Year 1 Autumn Term White Rose Planning

	Week 1 - Week 5	Week 6 - Week 10	Week 11- Week 13	Week 14	Week 15
	Place Value *(within 10)*	**Addition & Subtraction *(within 10)***	**Place Value (within 20)**	**Geometry *(shape)***	**Consolidation**
White Rose 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 **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 **Y1 POST ASSESSMENT and ADDRESS GAPS**	**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 **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?) **Step 16** Subtraction on a number line **Step 17** Add or subtract 1 or 2 **Y1 POST ASSESSMENT and ADDRESS GAPS**	**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 **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 **Y1 POST ASSESSMENT and ADDRESS GAPS**	**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 **Y1 POST ASSESSMENT and ADDRESS GAPS**	**Y1 Autumn Term Assessment**
National Curriculum Objectives	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 Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number 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 Compare numbers using and = signs Read and write numbers from 1 to 20 in numerals and words	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) Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract 1-digit and 2-digit numbers to 20, including zero	Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number 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 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 Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Read & write numbers from 1 to 20 in numerals & words Given a number, identify 1 more and 1 less	Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	

		EXS	GDS
Problem Solving	Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract). Independently choose to scaffold thinking using concrete and pictorial representations, if required. Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate. Begin to independently find a starting point to break into a problem. Use trial and improvement strategy. Independently find possibilities. With support (adult, peer) check work (e.g. look for other possibilities, repeats, missing answers and errors). Independently pattern spot and copy and continue a pattern (objects, shapes, numbers, spatial) predicting what will come next. With support, investigate statements.	For all mathematical concepts, ideas and techniques: Represent it in a variety of ways *(e.g. using concrete materials, pictures and symbols – the CPA approach).* Make up his or her own examples *(and non-examples)* of it. See connections between it and other facts or ideas. Recognise it in new situations and contexts. Make use of it in various ways, including in new situations.	Solve problems of greater complexity *(i.e. where the approach is not immediately obvious),* demonstrating creativity and imagination. Independently explore and investigate mathematical contexts and structures.
Reasoning	Describe and explain with reasons. Listen to others' explanations and try to make sense of them.	Describe it in his or her own words. Explain it to someone else.	Communicate results clearly and systematically explain and generalise the mathematics.

Year 1 Spring Term White Rose Planning

Week 1 - Week 3	Week 4 - Week 5	Week 6 - Week 7	Week 8 - Week 9	Week 10 - Week 11
Addition & Subtraction *(within 20)*	**Place Value (within 50)**	**Measurement *(length & height)***	**Measurement *(weight & volume)***	**Consolidation**

White Rose Small Steps	**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 **Step 9** Related facts **Step 10** Missing number problems **Y1 POST ASSESSMENT and ADDRESS GAPS**	**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 **Y1 POST ASSESSMENT and ADDRESS GAPS**	**Step 1** Compare lengths and heights **Step 2** Measure length using objects **Step 3** Measure length in centimetres **Y1 POST ASSESSMENT and ADDRESS GAPS**	**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 **Step 7** Compare capacity **Y1 POST ASSESSMENT and ADDRESS GAPS**	**Y1 Spring Term Assessment**
National Curriculum Objectives	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Add and subtract 1-digit and 2-digit numbers to 20, including zero Represent and use number bonds and related subtraction facts within 20 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number 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 Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Given a number, identify 1 more and 1 less	Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time	Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time Measure and begin to record the following: lengths and heights; mass/weights; capacity and volume; time	

		EXS	**GDS**
Problem Solving	Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract). Independently choose to scaffold thinking using concrete and pictorial representations, if required. Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate. Begin to independently find a starting point to break into a problem. Use trial and improvement strategy. Independently find possibilities. With support (adult, peer) check work (e.g. look for other possibilities, repeats, missing answers and errors). Independently pattern spot and copy and continue a pattern (objects, shapes, numbers, spatial) predicting what will come next. With support, investigate statements.	For all mathematical concepts, ideas and techniques: Represent it in a variety of ways *(e.g. using concrete materials, pictures and symbols – the CPA approach).* Make up his or her own examples *(and non-examples)* of it. See connections between it and other facts or ideas. Recognise it in new situations and contexts. Make use of it in various ways, including in new situations.	Solve problems of greater complexity *(i.e. where the approach is not immediately obvious),* demonstrating creativity and imagination. Independently explore and investigate mathematical contexts and structures.
Reasoning	Describe and explain with reasons. Listen to others' explanations and try to make sense of them.	Describe it in his or her own words. Explain it to someone else.	Communicate results clearly and systematically explain and generalise the mathematics.

Year 1 Summer Term White Rose Planning

	Week 1 - Week 3	Week 4 - Week 5	Week 6	Week 7 - Week 8	Week 9	Week 10 - Week 11	Week 12 - Week 13
	Multiplication & Division	**Fractions**	**Geometry** ***(position & direction)***	**Place Value** ***(within 100)***	**Measurement** ***(money)***	**Measurement** ***(time)***	**Consolidation** **Y1 Summer Term Assessment**
White Rose 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 **Step 9** Make equal groups – sharing **Y1 POST ASSESSMENT and ADDRESS GAPS**	**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 **Y1 POST ASSESSMENT and ADDRESS GAPS**	**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 **Y1 POST ASSESSMENT and ADDRESS GAPS**	**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 **Y1 POST ASSESSMENT ADDRESS GAPS**	**Step 1** Unitising **Step 2** Recognise coins **Step 3** Recognise notes **Step 4** Count in coins **Y1 POST ASSESSMENT and ADDRESS GAPS**	**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 **Y1 POST ASSESSMENT and ADDRESS GAPS**	
National Curriculum Objectives	Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Describe position, direction and movement, including whole, half, quarter and three-quarter turns 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 (non-statutory guidance) Practise counting (1, 2, 3…), ordering (for example, 1st, 2nd, 3rd …) (non-statutory guidance)	Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s 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	Recognise and know the value of different denominations of coins and notes Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s	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, weeks, months and years Compare, describe and solve practical problems for time Measure and begin to record time (hours, minutes, seconds) Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times	
Problem Solving	Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract). Independently choose to scaffold thinking using concrete and pictorial representations, if required. Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate. Begin to independently find a starting point to break into a problem. Use trial and improvement strategy. Independently find possibilities. With support (adult, peer) check work (e.g. look for other possibilities, repeats, missing answers and errors). Independently pattern spot and copy and continue a pattern (objects, shapes, numbers, spatial) predicting what will come next. With support, investigate statements.				**EXS** For all mathematical concepts, ideas and techniques: Represent it in a variety of ways *(e.g. using concrete materials, pictures and symbols – the CPA approach).* Make up his or her own examples *(and non-examples)* of it. See connections between it and other facts or ideas. Recognise it in new situations and contexts. Make use of it in various ways, including in new situations.	**GDS** Solve problems of greater complexity *(i.e. where the approach is not immediately obvious),* demonstrating creativity and imagination. Independently explore and investigate mathematical contexts and structures.	
Reasoning	Describe and explain with reasons. Listen to others' explanations and try to make sense of them.				Describe it in his or her own words. Explain it to someone else.	Communicate results clearly and systematically explain and generalise the mathematics.	