALT investigate**	Slides 37-42	
5	Learning Outcome 6 Pupils explore, discuss and compare 3D shapes **WALT compare**	Slides 44-49	Teaching for Mastery Y1 P27/28 I See Reasoning KS1 P130
6	Learning Outcome 7 Pupils identify 2D shapes within 3D shapes Learning Outcome 8 Pupils explore, discuss and compare 2D shapes **WALT identify**	Slides 51-58	I See Reasoning KS1 P125
7	Learning Outcome 9 Pupils explore, discuss and identify circles and shapes that are not circles from shape cut-outs **WALT compare**	Slides 60-63	

8	Learning Outcome 10 Pupils explore, discuss and identify triangles and shapes that are not triangles from shape cut-outs **WALT compare**	Slides 65-69	
9	Learning Outcome 11 Pupils explore, discuss and identify rectangles (including squares) from shape cut-outs **WALT compare**	Slides 71-75	

Unit 5 – Numbers 0-10

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Numbers 0-10	Composition of numbers 6-10	Ready to progress
1 & 2	Learning Outcome 1 Pupils count a set of objects and match the spoken number to the written numeral and number name Learning Outcome 2 Pupils represent the numbers 6 to 10 using a five and a bit structure **WALT count**	Pedagogy video - CPD Teaching Point 1 Steps 1:1 – 1:6 (pgs. 4-9)	
3	Learning Outcome 3 & 4 Pupils identify the whole and parts of the numbers 6 to 10 using the five and a bit structure Pupils explore the numbers 6 to 10 using the part whole model and the five and a bit structure **WALT identify**	Teaching Point 1 Steps 1:7-1:10 (pgs. 9-11)	
4	Learning Outcome 5 Pupils explain where 6, 7, 8 and 9 lie on a number line **WALT identify**	Teaching Point 2 Steps 2:1-2:6 (pgs. 12-14)	I See Reasoning KS1 P17 as a starter P18 after input
5	Learning Outcome 6 Pupils explain what odd and even numbers are and the difference between them **WALT explain**	Teaching Point 3 Steps 3:1-3:6 (pgs. 15-18)	Numberblocks odds and evens
6	Learning Outcome 7 Pupils explain how even and odd numbers can be partitioned **WALT explain**	Teaching Point 3 Steps 3:7-3:8 (pgs. 18-19)	N Rich – even and odd GD or whole class investigation
7	Learning Outcomes 8 & 9 Pupils partition numbers 6 to 10 in different ways Pupils partition the numbers 6 to 10 in a systematic way **WALT partition**	Teaching Point 4 Steps 4:1-4:3 (pgs. 20-21)	
8	Learning Outcome 10 Pupils identify a missing part when a whole is partitioned into two parts **WALT identify**	Teaching Point 5 Steps 5:1-5:2 (pgs. 22-23)	
9	Opportunities for consolidation and assessment		RTP NPV – 1 RTP NPV - 2

Unit 6 – Additive structures

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Additive structures	Additive structures: introduction to aggregation and partitioning	Ready to progress
1	Learning Outcome 1 Pupils combine two or more parts to make a whole **WALT combine**	Pedagogy video - CPD Teaching Point 1 Steps 1:1-1:3 (pgs. 4-7)	I See Reasoning KS1 P28 and P30
2	Learning Outcome 2 Pupils explain that addends can be represented in any order. This is called the commutative law **WALT explain**	Teaching Point 1 Steps 1:4-1:6 (pgs. 7-9)	
3	Learning Outcomes 3 & 4 Pupils explain that the = sign can be used to show that the whole and the sum of the parts are equal **WALT explain**	Teaching Point 2 Steps 2:1-2:6 (pgs. 10-13)	
4	Learning Outcome 5 Pupils add parts to find the value of the whole and write the equation **WALT add**	Teaching Point 3 Steps 3:1-3:3 (pgs. 14-16)	
5	Learning Outcome 6 Pupils find the missing addend in an equation **WALT calculate**	Teaching Point 3 Steps 3:4-3:6 (pgs. 16-18)	
6	Learning Outcomes 7 & 8 Pupils partition a whole into two parts and express this with a subtraction equation Pupils make addition and subtraction stories and write equations to match **WALT partition**	Teaching Point 4 Steps 4:1-4:4 (pgs. 19-22)	Teaching for Mastery Y1 P13-16
		Additive structures: introduction to augmentation and reduction	
7 & 8	Learning Outcomes 9 & 10 (two lessons) Pupils represent 'first, then, now' stories with addition equations **WALT represent**	Pedagogy video - CPD Teaching Point 1 Steps 1:1-1:7 (pgs. 4-9)	
9	Learning Outcomes 11 & 12 Pupils represent 'first, then, now' stories with subtraction equations **WALT represent**	Teaching Point 2 Steps 2:1-2:7 (pgs. 9-12)	

