# Year 1 teaching overview

| Autumn | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
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| Times tables/counting | Count in 10's in order up to 120. | | | | | Count in 2's up to 24 – link to even numbers and doubles. | | | | | | |
| White Rose | Place Value (within 10)<br>Step 1 Sort objects<br>Step 2 Count objects<br>Step 3 Count objects from a larger group<br>Step 4 Represent objects<br>Step 5 Recognise numbers as words<br>Step 6 Count on from any number<br>Step 7 1 more<br>Step 8 Count backwards within 10<br>Small steps<br>Step 9 1 less<br>Step 10 Compare groups by matching<br>Step 11 Fewer, more, same<br>Step 12 Less than, greater than, equal to<br>Step 13 Compare numbers<br>Step 14 Order objects and numbers<br>Step 15 The number line | | | | | Addition and Subtraction (within 10)<br>Step 1 Introduce parts and wholes<br>Step 2 Part-whole model<br>Step 3 Write number sentences<br>Step 4 Fact families – addition facts<br>Step 5 Number bonds within 10<br>Step 6 Systematic number bonds within 10<br>Step 7 Number bonds to 10<br>Step 8 Addition – add together<br>Step 9 Addition – add more<br>Step 10 Addition problems<br>Step 11 Find a part<br>Step 12 Subtraction – find a part<br>Step 13 Fact families – the eight facts<br>Step 14 Subtraction – take away/cross out (How many left?)<br>Step 15 Take away (How many left?)<br>Step 16 Subtraction on a number line | | | | | Geometry Shape<br>Step 1 Recognise and name 3-D shapes<br>Step 2 Sort 3-D shapes<br>Step 3 Recognise and name 2-D shapes<br>Step 4 Sort 2-D shapes<br>Step 5 Patterns with 2-D and 3-D shapes |
| National Curriculum links | Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.<br>Count, read and write numbers to 10 in numerals and words.<br>Given a number, identify one more or one less. 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. | | | | | Represent and use number bonds and related subtraction facts within 10.<br>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. | | | | | Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles).<br>Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres). |
| Spring | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Times tables/counting | Continue to develop fluency of counting in 2's and 10's. | | | | | | Counting in 5's up to 60 – link to knowledge of counting in 10's. | | | | | |
| White Rose | Place Value (within 20)<br>Step 1 Count within 20<br>Step 2 Understand 10<br>Step 3 Understand 11, 12 and 13<br>Step 4 Understand 14, 15 and 16<br>Step 5 Understand 17, 18 and 19<br>Step 6 Understand 20<br>Step 7 1 more and 1 less | | | Addition and Subtraction (within 20)<br>Step 1 Add by counting on within 20<br>Step 2 Add ones using number bonds<br>Step 3 Find and make number bonds to 20<br>Step 4 Doubles<br>Step 5 Near doubles<br>Step 6 Subtract ones using number bonds<br>Step 7 Subtraction – counting back | | | Place Value (within 50)<br>Step 1 Count from 20 to 50<br>Step 2 20, 30, 40 and 50<br>Step 3 Count by making groups of tens<br>Step 4 Groups of tens and ones | | Length and Height<br>Step 1 Compare lengths and heights<br>Step 2 Measure length using objects<br>Step 3 Measure length in centimetres | | Mass and Volume<br>Step 1 Heavier and lighter Step 2 Measure mass<br>Step 3 Compare mass<br>Step 4 Full and empty<br>Step 5 Compare volume Step 6 Measure capacity Step 7 Compare capacity |

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| | Step 8 The number line to 20<br>Step 9 Use a number line to 20<br>Step 10 Estimate on a number line to 20<br>Step 11 Compare numbers to 20<br>Step 12 Order numbers to 20 | | | Step 8 Subtraction – finding the difference<br>Step 9 Related facts<br>Step 10 Missing number problems | | | Step 5 Partition into tens and ones<br>Step 6 The number line to 50<br>Step 7 Estimate on a number line to 50<br>Step 8 1 more, 1 less | | | | | |
| National Curriculum links | Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.<br>Count, read and write numbers to 20 in numerals and words.<br>Given a number, identify one more or one less. 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. | | | Represent and use number bonds and related subtraction facts within 20.<br>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.<br>Add and subtract one-digit and two-digit numbers to 20, including zero.<br>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 50 forwards and backwards, beginning with 0 or 1, or from any number.<br>Count, read and write numbers to 50 in numerals.<br>Given a number, identify one more or one less.<br>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.<br>Count in multiples of twos, fives and tens. | | Measurement: Length and Height Measure and begin to record lengths and heights.<br>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). | | Measure and begin to record mass/weight, capacity and volume.<br>Compare, describe and solve practical problems for mass/weight:[for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]. | |
| Summer | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Times tables/counting | Count in 2's, 5's, 10's with growing fluency. | | | | | | Count in 2's, 5's, 10's fluently. | | | | | | |
| White Rose | Multiplication and Division<br>Step 1 Count in 2s<br>Step 2 Count in 10s<br>Step 3 Count in 5s<br>Step 4 Recognise equal groups<br>Step 5 Add equal groups Step 6 Make arrays<br>Step 7 Make doubles<br>Step 8 Make equal groups – grouping | | | Fractions<br>Step 1 Recognise a half of an object or a shape<br>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<br>Step 5 Recognise a quarter of an object or a shape<br>Step 6 Find a quarter of an object or a shape<br>Step 7 Recognise a quarter of a quantity<br>Step 8 Find a quarter of a quantity | | Geometry Position and direction<br>Step 1 Describe turns<br>Step 2 Describe position – left and right<br>Step 3 Describe position – forwards and backwards<br>Step 4 Describe position – above and below | Place Value (within 100)<br>Step 1 Count from 50 to 100<br>Step 2 Tens to 100 Step 3 Partition into tens and ones<br>Step 4 The number line to 100<br>Step 5 1 more, 1 less Step 6 Compare numbers with the same number of tens<br>Step 7 Compare any two numbers | | Measurement Money<br>Step 1 Unitising<br>Step 2 Recognise coins<br>Step 3 Recognise notes<br>Step 4 Count in coins | Time<br>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 | | Consolidation |

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| | | | Step 5<br>Ordinal numbers | | | | |
| National Curriculum links | Count in multiples of twos, fives and tens.<br>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.<br>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.<br>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)<br>Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]. | Describe position, direction and movement, including whole, half, quarter and three quarter turns | • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.<br>• Count, read and write numbers to 100 in numerals.<br>• Given a number, identify one more and one less.<br>• Identify and represent numbers<br>using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. | Recognise and know the value of different denominations of coins and notes. | Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.<br>Recognise and use language relating to dates, including days of the week, weeks, months and years.<br>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.<br>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].<br>Measure and begin to record time (hours, minutes, seconds). | |