



# St James & St John Church of England Primary School

## Weekly Progression Year 1 2025-2026 Maths

|                 | Week 1   | Week 2   | Week 3   | Week 4   | Week 5  | Week 6   | Week 7   |
|-----------------|--|--|--|--|---|--|--|
| <b>Autumn 1</b> | <b>NC: Place Value</b> 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. Given a number, identify one more and one less. 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  |  |  |  |   |  |  |
|                 | <b>Place Value (within 10)</b><br>Sort objects<br>Count objects<br>Count objects from a larger group   | <b>Place Value (within 10)</b><br>Represent objects<br>Recognises numbers as words<br>Count on from any number<br>1 more                   | <b>Place Value (within 10)</b><br>Count backwards within 10<br>1 less<br>Compare groups by matching  | <b>Place Value (within 10)</b><br>Fewer, more, same<br>Less than, greater than, equal to<br>Compare numbers  | <b>Place Value (within 10)</b><br>Order objects & numbers<br>The number line  | <b>Addition &amp; Subtraction (within 10)</b><br>Introduce parts & wholes<br>Part-whole model<br>Write number sentences                      | <b>Addition &amp; Subtraction (within 10)</b><br>Write number sentences<br>Fact families |
| <b>Autumn 2</b> | <b>NC Addition &amp; Subtraction</b> Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. 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 $7 = \square - 9$ .<br><b>Geometry – properties of shape</b> Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [eg, rectangles including squares), circles and triangles] 3-D shapes [eg, cuboids including cubes), pyramids and spheres]. |  |  |  |   |  |  |
|                 | <b>Addition &amp; Subtraction (within 10)</b><br>Number bonds within 10<br>Systematic number bonds within 10   | <b>Addition &amp; Subtraction (within 10)</b><br>Number bonds to 10<br>Addition–add together   | <b>Addition &amp; Subtraction (within 10)</b><br>Addition–add more<br>Addition problems<br>Find a part<br>Subtraction–find a part            | <b>Addition &amp; Subtraction (within 10)</b><br>Fact families–the 8 facts<br>Subtraction–take away / cross out (how many left?)<br>Subtraction–take away (how many left?) | <b>Addition &amp; Subtraction (within 10)</b><br>Subtraction–take away (how many left?)<br>Subtraction on a number line<br>Add or subtract 1 or 2                               | <b>Shape</b><br>Recognise & name 3D shapes<br>Sort 3D shapes<br>Recognise & name 2D shapes<br>Sort 2D shapes<br>Patterns with 2D & 3D shapes | Consolidation  |
| <b>Spring 1</b> | <b>NC Place Value</b> 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. Given a number, identify one more and one less. 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<br><b>Read and write numbers from 1 to 20 in numerals and words.</b>  |  |  |  |   |  |  |
|                 | <b>Place Value (within 20)</b><br>Count within 20<br>Understand 10<br>Understand 11,12 & 13<br>Understand 14,15 & 16   | <b>Place Value (within 20)</b><br>Understand 17,18 & 19<br>Understand 20<br>1 more & 1 less<br>The number line to 20                       | <b>Place Value (within 20)</b><br>Use a number line to 20<br>Estimate on a number line to 20<br>Compare numbers to 20<br>Order numbers to 20 | <b>Addition &amp; Subtraction (within 20)</b><br>Add by counting on within 20<br>Add ones using number bonds<br>Find & make number bonds to 20                             | <b>Addition &amp; Subtraction (within 20)</b><br>Doubles<br>Near doubles<br>Subtract ones using number bonds<br>Subtraction–counting back<br>Subtraction–finding the difference | <b>Addition &amp; Subtraction (within 20)</b><br>Related facts<br>Missing number problems  |  |
| <b>Spring 2</b> | <b>NC Measurement</b> Compare, describe and solve practical problems for: lengths and heights [eg. long/short, longer/shorter, tall/short, double/half], mass/weight [ie. heavy/light, heavier than, lighter than], capacity and volume [ie. full/empty, more than, less than, half, half full, quarter]. Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume   |  |  |  |   |  |  |
|                 | <b>Place Value (within 50)</b><br>Count from 20 to 50<br>20,30,40 & 50<br>Count by making groups of tens<br>Groups of tens & ones<br>Partition into tens & ones  | <b>Place Value (within 50)</b><br>Partition into tens & ones<br>The number line to 50<br>Estimate on a number line to 50<br>1 more, 1 less | <b>Length &amp; Height</b><br>Compare lengths and heights<br>Measure length using objects  | <b>Length &amp; Height</b><br>Measure length in centimetres  | <b>Mass &amp; Volume</b><br>Heavier & lighter<br>Measure mass<br>Compare mass   | <b>Mass &amp; Volume</b><br>Full & empty<br>Compare volume<br>Measure capacity<br>Compare capacity   |  |



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|                 |  |   |  |  |  |  |
|-----------------|--|---|--|--|--|--|
| <b>Summer 1</b> | <p><b>NC Place Value</b> Count in multiples of twos, fives and tens.</p> <p><b>Multiplication &amp; Division</b> 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> <p><b>Fractions</b> 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> <p><b>Geometry – position &amp; direction</b> Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>  |   |  |  |  |  |
|                 | <p><b>Multiplication &amp; division</b></p> <p>Count in 2s<br/>Count in 10s<br/>Count in 5s</p>  | <p><b>Multiplication &amp; division</b></p> <p>Recognise equal groups<br/>Add equal groups<br/>Make arrays</p>                            | <p><b>Multiplication &amp; division</b></p> <p>Make doubles<br/>Make equal groups-grouping<br/>Make equal groups-sharing</p> | <p><b>Fractions</b></p> <p>Recognise a half of an object or a shape<br/>Find a half of an object or a shape<br/>Recognise a half of a quantity<br/>Find a half of a quantity</p> | <p><b>Fractions</b></p> <p>Recognise a quarter of an object or a shape<br/>Find a quarter of an object or a shape<br/>Recognise a quarter of a quantity<br/>Find a quarter of a quantity</p> | <p><b>Position &amp; direction</b></p> <p>Describe turns<br/>Describe position – left and right<br/>Describe position – forwards and backwards<br/>Describe position – above and below<br/>Ordinal numbers</p> |
| <b>Summer 2</b> | <p><b>NC Place Value</b> Count, read and write numbers to 100 in numerals. Given a number, identify one more and one less. 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</p> <p><b>Measurement</b> Compare, describe and solve practical problems for: time [eg. quicker, slower, earlier, later]. Measure and begin to record the following: time (hours, minutes, seconds). Sequence events in chronological order using language [eg. 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. Recognise and know the value of different denominations of coins and notes</p> |   |  |  |  |  |
|                 | <p><b>Place value (within 100)</b></p> <p>Counting from 50 to 100<br/>Tens to 100<br/>Partition into tens and ones<br/>The number line to 100</p>  | <p><b>Place value (within 100)</b></p> <p>1 more, 1 less<br/>Compare numbers with the same number of tens<br/>Compare any two numbers</p> | <p><b>Money</b></p> <p>Unitising<br/>Recognise coins<br/>Recognise notes<br/>Count in coins</p>                              | <p><b>Time</b></p> <p>Tell the time to the hour<br/>Tell the time to the half hour</p>   | <p><b>Time</b></p> <p>Tell the time to the hour<br/>Tell the time to the half hour</p>   | <p>Consolidation</p>   |

