Year 1, Autumn Term 1

Wk	Strands	Progression Focus	Weekly Summary
1	**NPV** Number and place value; **MAS** Mental addition and subtraction	**Counting and representing numbers** Week 1 focuses on counting, ordering, comparing numbers to 20 and beyond.	Count up to 20 objects (match number to object); estimate and count up to 30 objects; count on and back and order numbers to 10; recognise domino/dice arrays without counting; identify a number 1 more (next number in count)
2	**MAS** Mental addition and subtraction; **PRA** Problem solving, reasoning and algebra	**Addition and subtraction** Weeks 2 and 3 focus on number stories, for addition / subtraction facts, doubles and counting on / back 1.	Find pairs that make 5; subitise to 5; find pairs that make 6; subitise to 6; find pairs that make 10; subitise fingers to 10; match pairs to 5, 6 and 10 to number sentences; find missing numbers in number sentences
3	**MMD** Mental multiplication and division; **MAS** Mental addition and subtraction	**Addition and subtraction** Weeks 2 and 3 focus on number stories, for addition / subtraction facts, doubles and counting on / back 1.	Double numbers 1 to 5; find 1 and 2 more; count back 1 and begin to find 1 less **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Given a number, identify one more and one less, any number up to 20. Please see Mastery Checkpoint 1.3.1 (Teacher Guide 1.3.1)
4	**GPS** Geometry: properties of shapes; **STA** Statistics	**2D shapes** Week 4 focuses on 2D shapes: identifying, naming and sorting according to different properties.	Recognise, name and describe squares, rectangles, circles and triangles; recognise basic line symmetry; sort 2D shapes according to their properties, using Venn diagrams and Carroll diagrams **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Recognise, name and sort common 2-D shapes. For example, rectangles (including squares), circles and triangles Please see Mastery Checkpoint 1.4.2 (Teacher Guide 1.4.2)
5	**NPV** Number and place value; **MAS** Mental addition and subtraction	**Place value and representing numbers** Weeks 5 and 6 focus on reading, writing, comparing, ordering numbers to 20 and beyond; adding / subtracting 1 or 10.	Read and write numbers and number-names to 20; compare and order numbers to 20; identify 1 more and 1 less; estimate sets of objects, count to check and order sets according to size; understand 0 as the empty set **Mastery Checkpoint** There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: • Recite the numbers in order, counting to 100, forwards and backwards, beginning with 0 or 1, or from any given number Please see Mastery Checkpoint 1.5.3 (Teacher Guide 1.5.3) • Identify and represent numbers using objects and pictorial representations including the number line, images, sounds and actions up to 20, matching

the number to the object or image (one-to-one correspondence)

- Understand and use 0 to represent the empty set

Please see Mastery Checkpoint 1.5.4 (Teacher Guide 1.5.4)

Year 1, Autumn Term 2

Wk	Strands	Progression Focus	Weekly Summary
6	**NPV** Number and place value	**Place value and representing numbers** Weeks 5 and 6 focus on reading, writing, comparing, ordering numbers to 20 and beyond; adding / subtracting 1 or 10.	Understand and then make teen numbers (10 and some 1s); compare and order numbers to 20, then 30; find the number between two numbers with a difference of 2; understand and use ordinal numbers **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Recognise and understand that teen numbers are 10 and some 1s and begin to use this knowledge to compare numbers • Compare and order numbers up to 20 and say a number between two numbers up to 20; begin to understand ordinal numbers Please see Mastery Checkpoint 1.6.5 (Teacher Guide 1.6.5)
7	**MAS** Mental addition and subtraction; **PRA** Problem solving, reasoning and algebra	**Addition and subtraction** Week 7 focuses on using number facts; representing addition and subtraction with concrete objects.	Revise bonds to 5, 6 and 10; find pairs which make 7; use addition facts for 5, 6 and 10 to solve subtractions; use number facts for 5, 6 and 10 to solve word problems **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Subitise numbers to 6 • Know number bonds to 5, 6 and 7 and derive related subtraction facts • Find the missing number in number sentences • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Please see Mastery Checkpoint 1.7.6 (Teacher Guide 1.7.6)
8	**GPD** Geometry: position and direction; **MEA** Measurement	**Position and direction; length** Week 8 focuses on establishing position and direction, then comparing and measuring lengths with uniform units.	Describe position and direction using common words (including half turns); compare lengths and heights; estimate, compare and measure lengths using uniform non-standard and standard units **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Compare, measure and begin to record lengths and heights using

