Year 1 Small Steps

Year 1			
Number and Place Value (within 10)			
Vocabulary: *numbers to 10; place value; digit, integer; symbol; compare; equal to, more, less, greater than, fewer, less than, greatest, smallest; first, second, third…last; ones, tens, partition, exchange; order, largest, smallest, biggest, least, most*			
Autumn 3-week block			
Step		**NC links**	**Notes:**
1	Count objects	Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. 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	** Ensure pupils are taught basic knowledge for counting from the start of this unit.
2	Count objects from a larger group		
3	Represent objects		
4	Recognise numbers as words		
5	Compare groups by matching		
6	Compare numbers: fewer, more, same	Compare numbers using < .> and = signs (Y2)	
7	Compare numbers: less than, greater than, equal to		There is an additional step on WRM: 'compare numbers' so additional resources can be found there.
8	Order objects and numbers		
9	The number line	Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number	
10	Application		

Year 1			
Addition and subtraction within 10			
Vocabulary: *Number bonds, part, whole; plus; fact family, addition sentence, number sentence; how many more; number line; commutative; addition, more, make, sum, total, add together, altogether; calculation; Inverse equals, is the same as (including equals sign); subtract, , subtraction, take away, minus; difference between, what is the difference? how many more?, how many less? how much more is? how many fewer is?, how much less is?*			
Autumn 4-week block			
Step		**NC links**	**Notes:**
1	Part whole models (addition)	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)	
2	Write number sentences	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	
3	Fact families – addition facts		
4	Number bonds within 10	Represent and use number bonds and related subtraction facts within 20	
5	Number bonds to 10		
6	Addition – add together	Add and subtract 1-digit and 2-digit numbers to 20, including zero Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	
7	Addition – add more		
8	Subtraction – take away / cross out		
9	Subtractions: how many left?		

10	Subtraction on a number line	Represent and use number bonds and related subtraction facts within 20	
11	Subtraction: find a part		
12	Fact families – the 8 facts		
13	Application	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.	

Year 1

Number and place value (within 20)

Vocabulary:
numbers to 20; place value; digit, integer; symbol; compare; equal to, more, less, greater than, fewer, less than, greatest, smallest; first, second, third…last; ones, tens, partition, exchange; order, largest, smallest, biggest, least, most

Autumn 2-week block

Step		NC link	Notes:
1	Understand 10-15	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 Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given numb	These steps are grouped differently to WR – feel free to split the steps up further if needed to follow the scheme.
2	Understand 16-20		
3	Number line to 20		
4	Estimate on a number line to 20		
5	Compare numbers to 20		
6	Order numbers to 20		
7	Application		

Year 1

Addition and subtraction (within 20)

Vocabulary:
Number bonds, part, whole; plus; fact family, addition sentence, number sentence; how many more; number line; commutative; addition, more, make, sum, total, add together, altogether; calculation; Inverse equals, is the same as (including equals sign); subtract, , subtraction, take away, minus; difference between, what is the difference? how many more?, how many less? how much more is? how many fewer is?, how much less is?

Autumn 3-week block

Step		NC link	Notes:
1	Find and make number bonds to 20	Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Add and subtract 1-digit and 2-digit numbers to 20, including zero	
2	Add by counting on within 20		
3	Add ones using number bonds		
4	Doubles		
5	Near doubles		
6	Subtraction – counting back		
7	Subtraction – finding the difference		
8	Related facts		

Year 1 Small Steps

9	Missing number problems	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	
10	Application		
Year 1			
Place Value (within 50)			
Vocabulary: *numbers to 50; place value; digit, integer; symbol; compare; equal to, more, less, greater than, fewer, less than, greatest, smallest; first, second, third…last; ones, tens, partition, exchange; order, largest, smallest, biggest, least, most*			
Autumn 2-week block			
Step		**NC link**	**Notes:**
1	Count by making groups of 10	Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s	Counting in 10s should have been covered in BK prior to this
2	Groups of 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	
3	Partition numbers into 10s and 1s		
4	The number line to 50		
5	Estimate on the number line to 50		
6	Application		
Year 1			
Multiplication and division			
Vocabulary *How many altogether? How may are there?; groups, groups of, equal groups, unequal groups; row, column, array; number sentence; double, doubles; equal groups of 2, equal groups of 5, equal groups of 10; share, sharing, equally*			
Spring 3-week block			
Step		**NC links**	**Notes:**
1	Recognise equal groups Make equal groups	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	White Rose has multiple steps on counting in 2s 5s and 10s. This should come under Basic Knowledge and be taught and rehearsed regularly throughout the year. Ensure pupils are taught to apply this to reasoning and problem solving during the application step – some resources will be available under the WR steps for counting in 2s 5s and 10s.
2	Make arrays		
3	Add equal groups		
4	Make doubles		
5	Application		

Year 1 Small Steps

Year 1			
Place Value to 100			
Vocabulary: *numbers to 100; place value; digit, integer; symbol; compare; equal to, more, less, greater than, fewer, less than, greatest, smallest; first, second, third…last; ones, tens, partition, exchange; order, largest, smallest, biggest, least, most*			
Spring 3-week block			
Step		**NC links**	**Notes:**
1	Partition into 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	
2	The number line to 100		
3	Compare numbers with the same number of tens		
4	Compare any two numbers		
5	Application		

