

	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	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)					Geometry: Shape	Number: Place Value (within 20)	
Spring	Consolidation	Number: Addition and Subtraction (within 20)			Number: Place Value (within 50)			Measurement: Length and Height	Measurement: Weight and Volume		Consolidation	
Summer	Consolidation	Number: Multiplication and Division			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time	

Year 1 –Yearly Overview – Autumn				
	Week 1-4 (Block 1)	Week 5-9 (Block 2)	Week 10 (Block 3)	Week 11-12 (Block 4)
	Number: Place Value (within 10) (15 steps)	Number: Addition and Subtraction (18 steps)	Geometry: Shape (5 steps)	Number: Place Value (within 20) (8 steps)
White Rose Maths Small Steps	<p>Sort objects</p> <p>Count objects</p> <p>Represent objects</p> <p>Count, read and write forwards from any number 0-10</p> <p>Count, read and write backwards from any number 0-10</p> <p>Count one more</p> <p>Count one less</p> <p>One to one correspondence to start to compare groups</p> <p>Compare groups using equal, greater, more, less, fewer</p> <p>Introduce <math>&lt; &gt; =</math></p> <p>Compare numbers</p> <p>Order groups of objects</p> <p>Order numbers</p> <p>Ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>)</p> <p>Number line</p>	<p>Part whole</p> <p>Addition symbol</p> <p>Fact families – addition facts</p> <p>Find number bonds for numbers within 10</p> <p>Systematic methods for number bonds within 10</p> <p>Number bonds to 10</p> <p>Compare number bonds</p> <p>Addition – adding together</p> <p>Addition – adding more</p> <p>Finding a part</p> <p>Subtraction – taking away, how many left, crossing out</p> <p>Subtraction - taking away, how many left, subtraction symbol</p> <p>Subtraction - finding a part, breaking apart</p> <p>Fact families – the 8 facts</p> <p>Subtraction – counting back</p> <p>Subtraction – finding the difference</p> <p>Comparing addition and subtraction statements <math>a+b&gt;c</math></p> <p>Comparing addition and subtraction statements <math>a+b&gt;c+d</math></p>	<p>Recognise and name 3D shapes</p> <p>Sort 3D shapes</p> <p>Recognise and name 2D shapes</p> <p>Sort 2D shapes</p> <p>Patterns with 2D and 3D shapes.</p>	<p>Count forwards and backwards and write numbers to 20 in numerals and words</p> <p>Numbers from 11 – 20</p> <p>Tens and ones</p> <p>Count one more and one less</p> <p>Compare groups of objects</p> <p>Compare numbers</p> <p>Order groups of objects</p> <p>Order numbers</p>
EYFS ELG	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p> <p>They solve problems, including doubling, halving and sharing.</p> <p>Children can select the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Children can count an irregular arrangement of up to ten objects.</p> <p>Children can estimate how many objects they can see and check by counting them.</p> <p>Children can use the language of ‘more’ and ‘fewer’ to compare two sets of objects.</p> <p>Children can say the number that is one more than a given number and can find one</p>	<p>Using quantities and objects, children can add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Children can find the total number of items in two groups by counting all of them.</p> <p>In practical activities and discussion, children are beginning to use the vocabulary involved in adding and subtracting.</p>	<p>Children recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Children will have experienced solid (3D) and flat (2D) shapes and mathematical terms to describe them.</p> <p>Children can select a named shape</p> <p>Children can use familiar objects and shapes to create patterns.</p>	

	<p>more or one less from a group of up to five objects, then ten objects.</p> <p>Children can record, using marks that they can interpret and explain.</p>			
RTPs	<p><b>1NPV-1</b></p> <p><b>1NPV-2</b></p>	<p><b>1NF-1</b></p> <p><b>1AS-1</b></p> <p><b>1AS-2</b></p>	<p><b>1G-1</b></p> <p><b>1G-2 (additional content required)</b></p>	<p><b>1NPV-1</b></p> <p><b>1NPV-2</b></p>
NOTES:	<p>Extra time has been included into WRM plans in order to build solid understanding of number – particularly numbers to 10, place value and the introduction of part-part-whole concept.</p> <p>Devote more time to this block if necessary in order to gain deep understanding.</p>	<p>Number bonds are particularly important so, again, extra time should be spent on these.</p> <p>Continue to identify odd and even numbers and explore patterns when adding (<math>o+o=e</math>, <math>o+e=o</math>, <math>e+e=e</math>)</p>	<p>This block will be new to children. Build in practical activities and time outside exploring shapes in nature where possible.</p> <p>Ensure sufficient teaching is included in this block to satisfy <b>1G-2</b></p>	<p>Move on this block once Block 1 is secure. If more time is required, use the consolidation week in Spring 1)</p>