			uniform non-standard units Please see Mastery Checkpoint 1.8.7 (Teacher Guide 1.8.7)
9	**MAS** Mental addition and subtraction; **MMD** Mental multiplication and division	**Addition and subtraction; money** Weeks 9 and 10 focus on counting on or back 1 / 2 / 3 and recognising coins, then finding totals.	Add 1, 2 and 3 by counting on; subtract 1, 2, 3 or more by counting back; begin to add three small numbers by spotting bonds to 10 or doubles (1-6) **Mastery Checkpoint** There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: • Add 1-digit and 2-digit numbers to 20, including adding 1, 2 and 3 by counting on • Subtract 1-digit and 2-digit numbers to 20, including subtracting 1, 2 and 3 by counting back Please see Mastery Checkpoint 1.9.8 (Teacher Guide 1.9.8) • Use number facts and concrete objects to solve simple word problems Please see Mastery Checkpoint 1.9.9 (Teacher Guide 1.9.9)
10	**NPV** Number and place value; **MEA** Measurement	**Addition and subtraction; money** Weeks 9 and 10 focus on counting on or back 1 / 2 / 3 and recognising coins, then finding totals.	Compare and order numbers to 20; recognise coins and know values (up to £2); begin to make amounts in pence; understand teen numbers are 10 and some 1s **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Recognise and know the value of different denominations of coins and notes • Find different combinations of small amounts up to 20p Please see Mastery Checkpoint 1.10.10 (Teacher Guide 1.10.10)

Year 1, Spring Term 1

Wk	Strands	Progression Focus	Weekly Summary
11	**NPV** Number and place value; **MAS** Mental addition and subtraction	**Place value** Week 11 focuses on using a variety of images to embed an understanding of 2-digit numbers and place value, including finding 1 more / less.	Say the number one more or less and two more or less using a number line or a 100 grid; locate 2-digit numbers on a 100 grid and a 1-100 bead string; read, write and say 2-digit numbers and understand them as some tens and some ones **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Locate 2-digit numbers on a bead string • Begin to see 2-digit numbers as some 10s and some 1s

			Please see Mastery Checkpoint 1.11.11 (Teacher Guide 1.11.11)
12	**MAS** Mental addition and subtraction; **PRA** Problem solving, reasoning and algebra; **MMD** Mental multiplication and division	**Number facts** Week 12 focuses on embedding a reliable recall of number facts, then using these to solve simple word problems.	Revise pairs to 5, 6, 7, 10 and doubles to double 6; derive subtraction facts; understand a symbol being used for an unknown; use number facts to solve simple addition and subtraction word problems; find pairs of numbers with a total of 8 **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Solve missing number problems and understand a symbol being used for an unknown • Know bonds to 10 and use known addition facts for 10 to solve subtractions • Use number facts to solve problems in number stories Please see Mastery Checkpoint 1.12.12 (Teacher Guide 1.12.12)
13	**MAS** Mental addition and subtraction	**Addition and subtraction** Week 13 focuses on using known number facts to add and subtract using unit patterns and other strategies.	Add by putting the larger number first and counting on (numbers up to 100), spotting unit patterns; count on from 2-digit numbers; add a 1-digit number to a 2-digit number **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Add by putting the larger number first • Add 1-digit and 2-digit numbers to 20, including adding a 1-digit number to a 2-digit number by counting on Please see Mastery Checkpoint 1.13.13 (Teacher Guide 1.13.13)
14	**GPS** Geometry: properties of shapes; **STA** Statistics; **MEA** Measurement	**3D shapes; time** Week 14 focuses on naming and identifying 3D shapes and their properties, and then on rehearsing days of the week and months of the year.	Name, recognise and know the properties of 3D shapes: cube, cuboid, cone, cylinder and sphere; begin to sort 3D shapes according to properties; order and name the days of the week and months of the year; recognise and name the seasons **Mastery Checkpoint** There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: • Recognise, name and sort common 3D shapes. For example, cuboids (including cubes), pyramids and spheres • Sort objects in a variety of ways, including using Carroll and Venn diagrams Please see Mastery Checkpoint 1.14.14 (Teacher Guide 1.14.14) • Consolidate knowledge of days of the week and the seasons and begin to know months of the year

