



Year 1 Maths Small Steps Planning Framework:

The Buxton Maths small steps planning framework (adapted from the White Rose Resources) are a series of learning objectives that children need to master in order to progress onto more challenging lessons. There are small steps for each year group, which are sorted into blocks of weeks and linked to the Maths National Curriculum 2014 found at the end of this document, which can also be referred to. Ideally, you should follow the small steps in the order they are presented, as they have been carefully planned in this order to help children gradually develop their skills. While the small steps outline the learning objectives that children should work towards in lessons, how you plan and deliver these lessons is down to you. So here are some tips for planning lessons using the small steps.

- The small steps are a series of learning objectives and milestones, but that's not to say that one step equals one lesson. You may be able to cover several small steps in one lesson, or a single step might require a whole lesson or even several lessons. You'll need to judge how easily children will grasp these small steps and plan lessons to make sure you cover all steps within the blocks of time. If block 1 is weeks 1-3, you'll need to have covered all block 1 small steps by the end of week 3.
- Each small step assumes a certain level of understanding from the children — understanding that they should have gained while progressing through other steps. So before you progress onto more complex and challenging topics, assess children's progress to make sure they have a firm understanding of the small steps you've already covered; for example if children are unable to multiply and divide by 10,100, 1000 then do not progress to converting measurements as this skill will be needed to be able to do this.
- Some steps will be more challenging than others for children to master, so when planning lessons, think about how much support children will need when tackling each step. Consider encouraging independent learning where possible, such as during fluency tasks (use classroom secrets resources). For more challenging topics, think about guiding children through concepts with teaching slides or one-to-one support. You may need to put additional support measures in place for children with learning difficulties, SEND children or EAL children.
- Deep learning should be encouraged to ensure children develop a strong and lasting understanding of concepts that can be built upon in future lessons. So rather than flying through the small steps, schedule in time to allow children to revisit what they've learned so that they can consolidate their knowledge. In each block ensure children have mathematical fluency tasks, encourage them to explore different approaches to maths problems and apply their understanding to different contexts.

As teaching is taught in blocks it is **important** that children are given opportunities to revisit and consolidate their learning. These have been highlighted as part of your oral mental starters (OMS) but could also be part of your early work learning during registration.

Autumn Week	1	2	3	4	5	6	7	8	9	10	11	12	
Area of focus	Place value				Addition (within 10)			Subtraction (Within 10)		Shape	End of term assessment	Number: Place Value (within 20)	
Small steps	<ul style="list-style-type: none"> • Sort objects. • Count objects. • Represent objects. • Count, read and write forwards from any number 0 to 10. • Count, read and writing backwards from any number 0 to 10. • Count one more. • Count one less. • One to one correspondence to start to compare groups. • Compare groups using language such as equal, more/greater, less/fewer. • Introduce =, > and < symbols. • Compare numbers. • Order groups of objects. • Order numbers. • Ordinal numbers (1st, 2nd, 3rd). • The number line 				<ul style="list-style-type: none"> • Part whole model. • Addition symbol. • Fact families – Addition facts. • Find number bonds for numbers within 10. • Systematic methods for number bonds within 10. • Number bonds to 10. • Compare number bonds. • Addition: Adding together. • Addition: Adding more. • Finding a part. <p>OMS;</p> <ul style="list-style-type: none"> • Daily counting. • One more/ one less • Days of the week singing • Ordinal numbers 			<ul style="list-style-type: none"> •Recap addition Subtraction: Taking away, how many left? Crossing out. • Subtraction: Taking away, how many left? Introducing the subtraction symbol. • Subtraction: Finding a part, breaking apart. • Fact families – The 8 facts. • Subtraction: Counting back. • Subtraction: Finding the difference. • Comparing addition and subtraction statements $a + b > c$. • Comparing addition and subtraction statements $a + b > c + d$. <p>OMS;</p>		<ul style="list-style-type: none"> • Recognise and name 3D shapes. • Sort 3D shapes. • Recognise and name 2D shapes. • Sort 2D shapes. • Patterns with 3D and 2D shapes <p>OMS;</p> <ul style="list-style-type: none"> • Daily counting. • Number bonds to 10. • One more / one less. • Months of the year singing. 	<p>+ Measurement-Time</p> <p>Measurement time</p> <p>- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</p>	<ul style="list-style-type: none"> • Count forwards and backwards and write numbers to 20 in numerals and words. • Numbers from 11 to 20. • Tens and ones. • Count one more and one less. • Compare groups of objects. • Compare numbers. • Order groups of objects. • Order numbers. <p>OMS;</p> <ul style="list-style-type: none"> • Daily counting. • Shape 2d/3d • Days of the week and months of the year singing. 	

