# HVPA Maths Updated Sequence of Learning Progression – Year 1

This overview breaks down each of the Programmes of Study and domains covered by Year 1 and shows the approximate amount of weeks expected in the teaching of each area. Time is built in for consolidation and extension (based on the security of pupils' understanding & readiness to move on, challenge through problem solving and reasoning) and assessment within each term.

Changes within the Learning Progressions:

**Place Value Within 10**
- The recommended time for learning this block has been increased from 4 weeks to 5 weeks.
- Counting objects from a larger group has been added.
- Steps on counting forwards are now next to each other, before the steps on counting backwards.
- Greater emphasis placed on language.
- Ordinal numbers have been moved to the position and direction block.

**Addition and subtraction (within 10)**
- More emphasis on the ideas of parts and wholes.
- The pace of learning has been slowed down with the symbols for addition and subtraction introduced slightly later to keep the earlier focus on the structure and understanding of the operations.
- Greater emphasis placed on problem solving with addition.
- A small step on adding or subtracting 1 or 2 has been added.

## Autumn Term

| Strand | PM Unit | PM Unit Title | Lesson | NC Objective 1 | NC Objective 2 |
|---|---|---|---|---|---|
| **Number** – Number and Place Value (approx. 3 weeks) | 1 | Numbers to 10 (14 lessons) | Sort objects | 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 objects to 10 | 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 |
| | | | Represent numbers to 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 | |
| | | | Count objects from a larger group | 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 on from any number | | |
| | | | One more | Given a number, identify one more and one less | |
| | | | Count backwards from 10 to 0 | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number | |
| | | | One less | Given a number, identify one more and one less | |
| | | | Compare groups | 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 | |
| | | | Fewer or more? | | |
| | | | < > or = | | |
| | | | Compare numbers | | |
| | | | Order objects and numbers | | |
| | | | The number line | | |
| **Number** – addition and subtraction | 2 | Part-whole within 10 (7 lessons) | Parts and wholes | | Represent and use number bonds and related subtraction facts within 20 |
| | | | The part-whole model | Represent and use number bonds and related subtraction facts within 20 | |
| | | | Write number sentences | Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs | Represent and use number bonds and related subtraction facts within 20 |
| | | | Fact families – addition facts | | |
| | | | Number bonds | Represent and use number bonds and related subtraction facts within 20 | |
| | | | Find number bonds | | |
| | | | Number bonds to 10 | | |
| | 3 | Addition within 10 (4 lessons) | Add together | | |
| | | | Add more | | |
| | | | Addition problems | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9 | |
| | | | Find the missing number | Represent and use number bonds and related subtraction facts within 20 | |
| | 4 | Subtraction within 10 Fractions (1) | How many are left? (1) | | |
| | | | How many are left? (2) | | |
| | | | Break apart (1) | | |
| | | | Break apart (2) | | |
| | | | Fact Families | | |

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|---|---|---|---|---|---|
| | | | Subtraction on the number line | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = [ ] – 9 | |
| | | | Add or subtract 1 or 2 | Add and subtract one-digit and two-digit numbers to 20, including zero | |
| | | | Solve word problems – addition and subtraction | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = [ ] – 9 | |
| **Geometry** – properties of shape (approx. 1 week) | 5 | 2D and 3D shapes (5 lessons) | Recognise and name 3D shapes | Recognise and name common 2D and 3D shapes, including: 3D shapes [for example, cuboids (including cubes), pyramids and spheres] | |
| | | | Sort 3D shapes | | |
| | | | Recognise and name 2D shapes | | |
| | | | Sort 2D shapes | | |
| | | | Make patterns with shapes | | Non-statutory guidance: They recognise and create repeating patterns with objects and with shapes |

