Year 1 Maths Long Term Overview Scheme 3.0

Rationale

This overview is designed to run alongside the White Rose Schemes of Learning (Version 3.0) found here. The small steps within White Rose are not necessarily designed to cover one lesson so some may be repeated which can be used to consolidate concepts or allow children greater access to reasoning and problem solving. This is particularly evident in the Y1 schemes. The lessons that are linked to the DFE ready to progress criteria are identified with a reference such as **(NPV-1),** teachers can use these to refer to the document for additional planning support. Due to differing term lengths, these overviews do not directly match those on White Rose. For instance, some units are started earlier in the term or the term before, but they all correlate with the schemes of learning.

Vocabulary

There are also two vocabulary rows on the document, which show the subject specific vocabulary that needs to be introduced or re-introduced as part of the unit as well as what should have been covered in the previous year group. It is essential that teachers refer to previous year's vocabulary especially if children are not secure. If children are still struggling to define certain pieces of vocabulary, teachers should be encouraged to reintroduce them. Whole school vocabulary progression documents are within the Maths area on ReachIn and this language is also present on the accompanying knowledge organisers.

Consolidation/revisiting

The consolidation row has been removed from the most recent overviews as we suggest that the White Rose 'Flashback 4s' are used to revisit and consolidate learning as they reduce workload for teachers and comprehensively revisit taught content. If you chose not to use these, teachers should be encouraged to spend half the week looking at the previous year's small steps before teaching a unit and revisit them briefly. For the other half, they'd be encouraged to revisit learning they've done during the current year.

Also, the new White Rose schemes have removed the explicit recap sessions, however the beginning of the units include steps from the previous year to ensure children have the required knowledge to access new learning.

Assessment/Consolidation Weeks

The end of unit assessments have been left in, these can be taken from the previous years' resources as they will broadly match the topic being taught. Finally, within the plans there are also assessment/consolidation weeks which have been put in to revisit topics children struggled with or as buffers for if and when units overrun to accommodate assessments, trips, productions etc. These documents are also fully editable so topics or assessment weeks can be moved around or lengthened if necessary and to accommodate different term lengths. The term lengths are kept as seven weeks for the two autumn half terms and summer 2 and six for the rest. However, they can be adapted to meet differing term lengths

Maths Long-term overview Year 1

Autumn 1	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Units	**Number: Place Value (Within 10)**	**Number: Place Value (Within 10)**	**Number: Place Value (Within 10)**	**Number: Place Value (Within 10)**	**Number: Place Value (Within 10)**	**Number: Addition and subtraction (Within 10)**	**Number: Addition and subtraction (Within 10)**
Lesson objectives (Small steps)	1) Sorting objects **(NPV-1)** 2) Count Objects **(NPV-1)** 3) Count objects from a larger group **(NPV-1)**	4) Represent objects **(NPV-1)** 5) Represent numbers as words **(NPV-1** 6) Count on from any number **(NPV-1)**	7) 1 more **(NPV-1)** 8) Count backwards within 10 **(NPV-1)** 9) 1 less **(NPV-1)** 10) Compare groups by matching **(NPV-2)**	11) Fewer, more, same **(NPV-2)** 12) Less than, greater than, equal to 13) Compare numbers **(NPV-2)**	14) Order objects and numbers **(NPV-2)** 15) The number line **(NPV-2)** 16) End of unit assessment	1) Introducing parts and wholes **(AS-1)** 2) Part-whole model **(AS-1)** 3) Write number sentences **(AS-1)**	4) Fact families – addition facts **(NF-1, AS-2)** 5) Number bonds within 10 **(NF-1, AS-1)** 6) Systematic number bonds within 10 **(NF-1, AS-1)** 7) Numbers bonds to 10 **(NF-1, AS-1)**
Vocabulary (Year group specific)	Sort Forwards Backwards	Represent Forwards Backwards	Forwards Backwards One more One less Compare Match Equal to Equals	Greater Fewer Compare More than Less than Equal to Equals	Order Equals	Part Whole Subtraction/subtract Addition/add Equals	Number bonds Equal to Part Whole Facts Inverse
Previous years vocab (EYFS)	Count Count on More Less Numerals Order/ordinal Subitise Compare Different One more One less Same as More than Less than (fewer) Odd Even	Count Count on More Less Numerals Order/ordinal Subitise Compare Different One more One less Same as More than Less than (fewer) Odd Even	Count Count on More Less Numerals Order/ordinal Subitise Compare Different One more One less Same as More than Less than (fewer) Odd Even	Count Count on More Less Numerals Order/ordinal Subitise Compare Different One more One less Same as More than Less than (fewer) Odd Even	Add/plus Take away/minus Number bonds Part Whole Altogether One more One less Forwards Backwards	Add/plus Take away/minus Number bonds Part Whole Total Altogether One more One less Forwards Backwards Compare	Add/plus Take away/minus Number bonds Part Whole Total Altogether One more One less Forwards Backwards Compare