			Please see Mastery Checkpoint 1.14.15 (Teacher Guide 1.14.15)
15	**NPV** Number and place value; **MMD** Mental multiplication and division	**Numbers and counting; fractions** Weeks 15 and 16 focus on counting, extending this skill to include counting in 2s, 5s, 10s and identifying patterns; counting is related to estimation and then to halves and quarters as equal parts of a whole.	Count on and back in tens from any number; begin to count in 5s and 2s recognising multiples of 5 end in 5 and 0; chn begin to count in 2s; estimate a number of objects within a range and count by grouping into 10s or 5s **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Count in multiples of 10 from 10 to 100, and back again, recognising that the multiples end in 0 • Count on and back in multiples of 10s, to and from any number up to 100 Please see Mastery Checkpoint 1.15.16 (Teacher Guide 1.15.16)

Year 1, Spring Term 2

Wk	Strands	Progression Focus	Weekly Summary
16	**NPV** Number and place value; **MMD** Mental multiplication and division; **FRP** Fractions, ratio and proportion	**Numbers and counting; fractions** Weeks 15 and 16 focus on counting, extending this skill to include counting in 2s, 5s, 10s and identifying patterns; counting is related to estimation and then to halves and quarters as equal parts of a whole.	Recognise odd and even numbers; count objects in 5s and 10s and begin to say 5 lots and 10 lots; find half, quarter and three quarters of shapes; begin to know that two halves and four quarters are a whole and that two quarters is a half **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Divide shapes into halves and quarters and recognise that a half is one of two equal pieces and that a quarter is one of four equal pieces • Read 1/2, 1/4 and 3/4 Please see Mastery Checkpoint 1.16.17 (Teacher Guide 1.16.17)
17	**MAS** Mental addition and subtraction; **MMD** Mental multiplication and division; **PRA** Problem solving, reasoning and algebra	**Number facts** Week 17 focuses on number facts, including doubles and halves, and the use of these in additions and subtractions to 20.	Find and begin to know doubles to double 10; revise pairs to 5, 6, 7, 8, 9 and 10 and derive related subtraction facts; use knowledge of pairs of 10 to make pairs to 20; use number facts to solve word problems **Mastery Checkpoint** There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: • Find doubles to double 10 Please see Mastery Checkpoint 1.17.18 (Teacher Guide 1.17.18) • Represent and use number bonds and related subtraction facts

			within 20 • Begin to know number bonds to 8 and 9 Please see Mastery Checkpoint 1.17.19 (Teacher Guide 1.17.19)
18	**MEA** Measurement	**Time** Week 18 focuses on units of time and telling the time to the nearest half hour, and on developing understanding of how long a minute, hour, day, week, etc. are.	Relate units of time weeks, days, hours; divide the days up into parts; read and write times to the hour; begin to have a notion of how long an hour is and how long a minute is; tell the time (o'clock and half past) on analogue and digital clocks; measure using uniform units (cubes and rulers) **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Sequence events in chronological order using language. For example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening • Measure and begin to record time Please see Mastery Checkpoint 1.18.20 (Teacher Guide 1.18.20)
19	**MAS** Mental addition and subtraction	**Addition and subtraction** Week 19 focuses on addition and subtraction, specifically in relation to counting on and back, sometimes crossing 10.	Add a 1-digit number by counting on from a 2-digit number, not crossing 10s at first, then beginning to cross 10s; subtract a 1-digit number by counting back initially from numbers up to 30 (not crossing 10s) and then generally from a 2-digit number (not crossing 10s) and from multiples of 10
20	**NPV** Number and place value; **MAS** Mental addition and subtraction	**Place value and money** Week 20 focuses on place value in 2-digit numbers and then in relation to money: £1s, 10s, 1ps; children find 1 / 10 more / less than any number.	Locate 2-digit numbers on a 100-square; begin to recognise 2-digit numbers as some 10s and 1s; make 2-digit numbers using 10p and smaller coins; find 1 more or 1 less than any number to 100; find 10 more than any number to 90; find 10 less than any number to 100 **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Given a number, identify one more and one less, any number up to 100 Please see Mastery Checkpoint 1.20.21 (Teacher Guide 1.20.21)

