



Year 1 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Phase 1	Number and Place Value Within 10		Addition and Subtraction Within 10			Geometry: Shape	Number and Place Value Within 20		Addition and Subtraction Within 20		
Phase 2	Measures: Time		Number and Place Value	Addition and Subtraction	Multiplication and division		Fractions				
Phase 3	Measures : Length and height	Number and Place Value		Addition, Subtraction, Multiplication and division			Measure Weight and volume				
Phase 4 (EoY)	Measures: Money										

Ongoing throughout the year:

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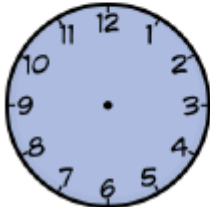


Year 1 Phase 2 Objectives

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Main Sessions	<p><u>Measures: Time</u> Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds)</p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p>	<p><u>Number and Place Value</u> Count to 40 forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>Count, read and write numbers from 1-40 in numerals and words.</p> <p>Identify and represent numbers using objects and pictorial representations.</p> <p>Given a number, identify 1 more or 1 less.</p>	<p><u>Addition and Subtraction</u> Add and subtract one digit and two digit numbers to 20, including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>	<p><u>Multiplication and Division</u> Count in multiples of twos, fives and tens.</p> <p>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.</p>	<p><u>Fractions</u> Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>			












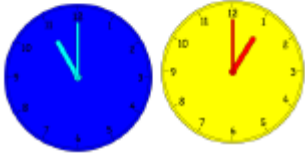
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
S & D Sessions	<u>Number and place value to 20</u>		<u>Addition and subtraction within 10</u>		<u>Number and place value to 40</u>		<u>Addition and subtraction to 20</u>	

Year 1 MTP – Phase 2

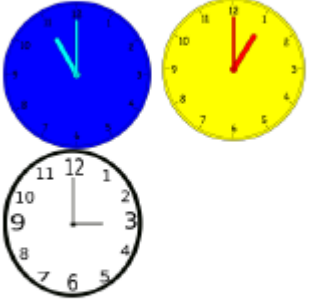
Domain	NC Objectives	Example tasks fluency	Example tasks reasoning	Example tasks problem solving				
Measures: Time	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	<ul style="list-style-type: none"> Point to 11 o'clock on the class clock. Match the words to the correct clock: <table border="1" data-bbox="573 600 949 911" style="margin: 10px 0;"> <tr> <td></td> <td>Three o'clock</td> </tr> <tr> <td></td> <td>One o'clock</td> </tr> </table> What time is the clock showing?  		Three o'clock		One o'clock	<ul style="list-style-type: none"> Kim says, "The big hand is pointing to the 6 and the small hand is pointing to the 12 so it is 6 o'clock." Do you agree? Can you explain to your partner how to show half past 8 on your clock? Using the blank clocks, can you draw three times and write something that you would do at this time? 	<ul style="list-style-type: none"> In pairs, children start at 6 o'clock. In turns, they move the time on either half hour or 1 hour. Whoever lands on 12 o'clock is the winner. Create a short play with friends on activities you would do at half past 12, 7 o'clock and 9 o'clock. Ben was in bed asleep. Can you show me two different times on your clock to show when this could be happening?
	Three o'clock							
	One o'clock							