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Units	**Number: Addition and subtraction (Within 10)**	**Number: Addition and subtraction (Within 10)**	**Number: Addition and subtraction (Within 10)**	**Assessment week**	**Geometry: Shape**	**Geometry: Shape**	**Consolidation week**
Lesson objectives (Small steps)	8) Addition – add together **(NF-1, AS-2)** 9) Addition – add more **(NF-1, AS-2)** 10) Addition problems **(NF-1, AS-2)** 11) Find a part **(NF-1, AS-1)**	12) Subtraction- find a part **(NF-1, AS-2)** 13) Fact families – the eight facts **(NF-1, AS-2)** 14) Subtraction – take away/cross out (How many left?) **(NF-1, AS-2)**	15) Take away (How many left?) **(NF-1, AS-2)** 16) Subtraction on a number line **(NF-1, AS-2)** 17) Add or subtract 1 or 2 **(NF-1, AS-2)** 18) Mini assessment (end of unit assessment)	This can also be used as a buffer week for any units that over run or an opportunity to consolidate learning	1) Recognise and name 3-D shapes **(G-1)** 2) Sort 3-D shapes **(G-1)** 3) Recognise and name 2-D shapes **(G-1)**	4) Sort 2-D shapes **(G-1)** 5) Patterns with 3-D and 2-D shapes **(G-1)** 6) Mini assessment (end of unit assessment)	Revisit concepts children struggled with as well as act as a buffer for any units that overran
Vocabulary (Year group specific)	Equals Part Whole Inverse Addition/add	Equals Part Whole Facts Inverse Subtraction/subtract Take away	Equals Part Whole Facts Inverse Subtraction/subtract Addition/add Take away		Properties Pyramids Cylinders Faces Sides Corners Surface Flat Curved	Properties Pyramids Cylinders Faces Sides Corners Surface Flat Curved Patterns	
Previous years vocab (EYFS)	Add/plus Take away/minus Number bonds Part Whole Total Altogether One more One less Forwards Backwards Compare	Add/plus Take away/minus Number bonds Part Whole Total Altogether One more One less Forwards Backwards Compare	Add/plus Take away/minus Number bonds Part Whole Total Altogether One more One less Forwards Backwards Compare		2-D shapes Rectangle Square Circle Triangle 3-D shapes Cuboids Cubes Cone Sort Compare Pattern Curved Straight	2-D shapes Rectangle Square Circle Triangle 3-D shapes Cuboids Cubes Cone Sort Compare Pattern Curved Straight	

