

Autumn Scheme of Learning

Year 1

#MathsEveryoneCan

2020-21

White  
Rose  
Maths

	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	

# Overview

## Small Steps

## Notes for 2020/21

- Sort objects
- Count objects
- Represent objects
- Count, read and write forwards from any number 0 to 10
- Count, read and write backwards from any number 0 to 10
- Count one more
- Count one less
- One-to-one correspondence to start to compare groups
- Compare groups using language such as equal, more/greater, less/fewer
- Introduce  $<$ ,  $>$  and  $=$  symbols
- Compare numbers
- Order groups of objects
- Order numbers
- Ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> ...)
- The number line

The importance of early number and early understanding of mathematics cannot be underestimated. With the learning of reception children being disrupted, we've decided to put a bit more time early in Year 1 on numbers to 10, particularly around place value and the introduction to the concept of parts and wholes.

Devote more time to this block if needed before moving on and continue to revisit difficult concepts such as comparing numbers.

# Overview

## Small Steps

## Notes for 2020/21

- ▶ Part-whole model
- ▶ Addition symbol
- ▶ Fact families – addition facts
- ▶ Find number bonds for numbers within 10
- ▶ Systematic methods for number bonds within 10
- ▶ Number bonds to 10
- ▶ Compare number bonds
- ▶ Addition – adding together
- ▶ Addition – adding more
- ▶ Finding a part
- ▶ Subtraction – taking away, how many left? Crossing out
- ▶ Subtraction – taking away, how many left? Introducing the subtraction symbol
- ▶ Subtraction – finding a part, breaking apart
- ▶ Fact families – the 8 facts
- ▶ Subtraction – counting back

The importance of early number and early understanding of mathematics cannot be underestimated. With the learning of reception children being disrupted, we've decided to put a bit more time early in Year 1 on numbers to 10, particularly around place value and the introduction to the concept of parts and wholes.

Number bonds are particularly important so ensure sufficient time is spent on these.

# Overview

## Small Steps

## Notes for 2020/21

- ▶ Subtraction – finding the difference
- ▶ Comparing addition and subtraction statements  $a + b > c$
- ▶ Comparing addition and subtraction statements  $a + b > c + d$

The importance of early number and early understanding of mathematics cannot be underestimated. With the learning of reception children being disrupted, we've decided to put a bit more time early in Year 1 on numbers to 10, particularly around place value and the introduction to the concept of parts and wholes.

Number bonds are particularly important so ensure sufficient time is spent on these.

# Overview

## Small Steps

### Notes for 2020/21

- ▶ Recognise and name 3-D shapes
- ▶ Sort 3-D shapes
- ▶ Recognise and name 2-D shapes
- ▶ Sort 2-D shapes
- ▶ Patterns with 3-D and 2-D shapes

This should be brand new content for Year 1.

Try to make this block as practical as possible and use outdoor space to explore shapes in nature.

# Overview

## Small Steps

## Notes for 2020/21

- Count forwards and backwards and write numbers to 20 in numerals and words
- Numbers from 11 to 20
- Tens and ones
- Count one more and one less
- Compare groups of objects
- Compare numbers
- Order groups of objects
- Order numbers

Only move onto numbers to 20 at this stage if children are secure and confident with numbers to 10.

An extra week is given at the start of the Spring term to consolidate this learning.