Highgate Primary
Year 1 Maths Curriculum

Number
Measurement
Geometry

WALT: We Are Learning To
WAP: We Are Practising

Spring 1: Whatever the Weather

Week	Unit	National Curriculum objectives Possible lesson objectives	White Rose Maths (WRM) 'small steps'	Models and images representing number Key vocabulary	Reasoning (in addition to WRM questions)	Fluency
1	**Warm-Up Week** **Consolidation of previous learning**					Number facts: bonds up to 5 - check
2	**Number** **Calculation: Addition and subtraction within 20**					
	• read, write and interpret mathematical statements involving addition (+) and equals (=) signs • represent and use number bonds within 20 • add one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition, using concrete objects and pictorial representations WALT add by counting on from a starting number WALT find and make number bonds WALT add by making 10 using a 10-frame WALT add by making 10 using a numberline WALT choose how to add by making 10	• Add by counting on • Find and make number bonds • Add by making 10	Ten-frame, bar model, printed numberline, counters, part-whole model	**NRICH Butterfly Flowers** **NRICH Ladybirds in the Garden** **NRICH Pairs of Numbers** **NRICH What Could it Be?**	Number facts: bonds and subtraction facts to 10
3	• read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs • subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve subtraction, using concrete objects and pictorial representations WALT take away from numbers below 10 WALT use a 10-frame to take away by crossing 10 WALT use a numberline to take away by crossing	• Subtraction – not crossing 10 • Subtraction – crossing 10 (1) • Subtraction – crossing 10 (2)	Ten-frame, counters, part-whole model, Numicon, printed numberline, bar model	**What do you notice?** 11 – 1 = 10 11 – 10 = 1 Can you make up some other number sentences like this involving 3 different numbers? **Convince me** In my head I have two odd numbers with a difference of 2. What could they be? Convince me. **Other possibilities**	Number facts: bonds and subtraction facts below 10

	10 WALT subtract by finding the difference between numbers up to 10 WALT subtract by finding the difference between numbers up to 20			How many ways can you complete these equations? 10 - ☐ = ☐ 20 - ☐ = ☐	
4	• 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 zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9 WALT find related number facts WALT identify fact families WALT use our knowledge of fact families to find missing numbers *[not WRM]* WALT compare addition and subtraction equations	• Related facts • Number sentences	Ten-frame, part-whole model, base-10, Numicon, bar model	**Continue the pattern** 10 + 8 = 18 11 + 7 = 18 Can you make up a similar pattern for the number 17? How would this pattern look if it included subtraction? **Missing symbols** Write the missing symbols (+ - =) in these number sentences: 17 ☐ 3 ☐ 20 18 ☐ 20 ☐ 2 **NRICH Sort Them Out**	Number facts: adding to 11, 12, 13
5	**Number** **Numbers to 50 (1)**				
	• 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 • identify and represent numbers using objects and pictorial representations including the number line WALT count to 50 and back WALT group in tens to count WALT partition numbers into 10s and 1s WALT represent numbers to 50 WALT represent numbers to 50 in many different ways	• Numbers to 50 • Tens and ones • Represent numbers to 50	Printed numberline, counters, ten-frame, part-whole model, base-10, Numicon, straws/sticks	**Do, then explain** Use concrete apparatus to make the number 31. Then make the number 29. Which was easiest to make, and why? **Spot the mistake** Use base-10. Four 1s and two 10s make the number 42 **And another, and another** Find me a number that has more tens than ones. And another. And another…	Number facts: subtracting from 11,12,13
6	• given a number, identify one more and one less	• One more one less	Base-10, bead string,	**What comes next?**	Number facts: adding to

	• 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 WALT find one more and one less than a given number WALT compare the size of groups of objects WALT compare numbers using the greater than and fewer than signs WALT place numbers in size order	• Compare objects within 50 • Compare numbers within 50 • Order numbers within 50	number track, 100 square, printed numberline, Numicon, cubes, number track, dominoes **Introduce** Spike abacus	36 + 1 = 37 32 – 1 = 31 37 + 1 = 38 31 – 1 = 30 38 + 1 = 39. …. …. **Convince me…** … that 49 is smaller than 50 **Do, then explain** Place these groups of objects in order of size: 22 blue whales 44 mice 33 dogs (!)	14, 15, 16