

Year 1 Maths Curriculum Prioritisation Year Overview			
Autumn Term			
	Unit length	Maths Concept	Comments
Autumn 1 03.09.25 – 24.10.25 3 Days, 7 Weeks (2 INSET days 1 and 2.9.25)	3 days	Exploring shape in the environment- EYFS recap	EYFS
	Look at basic 2D shapes, name and explore within the environment.		2D starter used
	7 weeks	Unit 1 Previous reception experiences and counting within 100	1NPV-1
	MNY1 Week 1 Subitising and the composition of 5		MNY1 is main teaching programme for the first 4 full weeks of Autumn 1. After this, MN will be in addition to the main maths teaching from the Curriculum Prioritisation materials (NCETM) Friday session recap EYFS- counting within 100 and introduce ‘What do you notice/wonder?’ (Use pictures) 5 and a bit starter
	MNY1 Week 2 Composition of 6-9 as 5 and a bit		
	MNY1 Week 3 Composition of 6-9 as 5 and a bit		
	MNY1 Week 4 Comparison of 2 sets of objects		
	3 weeks	Unit 2 Comparison of quantities and part-whole relationships	1NPV1-2
	Pre unit assessment – Unit 2		
	LO3-6 Count/compare set of objects use equality and inequality symbols		Whole class pre assessment + 13 lessons Comparative starter added after unit.
	LO7-9 focus on the whole, can be split into parts		
	LO10-13 part, part whole model		
Current starter sequence (4): shape/spatial reasoning, What do you notice?, 5 & a bit, comparative (rotate language focus)			
Autumn 2 03.11.25 – 19.12.25 7 Weeks (Assessment week 17.11.25)	2 weeks	Unit 3 Numbers 0 to 5	1NPV 1AS-1
	Pre unit assessment – Unit 3		
	LO1-4 cardinal, ordinal and partition numbers one to five systematically		Whole class pre assessment + 8 lessons
	LO5-8 Missing part, one more/one less; bar model into two parts		
	1 week	Unit 11 Time (week 1 of 2 week unit)	
	Sequence events times of day; recognise and use language relating to dates – days of week, months and years		These sessions will require 30 mins Time starter added after unit out as part of the sequence of starters.
	1 week	Unit 10 Position and direction	
	Positional language – left, right, on top; focus on half turn only		These sessions will require 30 mins Not quarter or three quarters turns Position and direction starter added after unit out as part of the sequence of starters.
	3 weeks	Unit 4 Recognise, compose, decompose and manipulate 2D and 3D shapes	1G1-2
	Pre unit assessment- Unit 4- Seesaw		
	LO1-4 Patterns		Whole class pre assessment + 14 lessons Pattern and 3D shape added to shape starter after unit out as part of the sequence of starters.
	LO5-8 Explore 3D and 2D shapes; Compare 3D and 2D shapes		
LO9-11 Circles/not-circles; triangles/not triangles; rectangles			
Post assessment- Autumn 1 teach (to include MN outcomes).			

Y1 Mastering Number		Reflective practise
Week 1	Subitising and the composition of 5	Unit 2- Lesson 11 needs splitting into 2 separate sessions.
Week 2	Composition of 6-9 as 5 and a bit	
Week 3	Composition of 6-9 as 5 and a bit	
Week 4	Comparison of 2 sets of objects	No pre assessment for time/position as new concepts from Yr1.
Week 5	Counting forwards and backwards within 10; 1 more, 1 less; ordinal; magnitude staircase	
Week 6	Composition of even numbers as doubles	

Week 7	Composition of even numbers – as being made of 2s	
Week 8	Composition of 6 – all ways	
Week 9	Composition of 8 – all ways	
Week 10	Composition of 10 – all ways	
Week 11	Compare number tracks and number lines	
Week 12	Composition of 7	
Week 13	Composition of 9	
Week 14	Composition of odd and even numbers	

Key representations and manipulatives

Hungarian number frame, 10 frame, Rekenrek, Die pattern, arrays, Numberblocks, finger patterns