10	Learning Outcomes 13 & 14 Pupils represent different types of stories with subtraction calculations Pupils make addition and subtraction stories, writing equations to match **WALT represent**	Teaching Point 2 Steps 2:8-2:9 (pgs. 12-13)	
11	Learning Outcomes 15 & 16 Pupils work out the missing part of an addition story and equation if the other two parts are known Pupils work out the missing part of a subtraction story and equation if the other two parts are known **WALT calculate**	Teaching Point 3 Steps 3:1-3:4 (pgs. 14-16)	
12	Learning Outcomes 17 & 18 Pupils explain that addition and subtraction are inverse operations **WALT explain**	Teaching Point 4 Steps 4:1-4:6 (pgs. 17-21)	
13 14 15	Learning Outcome 19 (three lessons to explore this outcome) Pupils use additive structures to think about addition and subtraction equations in different ways **WALT calculate**	Ready to Progress 1AS-2 p29-34	RTP 1AS -2 assessment questions

Unit 7 – Addition and subtraction facts within 10

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Addition and subtraction facts within 10	Addition and subtraction: strategies within 10	Ready to progress
1	Learning Outcome 1 Pupils explain that addition is commutative **WALT explain**	Teaching Point 1 Steps 1:1-1:5 (pgs. 5-9)	
2	Learning Outcomes 2 & 3 Pupils find pairs of numbers to 10 **WALT identify**	Teaching Point 2 Steps 2:1-2:4 (pgs. 10-12)	
3	Learning Outcome 4 Pupils add and subtract 1 from any number **WALT calculate**	Teaching Point 3 Steps 3:1-3:7 (pgs. 13-17)	
4	Learning Outcome 5 Pupils explain what the difference is between consecutive numbers **WALT explain**	Teaching Point 4 Steps 4:1-4:5 (pgs. 18-20)	
5	Learning Outcomes 6 & 7 Pupils explain what happens when 2 is added to or subtracted from odd and even numbers and what the difference is between consecutive odd and even numbers **WALT explain**	Teaching Point 5 Steps 5:1-5:7 (pgs. 21-25) Teaching Point 6 Steps 6:1-6:5 (pgs. 26-27)	
6	Learning Outcome 8 Pupils explain what happens when zero is added to or subtracted from a number **WALT explain**	Teaching Point 7 Steps 7:1-7:5 (pgs. 28-30)	
7	Learning Outcome 9 Pupils explain what happens when a number is added to or subtracted from itself **WALT explain**	Teaching Point 8 Steps 8:1-8:3 (pg. 31)	
8 and 9	Learning Outcomes 10 and 11 Pupils double numbers and explain what doubling means **WALT double** Pupils halve numbers and explain what halving means **WALT halve**	Teaching Point 9 Steps 9:1-9:5 (pgs. 32-34)	

10	Learning Outcome 12 Pupils use knowledge of doubles and halves to calculate near doubles and halves **WALT calculate**	Teaching Point 9 Steps 9:6-9:7 (pgs. 35-36)	
11	Learning Outcome 13 Pupils represent different types of stories with subtraction calculations **WALT represent**	Teaching Point 9 Step 9:8 (pg. 36)	
12	Learning Outcome 14 Pupils use knowledge and strategies to add 5 and 3 and 6 and 3 **WALT calculate**	Teaching Point 10 Steps 10:1-10:3 (pgs. 37-38	

Unit 8 – Numbers to 20

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Numbers to 20	Composition of numbers 11-19	Ready to progress
1	Learning Outcome 1 Pupils explain that the digits in the numbers 11 to 19 express quantity Learning Outcome 2 … on a number line **WALT explain**	Teaching Point 1 Steps 1:1-1:9 (pgs. 4-9)	I See Reasoning KS1 P19 Number lines
2	Learning Outcome 3 Pupils identify the quantity shown in a representation of numbers 11 to 19 **WALT identify**	Teaching Point 2 Steps 2:1-2:3 (pgs. 10-11)	
3	Learning Outcomes 4 & 5 Pupils use knowledge of '10 and a bit' to solve problems **WALT apply**	Teaching Point 2 Steps 2:4-2:9 (pgs. 12-15)	
4	Learning Outcome 6 Pupils explore odd and even numbers within 20 **WALT explore**	Teaching Point 3 Steps 3:1 – 3:3 (pgs. 16-19) *NB remainder of teaching point 3 is included in Y2 where numbers above 20 are covered.*	
5	Learning Outcome 7 Pupils double the numbers 6 to 9 and halve the result, explaining what doubling and halving is **WALT double and halve**	Teaching Point 4 Steps 4:1-4:7 (pgs. 22-26)	
6	Learning Outcomes 8,9 & 10 Pupils use knowledge of addition and subtraction facts within 10 to add and subtract within 20 **WALT subtract**	Teaching Point 5 Steps 5:1-5:7 (pgs.27-31)	
7	Learning Outcomes 11 & 12 Pupils measure one object with different non-standard measures and record outcomes Pupils measure items using individual cm cubes **WALT measures**		I See Reasoning KS1 P103 Which answer? Explain Teaching for Mastery Y1 P22