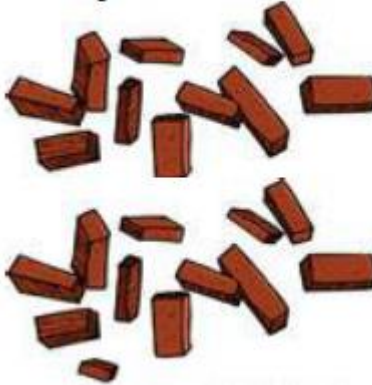
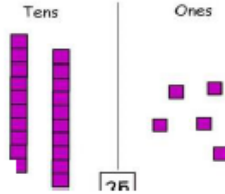
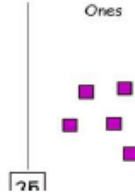
Domain	NC Objectives	Example tasks fluency	Example tasks reasoning	Example tasks problem solving																																																																													
Measures: Time	Recognise and use language relating to dates, including days of the week, weeks, months and years.	<ul style="list-style-type: none"> Fill in the missing blanks: On _____, I visited the seaside all day. On _____, we did P.E. at school. Can you write down the month and year you were born? Here are the days of the week mixed up. Can you put them in the correct order? <table border="1" style="margin-left: 20px;"> <tr><td>Thursday</td></tr> <tr><td>Tuesday</td></tr> <tr><td>Saturday</td></tr> <tr><td>Monday</td></tr> <tr><td>Friday</td></tr> <tr><td>Sunday</td></tr> <tr><td>Wednesday</td></tr> </table>	Thursday	Tuesday	Saturday	Monday	Friday	Sunday	Wednesday	<ul style="list-style-type: none"> Match the picture to the month you think it is showing. Explain why you have made that choice: <table border="1" style="margin-left: 20px;"> <tr> <td></td> <td>June</td> </tr> <tr> <td></td> <td>September</td> </tr> <tr> <td></td> <td>January</td> </tr> </table> <ul style="list-style-type: none"> Hannah is describing a month. She says, "I don't like this month because it's always cold and it's darker outside for longer. Sometimes it snows." What month do you think this is? Convince me! Look at the calendar below <div style="margin-left: 20px;"> <table border="1"> <tr><th colspan="7">APRIL 2018</th></tr> <tr><td>Sun</td><td>Mon</td><td>Tue</td><td>Wed</td><td>Thu</td><td>Fri</td><td>Sat</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table> </div> <ul style="list-style-type: none"> Kirsty wants to go to the cinema one weekend. List the days she could possibly go. Explain why. 		June		September		January	APRIL 2018							Sun	Mon	Tue	Wed	Thu	Fri	Sat						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	<ul style="list-style-type: none"> Below is a list of activities Jonathan did. Can you explain to him which he should spend a day, week and year on and why? <table border="1" style="margin-left: 20px;"> <tr><td>A holiday to Spain</td></tr> <tr><td>A trip to the zoo</td></tr> <tr><td>Learning in Year 1</td></tr> </table> <ul style="list-style-type: none"> Robbie is describing different things he did on different days. Can you write a day next to each activity and explain why you chose that day. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Robbie's activity</th> <th>Day</th> <th>Reason</th> </tr> </thead> <tbody> <tr> <td>At the weekend I like to play football at the park.</td> <td></td> <td></td> </tr> <tr> <td>I went to a party for my friend's birthday.</td> <td></td> <td></td> </tr> <tr> <td>I learnt how to write a story in English.</td> <td></td> <td></td> </tr> </tbody> </table>	A holiday to Spain	A trip to the zoo	Learning in Year 1	Robbie's activity	Day	Reason	At the weekend I like to play football at the park.			I went to a party for my friend's birthday.			I learnt how to write a story in English.		
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Measures: Time	Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds)	<ul style="list-style-type: none"> Using a stop watch. Can you see who can do 10 stars jumps the quickest? Take it in turns to record each other. James took 35 seconds to read a page in a book. A class spent 4 minutes looking at a page in a book. Who was the slowest? Peter is eating his lunch at half past 12. Jane is eating her lunch half an hour later. Tick the clock which is showing when Jane eats her lunch. 	<ul style="list-style-type: none"> Holly arrived at school at 8 o'clock. Megan arrived 9 minutes past 8. Holly says, "I arrived earlier." Do you agree? Explain why. Sarah explained to the class that she woke up for school at 6 o'clock. Her friend said, "I'm confused because I have my tea at that time." Why is Sarah's friend confused? Explain to a friend why the big hand moves round the clock faster than the small hand. 	<ul style="list-style-type: none"> On Saturday, I played at the park for 15 minutes. On Sunday, I played for longer. Can you write an amount of time I could have played for? Explain how you know it is correct. Mick, Seb and Annie all walk to a football match. Mick takes 8 minutes to walk there. Seb is 3 minutes slower than Mick. Annie is 5 minutes faster than Seb. Who arrived at the football match first? How do you know?

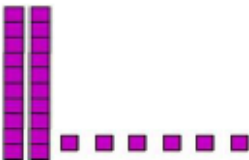
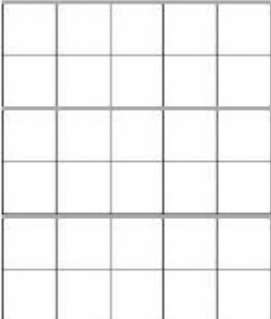
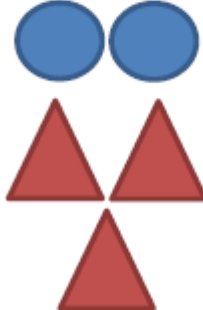