	OMS; <ul style="list-style-type: none"> Daily counting. Days of the week singing One more /one less 						<ul style="list-style-type: none"> Daily counting. Months of the year singing More than/less than < >= 					
Spring / Week	1	2	3	4	5	6	7	8	9	10	11	12
	Place value / Addition and subtraction (within 20)				Number: Place Value (within 50) (including multiples of 2, 5 and 10)		Measurement – length and height		Measurement - Time	Assessment week	Measurement: Weight and Volume	
	<ul style="list-style-type: none"> Add by counting on. Find and make number bonds to 20. Add by making 10. Subtraction – Not crossing 10. Subtraction – Crossing 10 (1). Subtraction – Crossing 10 (2). Related Facts. Compare Number Sentences. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. OMS; <ul style="list-style-type: none"> Daily counting. Days of the week singing One more /one less 				<ul style="list-style-type: none"> Numbers to 50. Tens and ones. Represent numbers to 50. One more one less. Compare objects within 50. Compare numbers within 50. Order numbers within 50. Count in 2s. Count in 5s. OMS; <ul style="list-style-type: none"> Daily counting. Recap 2d/3d shape Add by counting on. 		<ul style="list-style-type: none"> Compare lengths and heights. Measure length (1). Measure length (2) + add and subtract lengths to apply and practice these skills. + solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) OMS; <ul style="list-style-type: none"> Daily counting 2's and 5's. Days of the week singing, months of the year. Representing two digit numbers Add by counting on. 		<ul style="list-style-type: none"> Time to the hour. Time to the half hour. Writing time. Comparing time. OMS; <ul style="list-style-type: none"> Daily counting in 2's and 5's. Addition and subtraction calculations. 	OMS; <ul style="list-style-type: none"> Daily counting in 2's and 5's. Days of the week/months of the year singing Number bonds to 20. 	<ul style="list-style-type: none"> Introduce weight and mass. Measure mass. Compare mass. Introduce capacity Measure capacity. Compare capacity. + add and subtract measurements to apply and practice these skills. +solve practical problems for mass/weight:[for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter OMS; <ul style="list-style-type: none"> Daily counting 2's and 5's. One more/one less Representing two digit numbers. 	
Summer / Week	1	2	3	4	5	6	7	8	9	10	11	12
	Number place value (within 100)		Addition and subtraction	Number: Multiplication and division (including multiples of 2, 5 and 10)			Measurement – Money	Geometry – position and direction.	Fractions	End of year assessment	All four operations and application to problem solving within money and measures.	
	<ul style="list-style-type: none"> Counting to 100. Partitioning numbers. Comparing numbers (1). Comparing numbers (2). Ordering numbers. One more, one less OMS; <ul style="list-style-type: none"> Daily counting 2's and 5's. Recap telling time 		<ul style="list-style-type: none"> Recap on methods – numbers within 20 crossing 10 barrier. Counting on Counting back and finding the difference OMS;	<ul style="list-style-type: none"> Count in 10s. Make equal groups. Add equal groups. Make arrays. Make doubles. Make equal groups – grouping. Make equal groups – sharing. OMS; <ul style="list-style-type: none"> Daily counting 2's and 5's. Recap days of the week/months of the year. Recap lengths and related vocabulary. 			<ul style="list-style-type: none"> Recognising coins. Recognising notes. Counting in coins OMS; <ul style="list-style-type: none"> Daily counting 2's, 5's and 10's. 	<ul style="list-style-type: none"> Describe turns. Describe Position (1). Describe Position (2). OMS; <ul style="list-style-type: none"> Daily counting 2's, 5's and 10's. Recap calculating 	<ul style="list-style-type: none"> Halving shapes or objects. Halving a quantity. Find a quarter of a shape or object. Find a quarter of a quantity OMS; <ul style="list-style-type: none"> Daily counting 2's, 5's and 10's. 	OMS; <ul style="list-style-type: none"> Daily counting 2's and 5's. Recap time Calculating counting on / back / finding the difference. 	Can be also used to recover any areas of weakness to embed and consolidate learning.	

<ul style="list-style-type: none"> • Adding by counting on • Subtracting by counting back / or counting on to find the difference 	<ul style="list-style-type: none"> • Daily counting 2's and 5's. • Number bonds to 20. • Recap 2d/3d shapes. 	<ul style="list-style-type: none"> • Keep practising calculating skills; counting on / back / finding the difference during these 3 weeks in calculations books. 	<ul style="list-style-type: none"> • Recap mass and capacity and related vocabulary. • One more / one less 	<ul style="list-style-type: none"> • counting on / back / finding the difference. • Recap grouping. 	<ul style="list-style-type: none"> • Number bonds to 20. • Recall 2d/3d shapes. • Money 		
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Year 1 - Maths National Curriculum

NUMBER - Number and place value.	NUMBER - Addition and Subtraction	NUMBER - Multiplication and Division	NUMBER - Fractions	MEASUREMENT	GEOMETRY - Properties of Shape	GEOMETRY - Position and direction
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 different multiples including ones, twos, fives and tens • given a number, identify one more and one less • identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in digits and words. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • represent and use number bonds and related subtraction within 20 • add and subtract one-digit and two-digit numbers to 20 (9 + 9, 18 - 9), including zero • solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare, describe and solve practical problems for: <ul style="list-style-type: none"> • lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) • mass/weight (for example, heavy/light, heavier than, lighter than) • capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) • time (for example, quicker, slower, earlier, later) • measure and begin to record the following: <ul style="list-style-type: none"> • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) • recognise and know the value of different denominations of coins and notes • 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 and half past the hour and draw the hands on a clock face to show these times. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe position, direction and movement, including whole, half, quarter and three-quarter turns.