

|  |  |
| --- | --- |
| **Place Value**  | **Addition and Subtraction (A)** |
| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 1 | Unit 2 | Unit 3 |
| Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 4 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 4 | Day 1 | Day 2 | Day 3 | Day 4 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Count to 20 and estimate quantities | Partition teen nos; compare | Count to 100 in 1s/10s; compare | Say 1/10 more or less up to 100 | Adding by counting on | Partitioning to create number bonds | Subtraction: count back/take away |
| **MNU 1-02a** *Investigate how whole numbers are constructed; use knowledge to explain the link between a digit, its place and its value* | **MNU 1-03a** *Use addition and subtraction when solving problems, making best use of mental strategies*  |
|  | **MTH 1-13b** *Through exploring number patterns, recognise and continue simple number sequences* | **MNU 1-02a**  *Use knowledge of a digit, its place and its value* | **MTH 1-15b** *Find value of missing numbers using knowledge of number facts; explain thinking* |
| Outcomes: 5, 6 | Outcomes: 1, 3, 5 | Outcomes: 1, 3, 4 | Outcomes: 10, 11 | Outcomes: 7, 8, 10, 12 | Outcomes: 10, 11, 12 |

|  |  |
| --- | --- |
| **Shape and Data** | **Money** |
| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 1 | Unit 2 |
| Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 |
| Explore shapes and line symmetry | Understand/identify2-D shapes | Sort 2-D shapes according to properties | Understand/identify 3-D shapes | Coins to 10p: identify & exchange | Make amount/find possibilities |
| **MTH 1-16a** *Explore 3-D objects and 2-D shapes and identify, name and describe their features using appropriate vocabulary.* | **MNU 1-09a** *Use money to pay for items* | **MNU 1-09b** *Investigate different combinations of coins* |
| **MTH 1-19a** *Create and recognise symmetrical pictures, patterns and shapes* |  | *MNU 1-20b Sort information in a logical, organised and imaginative way* |  | **MNU 1-03a** *Use addition and subtraction when solving problems, making best use of mental strategies***MNU 1-20b** *Sort information in a logical, organised and imaginative way* |
| Outcomes: 24  | Outcomes: 24 | Outcomes: 23,24 | Outcomes: 24 | Outcomes: 11, 22, 23 |

|  |  |
| --- | --- |
| **Addition and Subtraction (B)** | **Time**  |
| Unit 1 | Unit 2 | Unit 3 | Unit 1 | Unit 2 |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 1 | Day 2 | Day 3 | Day 4 | Day 1 | Day 2 | Day 1 | Day 2 | Day 1 | Day 2 |
| Add by counting on (numbers to 20) | Number bonds to 10 | Say one more/one less up to 100 | O'clock times and sequence events | Days of the week, months of the year |
| **MNU 1-03a** *Use addition and subtraction when solving problems, making best use of mental strategies* | **MNU 1-10a** *Tell the time using 12 hour clocks***MNU 1-10c** *Develop a sense of how long tasks take*  | **MNU 1-10b** *Use a calendar to plan and be organised for key events* |
| **MNU 1-02a**  *Use knowledge of a digit, its place and its value* | **MTH 1-15b** *Find value of missing numbers using knowledge of number facts; explain thinking* | **MNU 1-02a**  *Use knowledge of a digit, its place and its value* |
| Outcomes: 10, 11, 12 | Outcomes: 7, 10, 12 | Outcomes: 9, 11 | Outcomes 19, 20, 21 | Outcomes 20, 21 |



|  |  |
| --- | --- |
| **Place Value (A)** | **Money** |
| Unit 1 | Unit 2 | Unit 3 | Unit 1 | Unit 2 |
| Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 4 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 |
| 1 more and 1 less than 2-digit nos. | Count in 10s; say numbers 10 more/less | Place value in 2-digit numbers | Use coins to pay amounts and find totals | Find change; differences between amounts |
| **MNU 1-02a** *Investigate how whole numbers are constructed; use knowledge to explain the link between a digit, its place and its value* | **MNU 1-09a** *Use money to pay for items and work out how much change to receive***MNU 1-09b** *Investigate how different combinations of coins can be used to pay for goods or be given in change* |
| **MNU 1-03a** *Use addition and subtraction when solving problems, making best use of mental strategies* |  |
| Outcomes: 1, 4 | Outcomes: 3, 4 | Outcomes: 4, 5, 6 | Outcomes: 11, 12, 22 |