Domain	NC Objectives	Example tasks fluency	Example tasks reasoning	Example tasks problem solving				
Measures: Time	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening	<ul style="list-style-type: none"> Put the following statements in the correct order. <table border="1" data-bbox="595 336 958 496"> <tr><td>Next week I am going to the seaside</td></tr> <tr><td>Yesterday I walked my dog</td></tr> <tr><td>Tomorrow I will have pizza</td></tr> <tr><td>Today I am going shopping</td></tr> </table> Fill in the missing blanks for instructions on how to do work. Use next, first and after. <p>_____ I open my book</p> <p>_____ I write the date</p> <p>_____ I do my work</p> 	Next week I am going to the seaside	Yesterday I walked my dog	Tomorrow I will have pizza	Today I am going shopping	<ul style="list-style-type: none"> Look at the clocks below. Can you put them in order and explain why you have chosen that order? <div style="text-align: center;">  </div> True or false? We go to bed before we brush our teeth? Explain why. 	<ul style="list-style-type: none"> Using pictures of different activities e.g. waking up, eating dinner, working at school. Can you order them in a sensible way and explain why you have done this using prompt words e.g. after... Can you write a diary entry for your day at school yesterday? Include at least 3 prompt words e.g. first, next...
Next week I am going to the seaside								
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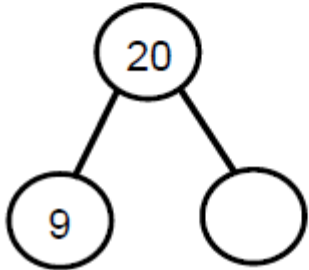


Domain	NC Objectives	Example tasks fluency	Example tasks reasoning	Example tasks problem solving															
<p>Number and Place Value: Within 40</p>	<p>Count to 40 forwards and backwards, beginning with 0 or 1, or from any number.</p>	<ul style="list-style-type: none"> Complete the missing numbers: <table border="1" data-bbox="539 437 909 472"> <tr> <td>31</td> <td></td> <td></td> <td>28</td> <td>27</td> </tr> </table> <table border="1" data-bbox="539 501 909 536"> <tr> <td>19</td> <td></td> <td>21</td> <td>22</td> <td>23</td> </tr> </table> <table border="1" data-bbox="539 564 909 600"> <tr> <td>40</td> <td></td> <td>38</td> <td></td> <td>36</td> </tr> </table> In pairs, take turns to say 3 consecutive numbers starting from any point. Record who says 40. e.g. start from 28 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39 40 How many bricks are there altogether?  	31			28	27	19		21	22	23	40		38		36	<ul style="list-style-type: none"> Kate says, "I have 3 tens and 8 ones. My number must be 308." Explain the mistake Kate has made. True or false? I am counting forwards to 40 from 25. I will say 30. Convince me. Spot and explain the mistake. 26, 27, 28, 29, 40 	<ul style="list-style-type: none"> My friend and I created the same number using base 10. My number is below. How much did we have altogether? <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Tens</p>  </div> <div style="text-align: center;"> <p>Ones</p>  </div> </div> Simon had 3 numbers in his bag. He gave three clues about them. Work out what each number could be: <ul style="list-style-type: none"> - One number has seven less than 35. - One number has no ones. - One number more ones than it has tens. Put cards 0-40 face down. When you turn one over count how many jumps it takes to get to 40. Count how many jumps it takes to get to 0. Which is it closer to? Why?
31			28	27															
19		21	22	23															
40		38		36															




Domain	NC Objectives	Example tasks fluency	Example tasks reasoning	Example tasks problem solving
<p>Number and Place Value: Within 40</p>	<p>Count, read and write numbers from 1-40 in numerals and words.</p>	<ul style="list-style-type: none"> Using base 10, show me 37. What is my number?  <ul style="list-style-type: none"> Using counters, fill the ten frames to make 28.  <p>How many would you have if it was full? How many more do you need to make it 30?</p>	<ul style="list-style-type: none"> True or false? I have 2 tens and 7 ones. If I take one ten away, I will have 17. Explain why. Odd one out! Explain why you think a number is the odd one out. How many different reasons can you find? 10, 15, 25, 36 Each circle represents 10. Each triangle represents one. Harry says the number below is 24. Is he correct? Explain why. 	<ul style="list-style-type: none"> Create a word search for a friend including the words eighteen, forty and twenty four. Create a number story using the number 40. Write or look at the numbers 1-40. Are there any patterns in how they are pronounced? Are there any numbers that are different? Does this make it easier or harder to remember them?



