ALP Trust Year 1 Overview of Curriculum Content

Autumn	Spring	Summer	Mastering Number Content
Ready to Progress Criteria **1NPV-1 Count within 100, forwards and backwards, starting with any number.** **1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =** **1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers** **1AS-2 Read, write and interpret equations containing addition (+), subtraction (−) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.**	**Ready to Progress Criteria** ***1NPV-1 Count within 100, forwards and backwards, starting with any number.*** **1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =** **1NF-1 Develop fluency in addition and subtraction facts within 10** **1AS-2 Read, write and interpret equations containing addition (+), subtraction (−) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.** **1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another** **1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.**	**Ready to Progress Criteria** **1NPV-1 Count within 100, forwards and backwards, starting with any number.** **1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.** **1AS-2 Read, write and interpret equations containing addition (+), subtraction (−) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.**	**Autumn 1** • revisit subitising within 5 using perceptual subitising • practise conceptual subitising of bigger numbers as they become more familiar with patterns made by the numbers 5–10. • explore the linear number system within 10, looking at a range of ordinal representations • explore the link between the 'staircase' pattern and a number track. • focus on the composition of numbers within 10, with a particular emphasis on the composition of numbers 6, 7, 8 and 9 as '5 and a bit', as well as exploring the composition of numbers 5 and 6 in-depth • explore the composition of odd and even numbers, identifying that even numbers are made of 2s and odd numbers have 'an extra 1' – they will link this to the 'shape' of these numbers. **Autumn 2** • continue to practise conceptually subitising numbers they have already explored the composition of (6, 7, 8 and 9) • review the linear number system to 10 as they compare numbers. • continue to explore the composition of the numbers 7–9 in-depth, linking this to their understanding of odd and even numbers • explore the composition of 10, developing a systematic approach to finding pairs that sum to 10. • revisit what is meant by 'comparing' and see that quantities can be compared according to different attributes, including numerosity. **Spring 1** • continue to practise conceptually subitising numbers they have already explored the composition of 6, 7, 8 and 9 • review the composition of numbers within 10, linking these to part-part-whole representations • practise recalling missing parts for numbers within 10 • compare numbers within 10, linking this to their understanding of the linear system • use the inequality symbol to create expressions, e.g. 7 > 2, and use the language of 'greater than' and 'less than' • reason about inequalities, drawing on their knowledge of the composition of numbers, e.g. Is this true or false? 3 and 2 is less than 4. • develop their recall of number bonds within 10, through the use of exercises which use written numerals but not the symbols +, – , or =. **Spring 2** • continue to practise conceptually subitising numbers they have already explored the composition of. • review the linear number system to 10, looking at a range of representations, including a number line • explore the use of 'midpoints' to enable them to identify the location of other numbers. • review the composition of odd and even numbers, linking this to doubles and near doubles • explore the composition of the numbers 11–20, seeing representations which show the structure of these numbers as 'ten and a bit'. • continue to develop their recall of bonds within 10, through the use of exercises which do NOT involve written equations, such as 4 + 3 = ?
COUNTING EXPERIENCES **RTP: 1NPV-1 Count within 100, forwards and backwards, starting with any number.** 1. Count forward and backward within ten (rote counting) 2. WR: count objects to ten fluently (cardinality/ order irrelevance) 3. WR: Count objects from a larger group 4. WR: Count on from any number within ten 5. WR: Count backward within ten 6. Count forward and backward within twenty 7. Count on from any number within twenty 8. Count back from any number within twenty	**Place Value Within 20** **Step 1 Count within 20 (NPV1)** Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more and 1 less **Step 8 The number line to 20 (NPV-2)** **Step 9 Use a number line to 20 (NPV-2)** Step 10 Estimate on a number line to 20 **Step 11 Compare numbers to 20 (NPV-2)** **Step 12 Order numbers to 20 (NPV-2)**	**MULTIPLICATION AND DIVISION** **Step 1 Count in 2s** **Step 2 Count in 10s** **Step 3 Count in 5s** Step 4 Recognise equal groups Step 5 Add equal groups Step 6 Make arrays Step 7 Make doubles Step 8 Make equal groups – grouping	
