Primary Mathematics Planning Framework YEAR 1 Manor Park First School

Focus	Weeks	Learning Objectives (Remember these are end of year expectations….. Work towards them) use small steps as guidance towards it… However, not all children will be on the same small step……
Number, Place Value Focus (white Rose Place value within 10 / 20 depending on the needs of the children, some might be within 100)	1-3	• count to and across 100, forwards and backwards, beginning with 0 or 1 • count, read and write numbers to 100 in numerals • given a number, identify one more and 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 • given a number, identify one more and one less
Addition and Subtraction white Rose within 10/20 depending on the needs of the children) (	4-5	• represent and use number bonds and related subtraction facts within 20 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as such as 7 = □ –9
Measurement (Time) (use White Rose as guidance- teach from the point they are at)	6-7	• recognise and use language relating to dates, including days of the week, weeks, months and years. • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

AUTUMN 2		LO are end of year expectations – keep working towards it….
Number, Place Value focus white Rose within 10/20	8-9	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals • given a number, identify one more and one less identify and represent numbers using objects and pictorial

depending on the needs of the children)		representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least ● given a number, identify one more and one less
Addition and Subtraction white Rose within 10/20 depending on the needs of the children – from where the children where last time.	10	● represent and use number bonds and related subtraction facts within 20 ● solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □–9.
Measurement (Length) (White rose length just the small steps for length)	11	● compare, describe and solve practical problems for: - lengths and heights [for example, long/short, longer/ shorter, tall/short, double/half]
Geometry: Shape	12	● recognise and name common 2-D and 3-D shapes, including: - 2-D shapes [for example, rectangles (including squares), circles and triangles] - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] .

SPRING 1

Number, Place Value white Rose within 50/100 depending on the needs of the children up to 100	13-15	● count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ● count, read and write numbers to 100 in numerals; count in multiples of twos and tens ● given a number, identify one more and 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

Multiplication and Division White Rose Multplication and Division	16-17	• 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 •
Measurement (Money) White Rose Money use guidance for small steps	18	• recognise and know the value of different denominations of coins and notes. •

SPRING 2

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Number, Place Value Focus white Rose within 50/100 depending on the needs of the children up to 100	19-21	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos and tens • given a number, identify one more and 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
Fractions White rose Fractions	22-23	• recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
Measurement Capacity White Rose Volume	24	• measure and begin to record capacity and volume • compare, describe and solve practical problems for capacity / volume [for example, full / empty, more than, less than, half, half full, quarter]
Geometry Position and Direction White Rose	25	• describe position, direction and movement, including whole, half, quarter and three-quarter turns

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Position and Direction		

SUMMER 1

Number, Place Value white Rose within 50/100 depending on the needs of the children up to 100	26-27	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens • given a number, identify one more and 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 • read and write numbers from 1 to 20 in numerals and words
Addition and Subtraction white Rose within depending on the needs of the children – from where the children where last time.	28-29	• 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 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ –9
Measurement (Weight)	30-31	• measure and begin to record mass/weight

SUMMER 2

Number, Place Value white Rose within 50/100 depending on the needs of the children up	32	• count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens

to 100		
Multiplication and division White Rose Multplication and Division	33	● 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
Fractions	34	● recognise, find and name a half as one of two equal parts of an object, shape or quantity ● recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
Measurement	35	● tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Geometry: properties. of shapes	36	● recognise and name common 2-D and 3-D shapes, including: – 2-D shapes [for example, rectangles (including squares), circles and triangles] – 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]