|  |  |
| --- | --- |
| **Addition and Subtraction**  | **Place Value (B)** |
| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 1 | Unit 2 |
| Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 |
| Number bonds to 8 and 9; doubles | Use facts and doubles to add 3 numbers | Find 10 more/less than 2-digit numbers | Relate adding/subtracting using facts | Add and subtract 10, 20, 30 | Compare, order 2-digit numbers using place value | Place value to order 2-digit numbers; say 10 more/less |
| **MNU 1-03a** *Use addition and subtraction when solving problems, making best use of mental strategies***MTH 1-15a** *Compare, describe and show number relationships, using appropriate vocabulary and symbols***MTH 1-15b** *Find value of missing numbers using knowledge of number facts; explain thinking* | **MNU 1-02a** *Investigate how whole numbers are constructed; use knowledge to explain the link between a digit, its place and its value* |
|  | **MNU 1-03a** *Use addition and subtraction when solving problems, making best use of mental strategies* |
| Outcomes:8, 10, 12 | Outcomes: 7, 8, 10 | Outcomes10, 11, 12 | Outcomes: 7, 8, 10 | Outcomes: 9, 10, 12 | Outcomes 4, 5 | Outcomes 3, 4, 5 |

|  |  |
| --- | --- |
| **Fractions**  | **Measures** |
| Unit 1 | Unit 2 | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 |
| Understand halves and quarters | Find half and quarter of amounts | Measure using a uniform unit | Compare and measure weights | Measure lengths in cubes | Find difference between lengths |
| **MNU 1-07a** *Show understanding of the vocabulary associated with fractions and how a single item can be shared equally***MNU 1-07b** *Explore how groups of items can be shared equally and find a fraction of an amount*  | **MNU 1-11a** *Estimate how long or heavy an object is, using everyday things as a guide, then measure or weigh it using appropriate instruments and units* |
| Outcomes: 15, 16 | Outcomes 17, 18 |

|  |
| --- |
| **Multiplication**  |
| Unit 1 | Unit 2 | Unit 3 |
| Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 |
| Even and odd numbers and doubles | Counting in 2s; even/odd numbers | Doubling and halving |
| **MNU 1-03a** *Use multiplication or division when solving problems, making best use of mental strategies***MTH 1-13b** *Explore number patterns; recognise and continue simple number sequences*  |
| Outcomes: 13, 14 | Outcomes: 2, 14 | Outcomes: 13, 14 |



|  |  |
| --- | --- |
| **Addition and Subtraction (A)** | **Measures and Shape** |
| Unit 1 | Unit 2 | Unit 3 | Unit 1 | Unit 2 | Unit 3 |
| Day 1 | Day 2 | Day 1 | Day 2 | Day 1 | Day 2 | Day 1 | Day 2 |  | Day 1 | Day 2 | Day 1 | Day 2 |
| Add 10s and near 10s to a 2-digit number | Subtract 10s/near 10s from 2-digit numbers | Add/subtract 10, 11, 12 | Compare and measure capacities | Explore container capacity | Recognise/describe3-D shapes and turns |
| **MNU 1-03a** *Use addition and subtraction when solving problems, making best use of mental strategies***MTH 1-15a** *Compare, describe and show number relationships, using appropriate vocabulary and symbols***MTH 1-15b** *Find value of missing numbers using knowledge of number facts; explain thinking* | **MNU 1-11a** *Estimate what amount an object holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units* | **MTH 1-16a** *Explore 3-D objects and identify, name and describe their features using appropriate vocabulary* |
|  | **MTH 1-20a** *Explore a variety of ways in which data is presented* |
| Outcomes: 10, 11, 12 | Outcomes 17, 18 | Outcomes 17, 18, 23 | Outcomes 17, 18 |

|  |  |
| --- | --- |
| **Addition and Subtraction (B)** | **Money** |
| Unit 1 | Unit 2 | Unit 3 | Unit 1 | Unit 2 | Unit 3 |
| Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 |
| Number bonds to 10; add to next 10 | Add by bridging 10 using number bonds | Bridge 10 to subtract with number bonds | Find totals of coins using number facts | Change/differences in amounts of money | Totals of amounts; change from 10p, 20p |
| **MNU 1-03a** *Use addition and subtraction when solving problems, making best use of mental strategies***MTH 1-15a** *Compare, describe and show number relationships, using appropriate vocabulary and symbols***MTH 1-15b** *Find value of missing numbers using knowledge of number facts; explain thinking* | **MNU 1-09a** *Use money to pay for items and work out how much change to receive***MNU 1-09b** *Investigate how different combinations of coins can be used to pay for goods or be given in change***MNU 1-03a** *Use addition and subtraction when solving problems, making best use of mental strategies* |
| Outcomes: 7, 10, 12 | Outcomes: 7, 10 | Outcomes 7, 8, 10, 12, 22 | Outcomes 12, 22 | Outcomes 7, 10, 12, 22 |