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Spring Term			
Current starter sequence (5): shape/spatial reasoning, What do you notice?, comparative (rotate language focus), time/position & direction, esti clips			
	Unit length	Maths Concept	Comments
Spring 1 06.01.26 – 13.02.26 4 days and 5 weeks (1 INSET day 5.1.26) (NSPCC 6.2.26)	4 Days	Targeted teach	
	Targeted teach gaps from post assessment. Introduce esti clips		This is an opportunity to address any gaps identified in assessment. Esti clips added after intro as part of the sequence of starters.
	3 weeks	Unit 5 Numbers 0 to 10	1NPV-2 1AS-1
	Pre unit assessment – Unit 5		
	LO1-4 Composition of numbers 6 to 10 as 5 and a bit		Whole class pre assessment + 14 lessons Odd and even added after intro as part of the sequence of starters.
	LO5-7 Position 6, 7, 8 and 9 on number line		
	LO8-10 Partition numbers 6 to 10 in different ways		
	6 weeks (Part 1- 2 weeks)	Unit 6 Additive structures	1AS-2
	Pre unit assessment – Unit 6		
	LO1-5 Addition is commutative; = sign; writing equations		Whole class pre assessment + 28 lessons Continue after half term
	LO6 – 8 Missing addend; subtraction equations		
Post assessment- Autumn 2 teach (to include MN outcomes).			
Current starter sequence (5): shape/spatial reasoning, What do you notice?, 5 and a bit/odd and even, comparative (rotate language focus), time/position & direction, esti clips			
Spring 2 23.02.26 – 27.03.26 5 weeks (Assessment week 9.3.26)	6 weeks (Part 2 – 4 weeks)	Unit 6 Additive structures	1AS-2
	LO9-10 First then now addition stories		2 extra weeks put in here to work on additive structures in depth; addition and subtraction facts within 10 covered through MN work
	LO11-12 First then now subtraction stories		
	LO13 – 16 Addition and subtraction stories; missing parts		
	LO17 – 19 Addition and subtraction are inverse operations		
	MN work to cover UNIT 7 Addition and subtraction facts within 10		
	1 Week	Additional Unit: doubling to 5	
	Doubling numbers to 5. Looking at halving as the inverse.		Doubling and halving added in as an additional LO. Doubling and halving added after intro as part of the sequence of starters.
Post assessment- Spring 1 teach (to include MN outcomes).			

Y1 Mastering Number		Targeted Teaching
Week 15	Partitioning numbers p/p/w diagrams	
Week 16	Partitioning systematically (houses)	
Week 17	Partitioning systematically contd.	
Week 18	Augmentation and reduction 'first, then now' 1	
Week 19	Augmentation and reduction 'first, then now' 2	
Week 20	Subtraction within 10 (no equations) from 6, 8, 10	
Week 21	Subtraction within 10 (no equations) from 5, 7 and 9	
Week 22	Composition of 11 to 15 as '10 and a bit'	
Week 23	Compare numbers 11 to 15; number line	
Week 24	Introduce '+' symbol and = linked to aggregation	

Part part whole diagrams, finger patterns, Numicon, arrays, first, then, now,

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Summer Term			
	Unit Length	Maths Concept	Comments
Summer 1	4 weeks	Unit 8 Numbers 0 to 20	1NF-1
13.04.26 – 21.05.26 (5 weeks, 4 days) (1 INSET day 22.5.26)	Pre unit assessment- Unit 8- Seesaw		
	Exploring teen numbers – cardinal, ordinal, magnitude		Whole class pre assessment + 9 lessons for exploring teen numbers
	Exploring teen numbers – cardinal, ordinal, magnitude – missing addends		
	LO6 Odd/even numbers within 20; LO9 – Addition and Subtraction within 20		Odd & even - 2 lessons for exploring teen numbers- 2 nd lesson to focus on identifying the ones to decide if odd and even. 6 addition & subtraction, 6 double and halving- 5 and a bit structure, fluency These outcomes differ from CP unit of work
	LO9 – Addition and Subtraction within 20; LO7- doubling and halving		
	LO7- doubling and halving		
	1 week	Unit 8 measures LOs	
	LO11 – 15 Length – non standard/ cms using a ruler		5 lessons
Post assessment- Spring 2 teach (to include MN outcomes).			
Summer 2	5 weeks	Unit 9 Unitising and coin recognition	1NF-2
01.06.26 – 19.7.26 (7 weeks)	Building units of 1, 2, 5 and 10 KEY POINT – one unit can represent many		1 extra week of unitising – building units of ‘...’
	LO1 – 4 Count in groups of 2, 5 and 10		
	LO5 – 8 Coin value		Clear plastic bags to make ‘units of’ Outside learning – bundles of sticks
	LO9 – 12 Count a collection of coins of same value; compare coins		
	LO13 – 16 Apply knowledge of coins to solve problems		
(1 INSET day 20.7.26)	1 week	Unit 11 Time (week 2 of 2-week unit)	
(Yr 1 Maths walk 4.6.26, Problem solving day 14.7.26)	Hour and half past hour		
(15.6.26 Assessment week)			