PLACE VALUE WR small steps Step 1 Sort objects Step 2 Count objects to ten fluently Step 3 Count a specific number of objects from a larger group Step 4 Represent objects using counters/ cubes Step 5 Recognise numbers (numerals) as words **Step 6 Count on from any number within 10 (NPV1)** Step 7 1 more **Step 8 Count backwards within 10 (NPV1)** Step 9 1 less Step 10 Compare groups (amounts) by matching **Step 11 Fewer, more, same** **Step 12 Less than, greater than, equal to** **Step 13 Compare numbers (pairs of numbers within 10)** **Step 14 Order objects and numbers (within 10)** **Step 15 The number line (counting in ones)**	**ADDITION AND SUBTRACTION** **Step 1 Add by counting on within 20** **Step 2 Add ones using number bonds** Step 3 Find and make number bonds to 20 Step 4 Doubles Step 5 Near doubles **Step 6 Subtract ones using number bonds** **Step 7 Subtraction – counting back** **Step 8 Subtraction – finding the difference** Step 9 Related facts **Step 10 Missing number problems**	**FRACTIONS** Step 1 Recognise a half of an object or a shape 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 Step 5 Recognise a quarter of an object or a shape Step 6 Find a quarter of an object or a shape Step 7 Recognise a quarter of a quantity Step 8 Find a quarter of a quantity	

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<table>
<tr>
<td><u>SHAPE</u>
Step 1 Recognise and name 3-D shapes
Step 2 Sort 3-D shapes
Step 3 Recognise and name 2-D shapes
Step 4 Sort 2-D shapes
Step 5 Patterns with 2-D and 3-D shapes</td>
<td><u>PLACE VALUE WITHIN 50</u>
Step 1 Count from 20 to 50
Step 2 20, 30, 40 and 50
Step 3 Count by making groups of tens
Step 4 Groups of tens and ones
Step 5 Partition into tens and ones
Step 6 The number line to 50
Step 7 Estimate on a number line to 50
Step 8 1 more, 1 less</td>
<td><u>MONEY</u>
Step 1 Pupils explain the value of a 1p coin in pence
Step 2 Pupils recognise and explain the value of 2p, 5p and 10p coins
Step 3 Pupils explain that a single coin can be worth several pennies
Step 4 Pupils use knowledge of the value of coins to solve problems
Step 5 Pupils calculate the total value of the coins in a set of 2p coins
Step 6 Pupils calculate the total value of the coins in a set of 5p coins
Step 7 Pupils calculate the total value of the coins in a set of 10p coins
Step 8Pupils compare sets of 2p, 5p and 10p coins
Step 9 Pupils relate what they have learnt to a real-life context
Step 10 Pupils work out how many coins are needed to make a value of 10p
Step 11 (WR Step 2) Recognise coins
Step 12 (WR Step 3) Recognise notes
Step 12 (WR Step 4) Count in coins</td>
<td rowspan="3">• identify doubles and near doubles through visual representations of odd and even numbers.
<u>Summer 1</u>
• continue to practise conceptually subitising numbers they have already explored the composition of.
• conceptually subitise numbers within 20 as they become more familiar with the composition of numbers within 20.
• review the linear number system to 20, looking at a range of representations, including a number line
• explore the use of ‘midpoints’ to enable them to identify the location of other numbers.
• continue to explore representations which expose the composition of numbers within 20.
• compare numbers within 20, including questions which use the symbols +, <, >, or =, such as:
True or false?
10 + 4 < 14
10 + 4 = 14
10 + 4 > 14
• develop their fluency in additive relationships within 10, using a range of activities and games
• draw on their knowledge of the composition of numbers to complete written equations
• revisit strategies for addition and subtraction within 10 and apply these to a range of questions, including written equations.
<u>Summer 2</u>
• continue to use conceptual subitising, especially when using a rekenrek.
• apply their knowledge of the composition of numbers, to calculations within 10 and 20
• continue to draw on their knowledge of the relative size of numbers when answering questions using the inequality symbol
• continue to practise recalling additive facts within 20, applying their knowledge of the composition of numbers within 20 and strategies within 10.</td>
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<td><u>ADDITION AND SUBTRACTION</u>
Step 1 Introduce parts and wholes
Step 2 Part-whole model
Step 3 Write number sentences (+ and = symbols)
Step 4 Fact families – addition facts
Step 5 Number bonds within 10 (+ AS-1)
Step 6 Systematic number bonds within 10 (identify all number bonds to 5) (+ AS-1)
Step 7 Number bonds to 10 (+ AS-1)
Step 8 Addition – add together (aggregation)
Step 9 Addition – add more (augmentation)
Step 10 Addition problems
Step 11 Find a part (number bond knowledge)
Step 12 Subtraction – find a part
Step 13 Fact families – the eight facts
Step 14 Subtraction – take away/cross out (How many left?)
Step 15 Take away (How many left?)
Step 16 Subtraction on a number line</td>
<td><u>LENGTH & HEIGHT</u>
Step 1 Compare lengths and heights
Step 2 Measure length using objects
Step 3 Measure length in centimetres</td>
<td><u>PLACE VALUE WITHIN 100</u>
Step 1 Count from 50 to 100
Step 2 Tens to 100
Step 3 Partition into tens and ones
Step 4 The number line to 100
Step 5 1 more, 1 less
Step 6 Compare numbers with the same number of tens
Step 7 Compare any two numbers</td>
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<td>TIME
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</td>
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<td>MASS AND VOLUME
Step 1 Heavier and lighter
Step 2 Measure mass
Step 3 Compare mass
Step 4 Full and empty
Step 5 Compare volume
Step 6 Measure capacity
Step 7 Compare capacity</td>
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