Year 1 MTP-Autumn Term

Avondale Primary School

Power Maths Unit	Wk	National Curriculum Objective	Small Steps
Unit 1 Numbers to 10	1	• 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 • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Sort objects Represent numbers to 10, Count objects from a larger group, Count on from any number
	2	• given a number, identify one more and one less • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • 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	One more, one less Count backwards from 10-0 Compare groups, Fewer or more?
	3	• 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	< > =, compare numbers, order objects and numbers, the number line
Unit 2 Part whole within	4	• 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 • represent and use number bonds and related subtraction facts within 20 • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	Parts and wholes Part whole model, number bonds Write number sentences, Fact families (addition)
	5	• represent and use number bonds and related subtraction facts within 20	Number bonds, Find number bonds, Number bonds to 10
Unit 3 Addition within 10	1	• represent and use number bonds and related subtraction facts within 20 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.	Add together, Add more, Find the missing number Addition Problems
Unit 4 Subtraction within 10	2	• represent and use number bonds and related subtraction facts within 20	How many left (2), Break apart (2), Fact families
	3	• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. • add and subtract one-digit and two-digit numbers to 20, including zero	Subtraction on a number line, solve word problems (+/-) Add and subtract 1 or 2
Unit 5 2D and 3D Shapes	4	• recognise and name common 2D and 3D shapes, including: 3D shapes [for example, cuboids (including cubes), pyramids and spheres]. • Recognise and name common 2D and 3D shapes, including: 2D shapes [for example, rectangles (including square	Recognise and name 3D shapes, sort 3D shapes Recognise and name 2D shapes, sort 2D shapes, Make patterns with shapes

Year 1 MTP-Spring Term

Avondale Primary School

Power Maths Unit	Wk	National Curriculum Objective	Small Steps
Unit 6 Numbers to 20	1	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 20) • 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	Count to 20, Understand 10 (11,12,13), (14,15,16), (17,18,19)
	2	• 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	Understand 20, 1 more/1 less, Number line to 20, Label number lines, Estimate on a number line
	3	• 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 • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 20)	Compare numbers to 20 Order numbers to 20
Unit 7 Addition and Subtraction within 20	4	• add and subtract one-digit and two-digit numbers to 20, including zero • Represent and use number bonds and related subtraction facts within 20 (within 10)	Add by counting on within 20 Add one using number bonds, Find and make number bonds to 20, doubles, near doubles
	5	• 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 • Represent and use number bonds and related subtraction facts within 20 (within 10)	Subtract one using number bonds Counting back, Finding the difference, missing number problems Related facts
	6	• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9	Solve word/picture problems (+/-)
Unit 8 Numbers to 50	1	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • 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	Count to 50, Numbers to 50 20,30,40,50, Count by making groups of 10, Groups of 10s and ones
	2	• 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 • given a number, identify one more and one less	Partition into 10s and 1s One more, one less
Unit 9 Introducing length and height	3	• 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	Compare lengths and heights, solve word problems (length) Measure length (non-standard), Measure using a ruler
Unit 10 Introducing weight and volume	4	• compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than] • measure and begin to record the following: mass/weight • compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] • measure and begin to record the following: capacity and volume	Heavier and lighter, Compare mass Measure mass Full and empty Measure capacity
	5	• compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter	Compare capacity, Solve word problems (mass and capacity)

Year 1 MTP-Summer Term

Avondale Primary School

Power Maths Unit	Wk	National Curriculum Objective	Small Steps
Unit 11 Multiplication and Division	1	• count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • 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	Count in 2s, Count in 10s, Count in 5s Make equal groups, add equal groups
	2	• 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	Make arrays, Make doubles, Make equal groups-grouping, Make equal groups-sharing
Unit 12 Halves and quarters	3	• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Recognise and find half of a shape, half of a quantity, Recognise and find quarter of a shape, quarter of a quantity
Unit 13 Position and Direction	4	• describe position, direction and movement, including whole, half, quarter and three-quarter turns • Non statutory guidance: Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. • Non-statutory guidance: Pupils practise counting (1, 2, 3…), ordering (for example, first, second, third…), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.	Describe turns, Describe position left/right, Describe position forwards/backwards, Describe position above/below Ordinal numbers
Unit 14 Numbers to 100	1	• count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • 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 • given a number, identify one more and one less	Count from 50-100, 10s to 100 Partition into 10s and 1s, Number line to 100 One more one less
	2	• 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	Compare numbers
Unit 15 Money	3	• recognise and know the value of different denominations of coins and notes	Recognising coins, Recognising notes, Counting coins.
Unit 16 Time	4	• 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 tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	Before and after, Days of the Week, Months of the Year, Tell the time to the hour, Tell the time to half an hour