

National Curriculum Year 1	White Rose Workbook & Step		
Number & Place Value			
Counting			
2.1a count to and across 100 , forwards and backwards, beginning with 0 or 1, or from any given number	Autumn 1 Place value (within 10) 6 Count on from any number 8 Count backwards within 10 10 Compare groups by matching 11 Fewer, more, same 12 Less than, greater than, equal to 13 Compare numbers 14 Order objects and numbers 15 The number line	Spring 1 Place value (within 20) 1 Count within 20 2 Understand 10 3 Understand 11, 12 and 13 4 Understand 14, 15 and 16 5 Understand 17, 18 and 19 6 Understand 20 8 The number line to 20 9 Use a number line to 20 10 Estimate on a number line to 20 11 Compare numbers to 20 12 Order numbers to 20	Spring 3 Place value (within 50) 1 Count from 20 to 50 2 20, 30, 40 and 50 3 Count by making groups of tens 4 Groups of tens and ones 5 Partition into tens and ones 6 The number line to 50 7 Estimate on a number line to 50 8 1 more, 1 less Summer 4 Place value (within 100) 1 Count from 50 to 100 2 Tens to 100 3 Partition into tens and ones 4 The number line to 100 5 1 more, 1 less 6 Compare numbers with the same number of tens 7 Compare any two numbers
2.1b count to 100 in numerals; count in multiples of 2s, 5s and 10s			
Represent			
2.1d identify and represent numbers using objects and pictorial representations	Autumn 1 Place value (within 10) 1 Sort objects 2 Count objects 3 Count objects from a larger group 4 Represent objects		
2.1b read and write numbers to 100 in numerals			
2.1e read and write numbers from 1 to 20 in numerals and words.	5 Recognise numbers as words		
Use Place Value & Compare			
2.1c given a number, identify 1 more and 1 less	Autumn 1 Place value (within 10) 7 1 more 9 1 less	Spring 1 Place value (within 20) 7 1 more and 1 less	Spring 3 Place value (within 50) 8 1 more, 1 less Summer 4 Place value (within 100) 5 1 more, 1 less 6 Compare numbers with the same number of tens 7 Compare any two numbers
Curriculum Prioritisation, Ready to Progress, NCETM PD			
Unit 1 Previous Reception experiences and counting within 100 <i>1NPV-1 Count within 100, forwards and backwards, starting with any number</i> 1.9 Composition of numbers: 20–100	Unit 5 Numbers 0 to 10 <i>1AS-1 Compose numbers to 10 from 2 parts & partition numbers to 10</i> <i>1NPV-2 Reason about the location of numbers to 20 within the linear number system</i> 1.4 Composition of numbers: 6–10		
Unit 2 Comparison of quantities and part–whole relationships <i>1NPV-1 Count within 100, forwards and backwards, starting with any number</i> <i>1NPV-2 Reason about the location of numbers to 20 within the linear number system</i> 1.1 Comparison of quantities and measures 1.2 Introducing ‘whole’ and ‘parts’: part–part–whole	Unit 8 Numbers 0 to 20 <i>1NPV-2 Reason about the location of numbers to 20 within the linear number system</i> 1.10 Composition of numbers: 11–19		