Year 1, Summer Term 1

Wk	Strands	Progression Focus	Weekly Summary
21	**NPV** Number and place value; **MAS** Mental addition and subtraction; **PRA** Problem solving, reasoning and	**Place value** Week 21 focuses on consolidating understanding of 2-digit numbers, representing	Find 1 more, 1 less, 10 more, 10 less than any 2-digit number; explore patterns on the 100-square; understand place value in 2-digit numbers and identify 10s and 1s

	algebra	these in different ways, and partitioning into 10s and 1s.	
22	**MAS** Mental addition and subtraction	**Addition and subtraction** Weeks 22 and 23 focus on revision of number facts and using these to solve additions and subtractions involving 1- and 2-digit numbers.	Use number facts to add and subtract 1-digit numbers to/from 2-digit numbers; add pairs of 1-digit numbers with totals above 10; sort out additions into those you 'just know' and those you need to work out
23	**MAS** Mental addition and subtraction	**Addition and subtraction** Weeks 22 and 23 focus on revision of number facts and using these to solve additions and subtractions involving 1- and 2-digit numbers.	Add three small numbers, spotting pairs to 10 and doubles; add and subtract 10 to and from 2-digit numbers **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Add 1-digit and 2-digit numbers to 20, including adding three small numbers using pairs to 10 and doubles Please see Mastery Checkpoint 1.23.22 (Teacher Guide 1.23.22)
24	**MEA** Measurement; **STA** Statistics	**Measures** Week 24 focuses on weight and capacity, comparing and using uniform non-standard units to measure both; information is recorded in block graphs for ease and clarity.	Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units; complete tables and block graphs, recording results and information; make and use a measuring vessel for capacity **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Compare, describe and solve practical problems, e.g. by direct comparisons for lengths and heights, weight and capacity Please see Mastery Checkpoint 1.24.23 (Teacher Guide 1.24.23)
25	**NPV** Number and place value; **MMD** Mental multiplication and division; **FRP** Fractions, ratio and proportion; **MEA** Measurement	**Fractions; money** Week 25 focuses on doubling and halving numbers, and recognising halves and quarters of shapes; and on recognising coins and solving money problems.	Find half of all numbers to 10 and then to 20; identify even numbers and begin to learn halves; recognise halves and quarters of shapes and begin to know 2/2=1, 4/4=1 and 2/4=1/2; recognise, name and know value of coins 1p–£2 and £5 and £10 notes; solve repeated addition problems using coins; make equivalent amounts using coins **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Recognise, find and name a half as one of two equal parts of an object, shape or quantity Please see Mastery Checkpoint 1.25.24 (Teacher Guide 1.25.24)

