Year 1 Mathematics Content Map			
Unit, core text and time	**Skill**	**Reasoning**	**Problem Solving**
TERM 1			
Shape **1 week** *White Rose*	• Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) • Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.) different orientations and sizes	Odd one out What's the same, what's different?	
Place Value to 10 **5 weeks** *White Rose NCETM units 1.1, 1.3, 1.4*	• Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 10 in numerals and words • Given a number, identify one more within 10. • Given a number identify one less within 10. • 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	What's the same, what's different? Spot the mistake/ which is correct?	
Addition and Subtraction within 10 **1 week** *White Rose NCETM unit 6 - 1.5*	• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. *Focus on additive structures and understanding part-part-whole*	True/false	
TERM 2			
Addition and Subtraction within 10 **4 weeks** *White Rose NCETM units 1.7*	• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Add and subtract one-digit numbers to 10, including zero. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. *Problem solving can be in the context of measures and statistics* • Represent and use number bonds and related subtraction facts within 10	Spot the mistake/ which is correct?	
Place Value to 20 **3 weeks** *White Rose*	• Count to 20, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 20 in numerals and words • Given a number, identify one more within 20. • Given a number identify one less within 20 • Identify and represent numbers using objects and pictorial representations including the number	What's the same, what's different? Spot the mistake/ which is correct?	

NCETM units 1.10	line, and use the language of: equal to, more than, less than (fewer), most, least		
TERM 3 – 6 weeks			
Addition and Subtraction within 20 **4 weeks** *White Rose NCETM units 1.7 (but with larger numbers)*	*Ensure to start by revisiting addition and subtraction within 10* • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including 0 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	What else do you know? Continue the pattern Missing number	Being curious
Place Value to 50 **2 weeks** *White Rose*	• count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 50 in numerals and words • given a number, identify 1 more and 1 less • 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 *(revisit from last term)*	Spot the mistake True or false? What comes next?	
TERM 4 – 6 weeks			
Money **1 ½ weeks** *White Rose* **NCETM unit 9**	• count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • measure and begin to record the following: recognise and know the value of different denominations of coins and notes	Possibilities	
Multiplication and division **4 week** *White Rose*	• 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 *(ensure to include problems involving money)*	Making links Odd one out Spot the mistake	
Length and height **½ week** *White Rose*	• compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	Do, then explain	
TERM 5 – 4 ½ weeks			

Length and height (continued) **1 week** *White Rose*	• compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • measure and begin to record the following: lengths and heights	Do, then explain	Being collaborative
Position and direction **1 week** *White Rose*	• describe position, direction and movement, including whole, half, quarter and three-quarter turns *(link to enquiry step on mapping)*	What comes next?	
Mass and Volume **2 week** *White Rose*	• compare, describe and solve practical problems for: - mass/weight [for example, heavy/light, heavier than, lighter than] - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] • measure and begin to record the following: - mass/weight - capacity and volume	Do, then explain Odd one out Spot the mistake	
Fractions **½ week** *White Rose*	• recognise, find and name a half as 1 of 2 equal parts of an object, shape	What do you notice? True or false?	
TERM 6 - 6 weeks			
Fractions (continued) **2 weeks** *White Rose*	• recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity • recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity	What do you notice? True or false?	Being resilient
Place Value to 100 **2 weeks** *White Rose*	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • given a number, identify 1 more and 1 less • 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	What comes next? Odd one out	

Time **2 weeks** *White Rose*	• compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] • measure and begin to record the following: time (hours, minutes, seconds) • 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 • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	True or false? What's the same? What's different?	