Year 1, Autumn Term 1

Wk	Strands	Weekly Summary
1	**NPV** Number and place value; **MAS** Mental addition and subtraction	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	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	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 | 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 | 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	Weekly Summary

| 6 | **NPV** Number and place value | 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 | 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 | 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 | 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 | 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	Weekly Summary
11	**NPV** Number and place value; **MAS** Mental addition and subtraction	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	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	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 | 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 | 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

Weekly Summary

| 16 | **NPV** Number and place value; **MMD** Mental multiplication and division; **FRP** Fractions, ratio and proportion | 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 | 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	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	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	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	Weekly Summary
21	**NPV** Number and place value; **MAS** Mental addition and subtraction; **PRA** Problem solving, reasoning and algebra	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
22	**MAS** Mental addition and subtraction	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	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 | 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 | 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	Weekly Summary
26	**NPV** Number and place value	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 | 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 | 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 | 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 | 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)