|  |  |
| --- | --- |
| **Addition and Subtraction (C)** | **Time** |
| Unit 1 | Unit 2 | Unit 3 | Unit 1 | Unit 2 | Unit 3 |
| Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 |
| Number facts to add and subtract money | Patterns to add/subtract 1-digit numbers | Patterns to add 1-digit to 2-digit numbers | Analogue time to half/hour; sequencing | Analogue and digital time to half/hour | Units of time and ways of showing times |
| **MNU 1-03a** *Use addition and subtraction when solving problems, making best use of mental strategies***MTH 1-15a** *Compare, describe and show number relationships, using appropriate vocabulary and symbols***MTH 1-15b** *Find value of missing numbers using knowledge of number facts; explain thinking* | **MNU 1-10a** *Tell the time using 12 hour clocks* |
| **MNU 1-09b** *Investigate how different combinations of coins can be used to pay for goods or be given in change* |  |  | **MNU 1-10b** *Use a calendar to plan and be organised for key events* |
| Outcomes: 7, 9, 10, 12 | Outcomes: 7, 8, 9, 12 | Outcomes 19, 20, 21 | Outcomes 19, 20 | Outcomes 19, 20, 21 |

|  |  |
| --- | --- |
| **Multiplication, Division and Fractions** | **Data** |
| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 1 | Unit 2 |
| Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 1 | Day 2 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 | Day 3 | Day 1 | Day 2 |
| Counting in 2s, 5s and 10s | Division by finding how many sets | Doubling and halving | Multiplication and division as sets | Measure time using different units | Time data: graphs and pictograms |
| **MNU 1-03a** *Use multiplication or division when solving problems, making best use of mental strategies***MTH 1-13b** *Explore number patterns; recognise and continue simple number sequences* | **MNU 1-10c** *Develop a sense of how long tasks take* **MTH 1-20a** *Explore a variety of ways in which data is presented*  | **MNU 1-10b** *Use a calendar to plan and be organised for key events***MTH 1-20b** *Use a range of ways to collect information and sort it in a logical, organised and imaginative way* |
|  | **MNU 1-07a** *Show understanding of the vocabulary associated with fractions* **MNU 1-07b** *Explore how groups of items can be shared equally*  |  |
| Outcomes: 2, 14 | Outcomes: 14 | Outcomes:13,15 | Outcomes: 2, 14 | Outcomes: 19, 20, 21 | Outcomes: 20, 23 |

Appendix

**Year 1 Hamilton outcomes** (skills in **bold** are linked to Y1 English National Curriculum **Statutory requirements**)

 **1. Count on and back in ones to and from 100 and from any 1-digit or 2-digit number; given a number up to 100, identify one more and one less.
2. Count in 2s, 5s and 10s from 0.**3. Count on and back in tens from any 1-digit or 2-digit number, e.g. 23, 33, 43, 53... Continue to just over 100.
**4. Locate any number on a 1-100 grid or a beaded line 0-100.
5. Compare numbers to at least 20.
6. Read and write numbers to 100 in numerals and read numbers in words to 20.
7. Know number bonds to 10, e.g. 5 + 5, 6 + 4, etc. Also know what is left if objects are taken from 10, e.g. 10 fingers, fold down 4, leaves 6 standing.
8. Begin to know pairs which make 5, 6, 7, 8, 9 and 20.**
9. Begin to be aware of unit patterns, e.g. 2 + 4 = 6, 12 + 4 = 16, 22 + 4 = 26 etc.
**10. Recognise the + and – and = signs, and use these to read and write simple additions and subtractions.
11. Add small numbers by counting on; subtract small numbers by counting back.
12. Solve missing number problems and addition/subtraction problems in number stories.**
13. Recognise doubles to double 6 and find related halves (half even numbers up to 12).
**14. Solve simple problems involving multiplication/division, find answers with support using objects, pictorial representations or arrays.**
**15. Recognise, find, name a half as 1 of 2 equal parts of an object, shape, quantity.
16. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.**
**17. Compare objects according to height, length, weight, capacity, using appropriate mathematical language.**
**18. Count uniform non-standard, then simple standard units to measure length/height, weight, capacity.**
**19. Tell the time to the half hour on analogue** and digital **clocks**.
**20. Use the language of time including days, months, earlier, later, yesterday, minutes, hours, days, weeks and years.
21. Sequence events in chronological order.**
**22. Recognise and know the value of different denominations of coins and notes.**
23. Sort items into lists or tables.
**24. Recognise the difference between 2-D and 3-D shapes; name and describe common 2-D and 3-D shapes.
25. Describe position, direction and movement, including whole, half, quarter and three-quarter turns.**