Year 1			
Fractions			
Vocabulary *Whole, parts, equal parts, the same; split; groups; share; equally; quarter; four equal parts One half, two halves A quarter, two quarters*			
Spring 3-week block			
Step		**NC links**	**Notes:**
1	Recognise half of an object or shape Find half of an object or shape	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.	These steps can be broken down into the single steps from WRM if pupils need addition time. Also provide opportunities for pupils to explore these concepts practically.
2	Recognise and find half of a quantity		
3	Recognise a quarter of an object or shape / Find a quarter		
4	Recognise and find a quarter of a quantity		
5	Application		

Year 1			
Shape			
Vocabulary: *polygon, 2D, 3D, group, sort, corner (point, pointed) Face, side, edge Make, build, draw.*			
Spring 2-week block			
Step		**NC links**	**Notes:**

1	Recognise and name 2-D shapes	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]	
2	Sort 2-D shapes		
3	Recognise and name 3-D shapes		
4	Sort 3-D shapes		
5	Patterns with 2-D and 3-D shapes		

Year 1

Position and direction

Vocabulary

Turn, full, half, quarter, three quarter; direction; movement, move; position; left, right, up, down; top, bottom, middle, above, below, between; in front, behind.

Summer 1-week block

Step		NC links	Notes:
1	Describe turns	Describe position, direction and movement, including whole, half, quarter and three-quarter turns Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside (non-statutory guidance) Practise counting (1, 2, 3…), ordering (for example, 1st, 2nd, 3rd …)	
2	Describe position – forward, backwards, left, right, above and below		Break this step down as needed to suit your current cohort. Provide opportunities for pupils to explore this concept practically.
3	Ordinal numbers		

Year 1

Length and height, mass and volume

Vocabulary:

Length, measure, measuring; ruler, cm; mass; balance, scale; volume, full, half full, quarter full, empty; capacity; holds

Summer 4-week block

Step		NC links	Notes:
1	Compare lengths and heights	Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time	This whole unit lends itself to exploring the concepts practically – ensure pupils experience as much in real life contexts as possible.
2	Measure length using objects		
3	Measure length in centimetres		
4	Heavier and lighter		
5	Measure mass		

6	Compare mass		
7	Full and empty		
8	Compare volume		
9	Measure capacity		
10	Compare capacity		
11	Application		

Year 1

Money

Vocabulary:
money; value; coin; note; amount; 1p, 2p, 5p, 10p, 20p, 50p, £1, £2, £5, £10

Summer 2-week block

Step		NC links	Notes:
1	Recognising coins	Recognise and know the value of different denominations of coins and notes Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s	
2	Recognising notes		Provide real life experiences for pupils – e.g a walk to the local shop to deepen their understanding of money
3	Counting in coins		
4	Application		

Year 1

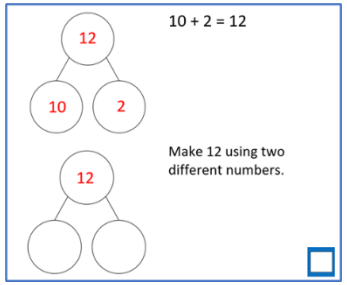
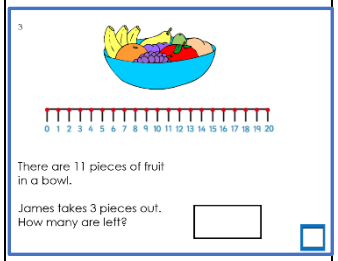
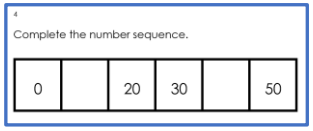
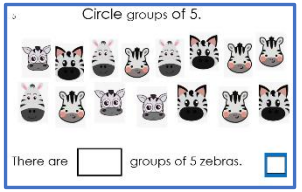
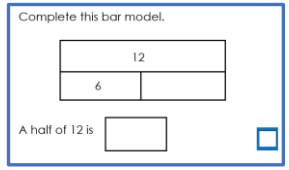
Time

Vocabulary:
hour, o'clock, half past, clock, watch, hands; hour, minute, second; before, after next, last now, soon, early, late quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly old, older, oldest, new, newer, newest

Summer 3-week block

Step		NC links	Notes:
1	Before and after	Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) Recognise and use language relating to dates, including days of the week, weeks, months and years	
2	Days of the week		
3	Months of the year		
4	Hours, minutes and seconds	Compare, describe and solve practical problems for time Measure and begin to record time (hours, minutes, seconds) Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times	There is enough time in this unit to ensure pupils are secure with showing the time on physical clocks before moving to written responses.
5	Tell the time to the hour		
6	Tell the time to the half hour		

Year 1 Small Steps

Year 1					
Basic Knowledge DELTA progression to MTC and beyond:					
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number non-stat count in multiples of twos, fives and tens					
DELTA SSA end points:					
Place Value	Addition	Subtraction	Multiplication	Division	Fractions
					

Year 1			
Basic Knowledge and Basic Skills			
Strand	**Step:**	**NC links**	**Notes:**
PV	Count 1 more within 10	Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. Given a number, identify 1 more and 1 less	Ideal opportunities for this at the start of maths lessons. Daily counting is essential.
PV	Count 1 less within 10		
PV	Count backwards within 10		
PV	Count 1 more and 1 less within 20		
PV	Count from 20 to 50		
PV	Count 1 more and 1 less to 50		
PV	Count from 50 to 100		
PV	Count in 10s to 100		
A&S	Number bonds to 10		Covered once in SDI but needs to be embedded
M&D	Count in 2s	Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s	As above.
M&D	Count in 10s		

Year 1 Small Steps

M&D	Count in 5s		