Domain	NC Objectives	Example tasks fluency	Example tasks reasoning	Example tasks problem solving				
Number and Place Value: Within 40	Identify and represent numbers using objects and pictorial representations.	<ul style="list-style-type: none"> Using Base 10, show me: <ol style="list-style-type: none"> 38 a number smaller than 25 a number with 1 ten and 6 ones in it How many ways can you represent 17 using drawings? Treasure hunt activity! Can you find all the things on your sheet? <table border="1" data-bbox="557 727 927 794" style="margin-left: 20px;"> <tr> <td>11 pencils</td> <td>27 stickers</td> </tr> <tr> <td>19 leaves</td> <td>15 balls</td> </tr> </table>	11 pencils	27 stickers	19 leaves	15 balls	<ul style="list-style-type: none"> If blue counters are worth 5. Can you make 35 using them? Can you create a story, including drawings, for the number sentence below? $17 + 9 =$ Jamie had some teddy bears. He said if I had another equal set of teddy bears I would have 20. Is he right? Explain why. 	<ul style="list-style-type: none"> Look at the picture below. List all the mathematical vocabulary, numbers and calculations you can create from this.  <ul style="list-style-type: none"> Stars are worth 5. Circles are worth 1. Triangles are worth 2. Arrows are worth 10. How many ways can you represent 20? Will there be more ways for 40? How do you know?  <ul style="list-style-type: none"> Look at the part-whole model. Make all the part-whole models you can from these facts you have been given. 
11 pencils	27 stickers							
19 leaves	15 balls							


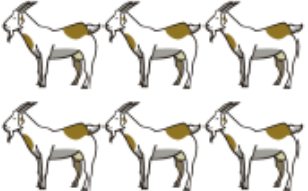






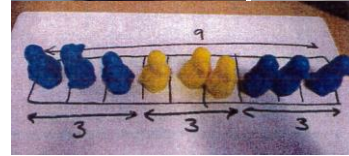
Domain	NC Objectives	Example tasks fluency	Example tasks reasoning	Example tasks problem solving
Number and Place Value: Within 40	Given a number, identify 1 more or 1 less.	<ul style="list-style-type: none"> Complete the more and less boxes below:  Fill in the missing gaps: One more than 29 is <input type="text"/> <input type="text"/> is one less than 13 <input type="text"/> = 1 less than 45 	<ul style="list-style-type: none"> Anna thinks 1 more than 14 is 24. Can you explain her mistake? True or false? 1 more than 10 is the same as 1 less than 30. Calvin is finding one more and one less of a number. Here are some he has found: 21,22,23 34,35,36 17,18,19 Calvin says, "No matter what number I pick the tens will stay the same. It is only the ones that change." Is he right? Explain why. 	<ul style="list-style-type: none"> Sarah has £1 more than Katie. Brian has £1 less than Katie. Sarah has £22. How much money do Katie and Brian have? A bag is full of digit cards from 1-40. Michelle pulls out a card and says "The difference between the digits is 1." What card could she have pulled out? Is this the only option? In pairs, take it in turns to build a tower. Your partner needs to make 2 towers. The first will be 1 more than the original; the second will be 1 less.



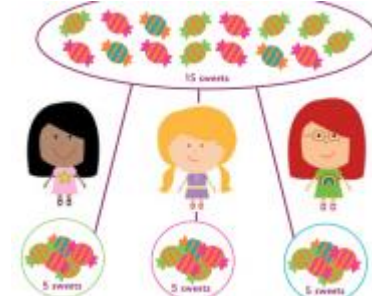
Domain	NC Objectives	Example tasks fluency	Example tasks reasoning	Example tasks problem solving			
Multiplication and Division	Count in multiples of twos, fives and tens.	<ul style="list-style-type: none">What are the first 5 multiples of 10?Work out 6×5Find the missing number: $2 \times _ = 18$ $_ \times 5 = 35$ $90 = 10 \times _$	<ul style="list-style-type: none">Amrit is counting in twos. She says the number 11. Explain the mistake she has made.Balraj says it's easy to know if a number is a multiple of 5. Can you explain why?Danielle says, "I know 50 is in the ten times table so I know it is also in the five times table." Is she correct? Explain why.	<ul style="list-style-type: none">Are there any numbers in the 2 times table that are also in the 5 and 10 times table? Have you found them all? Have you used a strategy to find them all?If you know the following information <table border="1" data-bbox="1518 507 1962 600"><tr><td>$2 \times 4 = 8$</td></tr><tr><td>$5 \times 6 = 30$</td></tr><tr><td>$7 \times 10 = 70$</td></tr></table><p>What other facts do you know? You can use addition, subtraction and multiplication.</p>There are 8 children sat on a table. They each have to complete 2 calculations. How many calculations are completed altogether?	$2 \times 4 = 8$	$5 \times 6 = 30$	$7 \times 10 = 70$
$2 \times 4 = 8$							
$5 \times 6 = 30$							
$7 \times 10 = 70$							




