Year 1   Summer Term

Mathematical aspect	Key knowledge	Previous experience (NCETM Guidance) Support gaps in learning	National Curriculum statement	Links to PD Materials from NCETM to support subject knowledge and small steps
Week 1-4	**Number sense and arithmetic:** Revisit and consolidate Continuing to work on number structures Promoting the number sense arithmetic e.g 8 + 4 = 8 +2+2 Doubles and near doubles 7 + 8 e.g double the smaller number and add 1. Missing number problems using bar model to expose the structure Counting, reading and writing number patterns	**1NF–1** Develop fluency in addition and subtraction facts within 10. **1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. **1NPV–2** Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	To count, read and write numbers to 100 in numerals To represent and use number bonds and related subtraction facts within 20. To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. Count in multiples of 2's, 5's and 10's	1.9 COMPOSITION OF NUMBERS: 20–100 1.10 Composition of numbers: 11–19 2.1 Counting, unitising and coins https://www.ncetm.org.uk/classroom-resources/primm-2-01-counting-unitising-and-coins/ **Review and consolidate:** **2NPV–1** Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.
Week 5	**Geometry: properties of shape** Use the appropriate mathematical vocabulary to describe shape. Eg: vertices, edges, faces To be able to recognise shapes in different orientations and sizes and		To recognise and name common 2D and 3D shapes, including: ● 2D shapes (rectangles (including squares), circles and triangles) ● 3D shapes (cuboids (including cubes), pyramids and spheres).	**MNP/ White Rose/ Powermaths** **Primary National Guidance: teaching guidance.** **1G–1** Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles,

	know that they are not always similar to each other.			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. Review and consolidate: **1G–1** Example assessment questions **1G–2** Example assessment questions
Week 6 -7	**Number sense and arithmetic:** Revisit and consolidate Continuing to work on number structures Promoting the number sense arithmetic e.g 8 + 4 = 8 +2+2 Doubles and near doubles 7 + 8 e.g double the smaller number and add 1. Missing number problems using bar model to expose the structure Counting, reading and writing number patterns	**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. **1AS–2** Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts.	To count, read and write numbers to 100 in numerals Count in multiples of 2's, 5's and 10's To represent and use number bonds and related subtraction facts within 20. To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	**1.5** Additive structures: introduction to aggregation and partitioning *1.6* Additive structures: introduction to augmentation and reduction **1.10** Composition of numbers: 11–19 Revisit key concepts for addition and subtraction (NCETM PD materials) to practise and consolidate. Review and consolidate: **2NPV–1** Recognise the place value of each digit in two-digit numbers, and compose and

		1NF–1 Develop fluency in addition and subtraction facts within 10.		decompose two-digit numbers using standard and non-standard partitioning.
Week 8	**Measurement: volume and capacity** Compare and describe using the appropriate mathematically vocabulary Practical application Non-standard unit into standard unit Understanding the concept of measuring and then the need for standardisation. Comparing volume and capacity, using terms such as 'more than' and 'less than'. finding volume and capacity using non-standard units. Describing volume using the terms 'half' and 'quarter'.	**1NPV–1**, both forwards and backwards, is necessary for pupils to be able to reason about the location of numbers in the linear number system.	Measure and begin to record the following: capacity and volume. Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].	MNP/ Powermaths/ White Rose Primary National Guidance **1.1** Comparison of quantities and measures
Week 9	**Number sense and arithmetic:** Revisit and consolidate Continuing to work on number structures Promoting the number sense arithmetic e.g 8 + 4 = 8 +2+2	**1NPV–1** Count within 100, forwards and backwards, starting with any number.	To count, read and write numbers to 100 in numerals Count in multiples of 2's, 5's and 10's To represent and use number bonds and related subtraction facts within 20. To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve	**1.5** Additive structures: introduction to aggregation and partitioning **1.6** Additive structures: introduction to augmentation and reduction **1.10** Composition of numbers:

	Doubles and near doubles 7 + 8 e.g double the smaller number and add 1. Missing number problems using bar model to expose the structure Counting, reading and writing number patterns		addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	11–19
Week 10	**Measurement in the context of time** Vocabulary understanding Looking at calendars and linking to the day of the week, month of the year. Developing knowledge of 7 days in a week, 12 months in a year. Understanding the passing of time and how we measure it. Introducing the concept of measuring time – the clock The structure of the clock face. How the digits are positioned around the clock face eg 12 at the top, 6 at the bottom – key landmarks? Hour hand and the minute hand Building large clocks faces practically.		Recognise and use language relating to dates including days of the week, weeks, months and years To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. –(focus on just reading the hour hand)	MNP/ White Rose / Power Maths

Weeks 11	**Measurement: mass** Compare and describe using the appropriate mathematically vocabulary Practical application Non-standard unit into standard unit Understanding the concept of measuring/ weighting etc. and then the need for standardisation. Comparing mass using terms such as 'heavy/heavier' and 'light/lighter', followed by finding mass using non-standard units. Use balance scales to measure the mass of an object in non-standard units. Estimate the mass of an object in non-standard units.	**1NPV–1** Count within 100, forwards and backwards, starting with any number.	To compare, describe and solve practical problems for measurement. Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]. Measure and begin to record the following: mass/weight	**1.1** Comparison of quantities and measures
Week	**Assessment- testbase**			

Week 12	**Position and movement (time for some revision of number)** Understand elements of position, movement and turns. Describe the position of one object relative to another, using terms such as: 'top', 'middle' and 'bottom'; 'around', 'close', 'near' and 'far'; and 'on top of', 'in front of' and 'above'. Explore concepts 'up and down', 'forwards and backwards' and 'inside and outside.' Turns: navigating whole turns, half turns, quarter turns and the notion of clockwise and anticlockwise. **Revision of number**		Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	Cross -curriculum learning linked to computing.