Unit 3 Numbers 0 to 5 1AS-1 Compose numbers to 10 from 2 parts & partition numbers to 10 1AS-2 Read write and interpret equations using +, - and = symbol 1.3 Composition of numbers: 0–5			
Addition and subtraction			
Recall, Represent, Use			
2.2a read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs 2.2b represent and use number bonds and related subtraction facts within 20	Autumn 2 Addition & subtraction (within 10) 1 Introduce parts and wholes 2 Part-whole model 3 Write number sentences 4 Fact families – addition facts 5 Number bonds within 10 6 Systematic number bonds within 10 7 Number bonds to 10 8 Addition – add together 9 Addition – add more 10 Addition problems 11 Find a part 12 Subtraction – find a part 13 Fact families – the eight facts 14 Subtraction – take away/cross out (How many left?) 15 Take away (How many left?) 16 Subtraction on a number line 17 Add or subtract 1 or 2	Spring 2 Addition & subtraction (within 20) 1 Add by counting on within 20 2 Add ones using number bonds 3 Find and make number bonds to 20 4 Doubles 5 Near doubles 6 Subtract ones using number bonds 7 Subtraction – counting back 8 Subtraction – finding the difference 9 Related facts 10 Missing number problems	
Calculations			
2.2c add and subtract one-digit and two-digit numbers to 20 , including 0			
Problem solving			
2.2d solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.			
Curriculum Prioritisation, Ready to Progress, NCETM PD			
Unit 6 Additive structures 1AS-2 Read write and interpret equations using +, - and = symbols 1.5 Additive structures: introduction to aggregation and partitioning 1.6 Additive structures: introduction to augmentation and reduction		Unit 7 Addition and subtraction facts within 10 1NF-1 Develop fluency in addition and subtraction facts within 10 1.7 Addition and subtraction: strategies within 10	
Multiplication and Division			
Recall, Represent, Use			
2.3a 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.			Summer 1 Multiplication & division 1 Count in 2s 2 Count in 10s 3 Count in 5s 4 Recognise equal groups 5 Add equal groups 6 Make arrays 7 Make doubles 8 Make equal groups – grouping 9 Make equal groups – sharing

Fractions (including decimals & percentages)			
Recognise and Write			
2.4a recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity			Summer 2 Fractions 1 Recognise a half of an object or a shape 2 Find a half of an object or a shape 3 Recognise a half of a quantity 4 Find a half of a quantity
2.4b recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.			5 Recognise a quarter of an object or a shape 6 Find a quarter of an object or a shape 7 Recognise a quarter of a quantity 8 Find a quarter of a quantity
Measurement			
Using Measures			
3.1a compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass / weight capacity and volume time		Spring 4 Length & height 1 Compare lengths and heights 2 Measure length using objects 3 Measure length in centimetres	
3.1b measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)		Spring 5 Mass & volume 1 Heavier and lighter 2 Measure mass 3 Compare mass 4 Full and empty 5 Compare volume 6 Measure capacity 7 Compare capacity	
Money			
3.1c recognise and know the value of different denominations of coins and notes			Summer 5 Money 1 Unitising 2 Recognise coins 3 Recognise notes 4 Count in coins
Curriculum Prioritisation, Ready to Progress, NCETM PD			
Unit 9 Unitising and coin recognition <i>1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples</i> 2.1 Counting, unitising and coins			
Time			
3.1d sequence events in chronological order using language			Summer 6 Time 1 Before and after
3.1f tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.			5 Tell the time to the hour 6 Tell the time to the half hour
3.1e 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

Geometry			
2-D Shapes			
3.2a recognise and name common 2-D ... shapes including rectangles, squares, circles and triangles	Autumn 3 Shape 1 Recognise and name 3-D shapes 2 Sort 3-D shapes 3 Recognise and name 2-D shapes 4 Sort 2-D shapes 5 Patterns with 2-D and 3-D shapes		
3-D Shapes			
3.2a recognise and name common ... 3-D shapes including cubes, cuboids, pyramids and spheres			
Curriculum Prioritisation, Ready to Progress, NCETM PD			
Unit 4 Recognise, compose, decompose and manipulate 2D and 3D shapes 1G-1 Recognise common 2D & 3D shapes in different orientations 1G-2 Compose 2D & 3D shapes from smaller shapes to match an example			
Position & Direction			
3.3a describe position, directions and movements, including whole, half, quarter and three-quarter turns.			Summer 3 Position & direction 1 Describe turns 2 Describe position – left and right 3 Describe position – forwards and backwards 4 Describe position – above and below 5 Ordinal numbers
Curriculum Prioritisation, Ready to Progress, NCETM PD			
Unit 10 Position & direction			