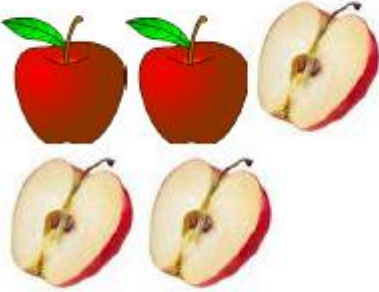
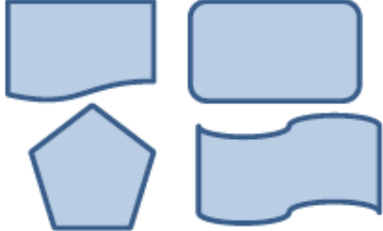
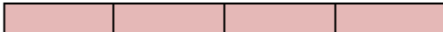
Domain	NC Objectives	Example tasks fluency	Example tasks reasoning	Example tasks problem solving
<p>Multiplication and Division</p>	<p>Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<ul style="list-style-type: none"> Use counters: <ol style="list-style-type: none"> To double 3 To halve 8 Harry has 5 friends. Each friend gives him 3 sweets. How many sweets does he have altogether? Kayleigh has 30 flowers to share between 3 vases equally. How many flowers can be put in each vase? 	<ul style="list-style-type: none"> Saskia says, 'You can double any number but you can only halve some numbers.' Can you prove this using counters or explain it to me? Here is an array. <div style="text-align: center;">  </div> <p>Mandy says, "I can find four facts from this." Do you agree? Convince me!</p> True or false? $2 + 2 + 2 + 2 + 2 = 2 \times 5$ Explain why. 	<ul style="list-style-type: none"> 6 goats have twins. How many goats are born? <div style="text-align: center;">  </div> How many multiplication and division facts can you make from using 12 cubes? 15 sweets are shared equally between 3 children. How many do they get each? Write down what different objects you could use to solve this. Write an explanation to your partner to help them solve it. Write your own question.
			<p>Additional Guidance:</p> <p style="color: blue;">Counting in 2s, 5s and 10s</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>2 4 6</p> </div> <div style="text-align: center;">  <p>5 10 15</p> </div> <div style="text-align: center;">  <p>5 10 15</p> </div> <div style="text-align: center;">  </div> </div> <p style="color: blue;">Seeing multiplication as repeated addition</p>	




Seeing division as sharing





Domain	NC Objectives	Example tasks fluency	Example tasks reasoning	Example tasks problem solving
Fractions	<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p>	<ul style="list-style-type: none"> Shade a half of each object.  Find $\frac{1}{2}$ of 8 How many halves of the apples below have been eaten?  	<ul style="list-style-type: none"> Arvind has a shape that is split into 4 equal parts. He shades in 2 parts and says "I have shaded half of my shape." Do you agree? Explain why. True or false? I use the 2 times table to find a half of an amount. Convince me! Matthew is finding halves. He says, "It is hard to find half of an odd number." Do you agree? Explain why. 	<ul style="list-style-type: none"> Can you split each of these shapes into two equal halves? Explain why for each shape.  Here is a tower made from cubes.  <p>Which tower is showing double this tower? Explain why using the word 'half'.</p> <ul style="list-style-type: none"> A tower of 7 cubes. A tower of 8 cubes. A tower of 6 cubes.



Domain	NC Objectives	Example tasks fluency	Example tasks reasoning	Example tasks problem solving								
Fractions	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	<ul style="list-style-type: none"> Shade a quarter of each shape.  Find $\frac{1}{4}$ of 12. How many quarters are in 2 whole apples? 	<ul style="list-style-type: none"> Sophie has split a square into 2 equal parts. She says, "I can also find one quarter of this square." Do you agree? Explain why. True or false? If I can find half of an amount, this helps me to find a quarter of an amount. Sometimes, always, never. 4 quarters are always made up of 4 equal parts. 	<ul style="list-style-type: none"> Get a circle template, rectangle template and square template. Each template represents 1 whole. Can you these into quarters? Are they equal? Use a bag of skittles to start with different whole numbers. How many different quarter amounts can you find? Record them in a table. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Whole number</th> <th>$\frac{1}{4}$</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Whole number	$\frac{1}{4}$						
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