NPV Number Place Value; NF Number Fluency; AS Addition and Subtraction; MD Multiplication and Division; F Fractions; G Geometry

Y1 Mastering Number		Reflective practise.
Week 25	Introduce ‘-’ symbol and = linked to partitioning	
Week 26	Practical games involving retrieval of composition of numbers within 10	
Week 27	Compare numbers 16-19; number line	
Week 28	Addition as augmentation (stories)	
Week 29	Addition as augmentation (equations)	
Week 30	Retrieval – addition /subtraction within 10	
Week 31	Number facts and arithmetic	

Y1 Targeted Teach		Reflective practise.
Week 1	Key focus will be recapping all prior learning through arithmetic, problem-solving and reasoning.	This will be taught in place of Mastering number when the program comes to an end.
Week 2		
Week 3		
Week 4		
Week 4		

Numberblocks, rekenreks, double decker bus

- Maths teaching – split into 3 sections:
 1. Arithmetic Proficiency – (Mastering Number R, Y1, Y2, Y4, Y5);
 2. Whole class targeted teaching – address misconceptions; refresh/review focus areas: linear number system; fractions; geometry; time
 3. Main lesson
- Mathematical mindset slide to start lessons – see below for an example; please feel free to adapt
- Full sentence responses with ‘... because’ where appropriate.
Is 35 an odd number? ‘Yes’ ‘Yes, 35 is an odd number’ ‘Yes 35 is an odd number because the digit 3 is odd’. Without the full sentence this misconception may have gone un-noticed.
- Think, prepare, discuss, share – allow thinking time for all before paired talk
- Give oracy in maths a high profile in lesson design
- All children to commit to a response/to engage
- PONGO and free drawing used regularly as formative assessment – e.g. draw me a representation of 7 and another.
- Key stem sentences are displayed on working walls
- Stem sentences are used in lessons where appropriate; I say, you say, you whisper to your partner, then whisper to another partner etc.

We’re ready to start today’s maths lesson ...

Please answer using full sentences

Explain your mathematical thinking in as much detail as possible

Mistakes are valuable to learn from

Questions are fabulous

Let’s sniff out patterns and make connections

Be curious What if ...

Maths Provision 2025-2026

Reception –Mastering Number Reception/Early Childhood Maths Group Spatial Toolkit

Y1 – NCETM Curriculum Prioritisation Materials

Y2 – White Rose (Whilst we move away from White Rose and move to curriculum prioritisation documents)

Rationale for NCETM Curriculum Prioritisation Core Provision

- Focus on all children – pedagogy and lesson content adapted to ensure children keep up with age-related expectations and gaps in learning are closed
- Key concept areas are taught in depth ensuring secure foundational understanding of mathematical structures
- Concepts are taught across a unit of work and are not fixed to set lessons allowing learning to flow and teachers can readily adapt the learning sequence in response to formative assessment
- Focus on pre-requisite learning; pre-unit assessments check that this is in place before new concepts are taught

- Ready to Progress (RtP) Intervention materials used to address identified gaps in learning
- RtP post-unit assessments provide data about where Targeted teaching needs to focus; Intervention for children who are not yet secure
- Allows teacher to engage and own the planning process
- Allows for varied lesson design; to use more of I See Reasoning/NRICH resources