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Units	**Number: Place Value (Within 20)**	**Number: Place Value (Within 20)**	**Number: Place Value (Within 20)**	**Number: Addition and subtraction within 20**	**Number: Addition and subtraction within 20**	**Number: Addition and subtraction within 20**
Lesson objectives (Small steps)	1) Count within 20 **(NPV-1)** 2) Understand 10 **(NPV-1)** 3) Understand 11, 12 and 13 **(NPV-1)** 4) Understand 14, 15 and 16 **(NPV-1)**	5) Understand 17, 18 and 19 **(NPV-1)** 6) Understand 20 **(NPV-1)** 7) 1 more and 1 less **(NPV-1)** 8) The number line to 20 **(NPV-1)**	9) Use a number line to 20 **(NPV-1)** 10) Estimate on a number line to 20 **(NPV-1)** 11) Compare numbers to 20 **(NPV-2)** 12) Order numbers to 20 **(NPV-2)** 13) Mini assessment (Complete end of unit assessment)	1) Add by counting on within 20 2) Add ones using number bonds 3) Find and make number bonds to 20 4) Doubles	5) Near doubles 6) Subtract ones using number bonds 7) Subtraction – counting back 8) Subtraction – finding the difference	9) Related facts **(NF-1)** 10) Missing number problems 11) Mini assessment (Complete end of unit assessment)
Vocabulary (Year group specific)	Tens Ones Order Numerals Digit More than Less than	Tens Ones Order Numerals Digit More than Less than	Tens Ones Order Numerals Digit More than Less than Compare Order	Number bonds Equals Part Whole Facts Inverse Subtraction/subtract Addition/add	Number bonds Equals Part Whole Facts Inverse Subtraction/subtract Addition/add	Number bonds Equals Part Whole Facts Inverse Subtraction/subtract Addition/add
Previous years vocab (EYFS)	Count Count on More Less Numerals Order/ordinal Subitise Compare Different One more One less Same as More than Less than (fewer) Odd Even	Count Count on More Less Numerals Order/ordinal Subitise Compare Different One more One less Same as More than Less than (fewer) Odd Even	Count Count on More Less Numerals Order/ordinal Subitise Compare Different One more One less Same as More than Less than (fewer) Odd Even	Add/plus Take away/minus Number bonds Part Whole Total Altogether One more One less Forwards Backwards Compare	Add/plus Take away/minus Number bonds Part Whole Total Altogether One more One less Forwards Backwards Compare	Add/plus Take away/minus Number bonds Part Whole Total Altogether One more One less Forwards Backwards Compare

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Units	**Number: Place value (Within 50)**	**Number: Place value (Within 50)**	**Measurement: Length and Height**	**Measurement: Mass and Volume**	**Measurement: Mass and Volume**	**Consolidation week**
Lesson objectives (Small steps)	1) Count from 20 to 50 **(NPV-1)** 2) 20, 30, 40 and 50 **(NPV-1)** 3) Count by making groups of tens **(NPV-1)** 4) Groups of tens and ones **(NPV-1)**	5) Partition into tens and ones **(NPV-1)** 6) The number line to 50 **(NPV-1)** 7) Estimate on a number line to 50 **(NPV-1)** 8) One more, one less **(NPV-1)** 9) Mini assessment (Complete end of unit assessment)	1) Compare lengths and heights **(NPV-2)** 2) Measuring lengths using objects **(NPV-2)** 3) Measure lengths in centimetres **(NPV-2)** 4) Mini assessment (Complete end of unit assessment)	1) Heavier and lighter 2) Measure mass 3) Compare mass 4) Full and Empty (This small step can be moved to next week if you choose to separate mass and volume)	5) Compare volume 6) Measure capacity 7) Compare capacity 8) Mini assessment (Complete end of unit assessment)	Revisit concepts children struggled with as well as act as a buffer for any units that overran This can also be used to extend the **Length and height unit** should you wish to spend multiple lessons on these small steps.
Vocabulary (Year group specific)	Numerals Digit Represent Forwards Backwards Compare Order	Tens Ones Numerals Digit Represent Forwards Backwards Compare Order	Length Compare Consolidate Reception vocab	Mass Weight Consolidate Reception vocab Capacity Volume Full/empty More than Less than Half full	Capacity Volume Full/empty More than Less than Half full	
Previous years vocab (EYFS)	Count Count on More Less Numerals Order/ordinal Subitise Compare Different One more One less Same as More than Less than (fewer) Odd Even	Count Count on More Less Numerals Order/ordinal Subitise Compare Different One more One less Same as More than Less than (fewer) Odd Even	Height Length Tall(er)(est) Short(er)(est) Long(er)(est) Big Bigger Biggest Wide(r) Narrow(er) Closer Further	Weight Full Empty Half full Nearly full Nearly empty Tall Thin Narrow Wide Shallow Heavy, heavier, heaviest Light, lighter, lightest	Capacity Full Empty Half full Nearly full Nearly empty Tall Thin Narrow Wide Shallow Heavy, heavier, heaviest Light, lighter, lightest	

Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Units	**Number: Multiplication and division**	**Number: Multiplication and division**	**Number: Multiplication and division**	**Fractions**	**Fractions**	**Geometry: Position and direction**
Lesson objectives (Small steps)	1) Count in 2s **(NF-2)** 2) Count in 10 **(NF-2)** 3) Count in 5s **(NF-2)**	4) Recognise equal groups 5) Add equal groups 6) Make arrays	7) Make doubles 8) Make equal groups – grouping 9) Make equal groups- sharing 10) Mini assessment (Complete end of unit assessment)	1) Recognise a half of an object or a shape 2) Find a half of an object or a shape 3) Recognise a half of a quantity 4) Find a half of a quantity	5) Recognise a quarter of an object or a shape 6) Find a quarter of an object or a shape 7) Recognise a quarter of a quantity 8) Find a quarter of a quantity	1) Describe turns **(G-2)** 2) Describe position – left and right **(G-2)** 3) Describe position – forwards and backwards **(G-2)** 4) Describe position – above and below **(G-2)** 5) Ordinal numbers 6) Mini-assessment (Complete end of unit assessment) This unit can be extended after half term if need be as there are consolidation weeks at the end of term
Vocabulary (Year group specific)	Multiplication Division Tens	Division Arrays	Division Grouping Sharing	Half Whole Equal parts	Quarter Whole Equal parts	Position Direction Movement Whole turn Half turn Three quarter turn
Previous years vocab (EYFS)	Double/doubling Twice as many Half/Halving Sharing Grouping Equal Fair Unfair Total Altogether Odd Even	Double/doubling Twice as many Half/Halving Sharing Grouping Equal Fair Unfair Total Altogether Odd Even	Double/doubling Twice as many Half/Halving Sharing Grouping Equal Fair Unfair Total Altogether Odd Even	Double/doubling Twice as many Half/Halving Sharing Grouping Equal Fair Unfair Total Altogether Odd Even	Double/doubling Twice as many Half/Halving Sharing Grouping Equal Fair Unfair Total Altogether Odd Even	Over Under Between Around Through On Into Next to Behind Beneath On top of Continue Repeat

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Units	**Number: Place value (to 100)**	**Number: Place value (to 100)**	**Measurement: Money**	**Measurement: Time**	**Measurement: Time**	Consolidation of Summer topics/Assessment Revisit concepts children struggled with throughout the year as well as act as a buffer for any units that overran due to potential assessments.	
Lesson objectives (Small steps)	1) Counting from 50 to 100 **(NPV-1)** 2) Tens to 100 **(NPV-1)** 3) Partition into tens and ones **(NPV-1)** 4) The number line to 100 **(NPV-1)**	5) 1 more, 1 less **(NPV-1)** 6) Compare numbers with the same numbers of tens 7) Compare any two numbers 8) Mini assessment (Complete end of unit assessment)	1) Unitising 2) Recognising coins 3) Recognising notes 4) Count in coins **(NF-2)** 5) Mini assessment (Complete end of unit assessment)	1) Before and after 2) Days of the week 3) Months of the year	4) Hours, minutes, and seconds 5) Tell the time to the hour 6) Tell the time to the half hour 7) Mini assessment (Complete end of unit assessment)		
Vocabulary (Year group specific)	Counting Partitioning Equal to Forwards Backwards More than Less than	One more One less Equal to greater fewer More than Less than	Money Coins Notes Pounds Pence	Chronological order Days of the week Months of the year	Chronological order O'clock Half past Seconds Minute Hour Days of the week Months of the year		
Previous years vocab (EYFS)	Count Count on More Less Numerals Order/ordinal Subitise Compare Different One more One less Same as More than Less than (fewer) Odd Even	Count Count on More Less Numerals Order/ordinal Subitise Compare Different One more One less Same as More than Less than (fewer) Odd Even		Before After First Next Today Yesterday Tomorrow Morning Afternoon Evening Day Week	Before After First Next Today Yesterday Tomorrow Morning Afternoon Evening Day Week		