**Spring Term**

| Strand | PM Unit | PM Unit Title | Lesson | NC Objective 1 | NC Objective 2 |
|---|---|---|---|---|---|
| **Number** – number and place value (approx. 2 ½ weeks) | 6 | Numbers to 20 (12 Lessons) | Count to 20 | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 20) | Read and write numbers from 1 to 20 in numerals and words |
| | | | Understand 10 | | |
| | | | 11, 12 and 13 | 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 | Recognise the place value of each digit in a two-digit number (tens, ones) (year 2) |
| | | | 14, 15 and 16 | | |
| | | | 17, 18 and 19 | | |
| | | | Understand 20 | | Read and write numbers from 1 to 20 in numerals and words |
| | | | One more and one less | | Given a number, identify one more and one less |
| | | | The number line to 20 | | |
| | | | Label number lines | | |
| | | | Estimate on a number line | | |
| | | | Compare numbers to 20 | | |
| | | | Order numbers to 20 | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 20) | Read and write numbers from 1 to 20 in numerals and words |
| **Number** – addition and subtraction (approx. 2½ weeks) | 7 | Addition and subtraction within 20 (11 lessons) | Add by counting on within 20 | Add and subtract one-digit and two-digit numbers to 20, including zero | |
| | | | Add ones using number bonds | Represent and use number bonds and related subtraction facts within 20 (within 10) | |
| | | | Find and make number bonds to 20 | | |
| | | | Doubles | | |
| | | | Near Doubles | | |
| | | | Subtract ones using number bonds | 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) |
| | | | Subtraction – count back | 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 - find the difference | | |
| | | | Related facts – fact families | Represent and use number bonds and related subtraction facts within 20 (within 10) | |
| | | | Missing number problems | 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 and picture problems – addition and subtraction | | |
| **Number** – number and place value (approx. 1½ weeks) | 8 | Numbers to 50 (7 lessons) | Count to 50 | 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 twos, fives and tens |
| | | | Numbers to 50 | | |
| | | | 20, 30, 40 and 50 | 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 | Recognise the place value of each digit in a two-digit number (tens, ones) (Year 2) |
| | | | Count by making groups of 10s | | |
| | | | Groups of 10s and 1s | | |
| | | | Partition into 10s and 1s | | |
| | | | One more, one less | Given a number, identify one more and one less | |
| **Measurement** (approx. 2½ weeks) | 9 | Introducing length and height (4 lessons) | Compare lengths and heights | Compare, describe and solve practical problems for: lengths and heights [for example, long/ short, longer/shorter, tall/short, double/half] | |
| | | | Measure length (non-standard units of measure) | Measure and begin to record the following: lengths and heights | |
| | | | Measure length (using a ruler) | | |
| | | | Solve word problems – length | Compare, describe and solve practical problems for: lengths and heights [for example, long/ short, longer/shorter, tall/short, double/half] | |
| | 10 | Introducing mass and capacity (7 lessons) | Heavier and lighter | | |
| | | | Measure mass | Measure and begin to record the following: mass/weight | |
| | | | Compare mass | | |

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|---|---|---|---|---|---|
| | | | Full and empty | Compare, describe and solve practical problems for: mass/ weight [for example, heavy/light, heavier than, lighter than] | |
| | | | Measure capacity | Measure and begin to record the following: capacity and volume | |
| | | | Compare capacity | Compare, describe and solve practical problems for: capacity and volume [for example, full/ empty, more than, less than, half, half full, quarter] | |
| | | | Solve word problems – mass and capacity | | |

| **Summer Term** | | | | | |
|---|---|---|---|---|---|
| **Strand** | **PM Unit** | **PM Unit Title** | **Lesson** | **NC Objective 1** | **NC Objective 2** |
| **Number** – multiplication and division (2 weeks) | 11 | Multiplication and division (9 lessons) | Count in 2s | Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens | Non-statutory guidance: through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities |
| | | | Count in 10s | | |
| | | | Count in 5s | | |
| | | | Equal groups | 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 | |
| | | | Add equal groups | | |
| | | | Make arrays | | |
| | | | Make doubles | | |
| | | | Grouping | | |
| | | | Sharing | | |
| **Number** – fractions (1 week) | 12 | Fractions (4 lessons) | Recognise and find a half of a shape | Recognise, find and name a half as one of two equal parts of an object, shape or quantity | |
| | | | Recognise and find a half of a quantity | | |
| | | | Recognise and find a quarter of a shape | | |
| | | | Recognise and find a quarter of a quantity | | |
| **Geometry** – position and direction (1 week) | 13 | Position and direction (5 lessons) | Describe turns | Describe position, direction and movement, including whole, half, quarter and three-quarter turns | |
| | | | Describe position – left and right | 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 | |
| | | | Describe position – forwards and backwards | | |
| | | | Describe position – above and below | | |
| | | | Ordinal numbers | 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. | |
| **Number** – number and place value (approx. 1½ weeks) | 14 | Numbers to 100 (6 lessons) | Count from 50 to 100 | Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens | Recognise the place value of each digit in a two-digit number (tens, ones) (year 2) |
| | | | 10s to 100 | | |
| | | | Partition into 10s and 1s | 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 | |
| | | | Number line to 100 | | |
| | | | One more and one less | Given a number, identify one more and one less | |
| | | | Compare numbers | 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 | |
| **Measurement** (approx. 1½ weeks) | 15 | Money (3 lessons) | Recognise coins | Recognise and know the value of different denominations of coins and notes | |
| | | | Recognise notes | Recognise and know the value of different denominations of coins and notes | |
| | | | Count in coins | | |
| | 16 | Time (5 lessons) | Before and after | Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] | |
| | | | Days of the week | Recognise and use language relating to dates, including days of the week, weeks, months and years | |
| | | | Months of the year | | |
| | | | Tell the time to the hour | | |
| | | | Tell the time to the half hour | | |