

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Informal baseline assessments	AFL Daily to inform mountain differentiation, Regular end of unit tests followed by consolidation to inform Cringe Assessment Tool			Summative test followed by teaching gaps	
Place Value, Addition and subtraction, shape (1-5) (6-9) (25,26)	Multiplication and division including recognising fractions, Measurement (10-12) (13-18)		Measurement including time (clocks) money, geometry (24) (21)(25-27)		
			Consolidation – Revision of gaps as seen from summative assessment.		

Essentials

- The **language of maths** is important in each year group but particularly so in year 1 and the earlier years. Many of the objectives should be ongoing (22,23) language of time and the days of the week, chronological order of events
- Also regular reinforcement of number recognition and **forming numerals**.
- Concrete, Pictorial, Abstract learning journeys.
- Varied Fluency, Reasoning and Problem Solving
- Reference to White Rose Small Steps
- Opportunities should be sought for objectives to be taught cross-curricular for real life context e.g. shape, measure including comparison and time

Mental Maths and Times Table slot

Count up to 50 forwards and backwards, beginning with 0 or 1, or from any given number	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Count in multiples of 2	Count in multiples of 5	Count in multiples of 10	Consolidate objectives based on gaps
Teachers judgement to be used to consolidate a previous objective					