8	Learning Outcomes 13 & 14 Pupils measure length from zero cm using a ruler Pupils estimate length in cm **WALT estimate and measure**	Slides 101 and 104	I See Reasoning KS1 P102 Which answer?
9	Learning Outcome 15 Pupils estimate length, measure length and record these values in a table **WALT estimate and measure**		I See Reasoning KS1 P105 Predict and measure

Unit 9 – Unitising and coin recognition

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Unitising and coin recognition	Counting, unitising and coins	Ready to progress
1	Learning Outcome 1 Pupils count efficiently in groups of two **WALT count**	Teaching Point 1 Steps 1:1-1:5 (pgs. 4-8)	I See Reasoning P11
2	Learning Outcome 2 Pupils count efficiently in groups of ten **WALT count**	Teaching Point 2 Steps 2:1-2:6 (pgs. 9-11)	
3	Learning Outcome 3 Pupils count efficiently in group of five **WALT count**	Teaching Point 3 Steps 3:1-3:5 (pgs. 12-13)	I See Reasoning P12/13
4	Learning Outcome 4 Pupils count efficiently by counting in groups of two, five and ten **WALT count**	Teaching Point 3 Step 3:6 (pg. 14)	
5	Learning Outcomes 5 & 6 Pupils explain the value of a 1p coin in pence Pupils recognise and explain the value of 2p, 5p and 10p coins **WLAT identify**	Teaching Point 4 Steps 4:1-4:3 (pgs. 15-18)	
6	Learning Outcomes 7 and 8 Pupils explain that a single coin can be worth several pennies Pupils use knowledge of the value of coins to solve problems **WALT apply**	Teaching Point 4 Steps 4:4-4:5 (pgs. 18-19)	
7	Learning Outcomes 9, 10 and 11 Pupils calculate the total value of the coins in a set of 2p, 5p and 10p coins **WALT apply**	Teaching Point 5 Steps 5:1-5:5 (pgs. 20-22)	I See Reasoning P107-109, 117
8	Learning Outcomes 12 & 13 Pupils compare sets of 2p, 5p and 10p coins Pupils relate what they have learnt to a real-life context **WALT compare and make links**	Teaching Point 5 Steps 5:6-5:7 (pgs. 23-24)	N Rich – the puzzling sweet shop
9	Learning Outcome 14 Pupils work out how many coins are needed to make a total value of 10p **WALT calculate**	Teaching Point 6 Steps 6:1-6:4 (pgs. 25-28)	

11	Learning Outcomes 15 & 16 Pupils work out how many coins are needed to make a total value of 20p Pupils use knowledge of the value of coins to solve problems **WALT calculate**	Teaching Point 6 Steps 6:5-6:5 (pgs. 28-29)	Teaching for Mastery Y1 P18
12	Opportunities for consolidation and assessment	Role play/ real-life learning contexts	1 NF-1 1 NF -2 N Rich – 5 coins This could be adapted and led by the teacher as a guessing game

Unit 10 – Position and direction

Lesson	Curriculum Prioritisation Learning Outcomes	Supporting materials
Key links	Position and direction	Ready to progress
1	Learning Outcome Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face. **WALT identify**	Practical lesson – opportunities for outside learning/ PE/ gymnastics
2	Learning Outcome Pupils use the language of position, direction and motion, including 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. **WALT describe**	Teaching for Mastery Y1 P29
3	Learning Outcome Pupils describe position, direction and movement, including whole, half, quarter and three-quarter turns. **WALT describe**	I See Reasoning KS1 P123 Which answer?

Unit 11 - Time

Lesson	Curriculum Prioritisation Learning Outcomes	Supporting materials
Key links	Time	Ready to progress
Lessons 1-3	Learning Outcome Pupils sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] **WALT sequence** Learning Outcome Pupils recognise and use language relating to dates, including days of the week, weeks, months and years **WALT recall**	N Rich – times of the day N Rich – order, order (First one – Time – only) I See Reasoning KS1 P115
Lessons 4-6	Learning Outcome Pupils tell the time to the hour and draw the hands on a clock face to show these times. **WALT identify**	I See Reasoning KS1 P117 Which answer? Spot the difference
Lessons 7-9	Learning Outcome Pupils tell the time to the hour and *half past the hour* and draw the hands on a clock face to show these times. **WALT identify**	N Rich – stop the clock Interactive game Teaching for Mastery Y1 P25-27