



Year 1 Autumn 1

Starter suggestions for Number

- Read and write numbers to 50 in figures.
- Count on and back in ones from any one or two-digit number.
- Count on and back in multiples of 2.
- Order a set of random numbers to 50.
- Recall addition and subtraction facts for each number up to 10.
- Recall doubles of numbers to 10 + 10.
- Recall halves of even numbers to 20.
- Add a single digit number to any number up to 20 by counting on.
- Take away a single digit number from any number up to 20 by counting back.
- Identify number patterns on number lines and hundred squares.

Starter suggestions for Measurement, Geometry and Statistics

- Identify 2-D shapes in different orientations and begin to describe them.
- Identify 3-D shapes in different orientations and begin to describe them.
- Compare and sort common 2-D and 3-D shapes and everyday objects.
- Order and arrange combinations of mathematical objects in patterns and sequences.
- Describe position, direction and movement.
- Estimate the length and height of familiar items using uniform non-standard and standard units.

	Main learning	Rationale
Week 1 Number and place value	<ul style="list-style-type: none"> ▪ Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. ▪ Read and write numbers from 1 to 20 in numerals and words. ▪ Count, read and write numbers to 100 in numerals. ▪ Begin to recognise the place value of numbers beyond 20 (tens and ones). ▪ 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. ▪ Solve problems and practical problems involving all of the above. 	<p>Children build on their experiences in the EYFS where they learn about, and use numbers up to 20.</p> <p>When counting, children should be encouraged to recognise patterns in the spoken numbers and the numbers used to represent them. It is not essential at this stage for children to understand the size of all the numbers they are saying when counting – this will develop through the year.</p> <p>Children should use practical equipment, familiar items and pictures to represent the numbers they are working with – children should begin to understand the notion of grouping in tens i.e. 10 ones is the same as 1 ten and that in two-digit number the first digit refers to the number of groups of ten.</p>
Week 2 Number and place value	<ul style="list-style-type: none"> ▪ Given a number, identify one more and one less. ▪ Begin to recognise the place value of numbers beyond 20 (tens and ones). ▪ 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 in multiples of, twos, fives and tens. ▪ Solve problems and practical problems involving all of the above. 	<p>Children build on their understanding of numbers from the previous week to identify one more/less than a given number, using different representations, including the number line. It is useful to introduce the number line alongside practical or pictorial representations of the numbers.</p> <p>Children should understand the purpose of counting in twos, fives and tens and relate this to efficiently counting large quantities in practical contexts and also when counting money. When counting in twos, the concept of odd and even numbers can be explored.</p>
Week 3 Measurement - length and mass/weight	<ul style="list-style-type: none"> ▪ Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). ▪ Measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children's range of counting competence. ▪ Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than). ▪ Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children's range of counting competence. ▪ Solve practical problems for lengths, heights and masses/weights. 	<p>The pairs of terms mass and weight, volume and capacity are used interchangeably at this stage.</p> <p>Children should work practically to measure length and height, recognising that both are measurements of distance. Children make direct comparisons of lengths, heights, masses/weights before measuring using uniform non-standard units progressing to manageable standard units and equipment.</p>
Week 4 Addition and subtraction	<ul style="list-style-type: none"> ▪ 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 one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations). ▪ Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = \square - 9$. 	<p>Children should use familiar items to create number stories e.g. 8 ducks on a pond and 5 more land in the pond, how many ducks are there now? This gives rise to the number sentence $8 + 5 = ?$</p> <p>Continuing the theme of number stories can give rise to other number sentences such as $8 + ? = 13$ This could be explained as, there are 8 ducks on a pond. How many more join them if in the end there are 13 ducks on the pond?</p> <p>The use of physical objects to tell a number story and the creation of numbers sentences helps children to understand the relationship between addition and subtraction.</p>



	Main learning	Rationale
Week 5 Addition and subtraction and statistics	<ul style="list-style-type: none">▪ 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 one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations).▪ Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = \square - 9$.▪ Present and interpret data in block diagrams using practical equipment.▪ Ask and answer simple questions by counting the number of objects in each category.▪ Ask and answer questions by comparing categorical data.	<p>This week is a continuation of last week. Children should also explore each number up to 20 can be partitioned in different ways to create the number bonds. For example, if there are 17 sheep split between two fields, how many sheep could be in each field? The number sentences created should be $17 = ? + ?$ Children would then find different ways in which 17 can be made using two numbers. Children should be introduced to a range of vocabulary associated with each operation e.g. put together, add, altogether, total, take away. Physical block diagrams give children a context to explore calculations and number sentences.</p>
Week 6 Geometry	<ul style="list-style-type: none">▪ Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles.▪ Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.	<p>When learning about shapes, children should handle them, name them and begin to describe them. Children should recognise these shapes in different orientations and also in different sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other. Children could make pictures and structures using these shapes, explaining why certain shapes have been used (and not used) for particular parts of the picture or structure.</p>