Year 1, Summer Term 2

Wk	Strands	Progression Focus	Weekly Summary

26	**NPV** Number and place value	**Place value** Week 26 focuses on rehearsing place value in 2-digit numbers.	Locate 2-digit numbers on a beaded line and 100-square; compare and order 2-digit numbers up to 100 and say a number between two numbers; identify 10s and 1s in 2-digit numbers and solve place-value additions **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Compare and order 2-digit numbers and say a number between two numbers • Locate 2-digit numbers on a 1-100 grid and beaded line Please see Mastery Checkpoint 1.26.25 (Teacher Guide 1.26.25)
27	**NPV** Number and place value; **MMD** Mental multiplication and division; **PRA** Problem solving, reasoning and algebra; **FRP** Fractions, ratio and proportion	**Multiplication and division** Week 27 focuses on identifying patterns in multiples of 2, 5 and 10, and relating counting in 2s to doubling and halving.	Recognise odd and even numbers; count in 2s, 5s and 10s, look for patterns; multiply by 2, 5, 10 by counting in groups/sets; find doubles to double 10 and related halves; halve odd numbers up to 10 **Mastery Checkpoint** There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: • Count in multiples of 2s to 20 and beyond, spotting patterns • Begin to multiply by 2, 5 and 10 by counting in 2s, 5s and 10s, using repeated addition and spotting patterns • Count in 2s, 5s and 10s to solve grouping problems • Solve 1-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher Please see Mastery Checkpoint 1.27.26 (Teacher Guide 1.27.26) • Count in multiples of 5s and 10s to 50 and beyond and know that multiples of 5 end in 0 or 5 • Begin to multiply by 2, 5 and 10 by counting in 2s, 5s and 10s, using repeated addition and spotting patterns • Count in 2s, 5s and 10s to solve grouping problems • Solve 1-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher Please see Mastery Checkpoint 1.27.27 (Teacher Guide 1.27.27)
28	**MEA** Measurement; **STA** Statistics; **GPS** Geometry: properties of shapes; **GPD** Geometry: position and direction	**Time; measures; 2D shapes** Week 28 focuses on telling the time to the quarter hour; on measuring lengths, recording information in pictograms and block graphs; and on repeating patterns using 2D shapes.	Tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks; revise months of the year; read, interpret and create a pictogram; begin to recognise and read block graphs; measure lengths using non-standard, uniform units; recognise and name simple 2D shapes and continue repeating patterns

			Mastery Checkpoint There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: • Tell the time to the hour and half past the hour on digital and analogue clocks and draw the hands on a clock face to show these times Please see Mastery Checkpoint 1.28.28 (Teacher Guide 1.28.28) • Recognise and name common 2D shapes (square, triangle, rectangle, circle and semi-circle) and 3D shapes (cube, cuboid, cone and sphere) in order to begin to compare and sort • Demonstrate an understanding of repeating patterns, including shape and number, by describing, reproducing and extending Please see Mastery Checkpoint 1.28.29 (Teacher Guide 1.28.29)
29	**MAS** Mental addition and subtraction	**Addition and subtraction** Week 29 focuses on using number facts to solve additions and subtractions involving 1- and 2-digit numbers and finding change.	Use number facts to add and subtract 1-digit numbers to and from 2-digit numbers; find change from 10p and from 20p **Mastery Checkpoint** There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: • Bridge 10 when adding pairs of 1-digit numbers • Add 1-digit and 2-digit numbers to 20, including using number facts to add 1-digit numbers to 2-digit numbers • Subtract 1-digit and 2-digit numbers to 20, including using number facts to subtract 1-digit numbers from 2-digit numbers Please see Mastery Checkpoint 1.29.30 (Teacher Guide 1.29.30) • Find change from 10p and 20p using counting up and number facts Please see Mastery Checkpoint 1.29.31 (Teacher Guide 1.29.31)
30	**NPV** Number and place value; **MAS** Mental addition and subtraction; **MMD** Mental multiplication and division	**Place value; multiplication** Week 30 focuses on consolidating understanding of 2-digit numbers; and on exploring patterns in multiples of 2, 5 and 10.	Locate 2-digit numbers on a bead string and a 1-100 square; order numbers to 100; identify 10s and 1s in 2-digit numbers; say or write 1 more and 1 less and 10 more and 10 less than any number to 100; explore patterns in 10s, 5s and 2s on a 9×9 grid; count in tens from any given number **Mastery Checkpoint** There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: • Identify 10s and 1s in 2-digit numbers, and say how many 10s and 1s in a given 2-digit number Please see Mastery Checkpoint 1.30.32 (Teacher Guide 1.30.32) • Say the number 1 or 10 more or 1 or 10 less than any number up to 100 • Find 10 more than any number to 90 by counting on in 10s rather than counting on in 1s

- Find 10 less than any number to 100 by counting back in 10s rather than counting back in 1s

Please see Mastery Checkpoint 1.30.33 (Teacher Guide 1.30.33)