Year 1 Maths Curriculum

MATHS HUBS YORKSHIRE RIDINGS

	Legend		
■	Number and place value	■	Fractions
■	Number facts	■	Geometry
■	Addition and Subtraction	■	Other
■	Multiplication and division		

Unit	Year 1	NC Objectives which feature in this unit
1	**Previous Reception experiences and counting within 100** • 1NPV–1 Count within 100, forwards and backwards, starting with any number. • 1.9 Composition of numbers: 20–100	**Number and Place Value** ● Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ● Read and write numbers to 100 in numerals; **Non Statutory Notes** NAS - Pupils combine and increase numbers, counting forwards and backwards.
2	**Comparison of quantities and part–whole relationships** ● 1NPV–1 Count within 100, forwards and backwards, starting with any number. ● 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. ● 1.1 Comparison of quantities and measures ● 1.2 Introducing 'whole' and 'parts': part–part–whole	
3	**Numbers 0 to 5** ● 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. ● 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. ● 1.3 Composition of numbers: 0–5	**Number and Place Value** ● count, read and write numbers to 20 in numerals; count, ● 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 ● read and write numbers from 1 to 20 in numerals and words **Non Statutory Notes** NPV - 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. NAS - Pupils memorise and reason with number bonds to 10 ~~and 20~~ in several forms (for example, 9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations.

4	**Recognise, compose, decompose and manipulate 2D and 3D shapes** • **1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.** • **1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.**	**Geometry** ● recognise and name common 2-D and 3-D shapes, including: ● *2-D shapes [for example, rectangles (including squares), circles and triangles]* ● *3-D shapes [for example, cuboids (including cubes), pyramids and spheres].* **Non Statutory Notes** NPV - They recognise and create repeating patterns with objects and with shapes. G - Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.
5	**Numbers 0 to 10** • **1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.** • **1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.** • 1.4 Composition of numbers: 6–10	**Number and Place Value** ● Count, read and write numbers to 20 in numerals; count, ● 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 ● read and write numbers from 1 to 20 in numerals and words **Non Statutory Notes** NPV - 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. NAS - Pupils memorise and reason with number bonds to 10 ~~and 20~~ in several forms (for example, 9 + 7 = 16; 16 − 7 = 9; 7 = 16 − 9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations.
6	**Additive structures** • **1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.** • 1.5 Additive structures: introduction to aggregation and partitioning • 1.6 Additive structures: introduction to augmentation and reduction	**Number – addition and subtraction** ● read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs ● solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ − 9. ● Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. (NC Y2) **Non Statutory Notes** NAS - They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.
7	**Addition and subtraction facts within 10** • **1NF–1 Develop fluency in addition and subtraction facts within 10.** • 1.7 Addition and subtraction: strategies within 10	**Number – addition and subtraction** ● read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs ● solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ − 9. **Non Statutory Notes** NAS - They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.
8	**Numbers 0 to 20** • **1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.** • 1.10 Composition of numbers: 11–19	**Number and Place Value** ● count, read and write numbers to 20 in numerals; count, ● 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 ● read and write numbers from 1 to 20 in numerals and words **Measurement** ● compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ● measure and begin to record the following: lengths and heights

		Non Statutory Notes NPV - 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. NAS - Pupils memorise and reason with number bonds to 10 ~~and 20~~ in several forms (for example, 9 + 7 =16; 16 − 7 = 9; 7 = 16 − 9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations M - Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units. .
10	**Position and direction** • **This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.**	**Geometry – Position and Direction** • describe position, direction and movement, including whole, half, quarter and three quarter turns **Non Statutory Notes** GPD - 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. GPD - Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.
9	**Unitising and coin recognition** • **1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.** • **2.1 Counting, unitising and coins**	**Number and Place Value** • count in multiples of twos, fives and tens • recognise and know the value of different denominations of coins and notes **Non Statutory Notes** NPV - They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers), including varied and frequent practice through increasingly complex questions. NMD - They make connections between arrays, number patterns, and counting in twos, fives and tens.
11	**Time** • **This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.**	**Measurement** • compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] • measure and begin to record the following: time (hours, minutes, seconds) • 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. **Non Statutory Notes** M - Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units. M - Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past
Year 2 Unit 1	**Numbers 10 to 100** • **2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.** • **1.8 Composition of numbers: multiples of 10 up to 100** • **1.9 Composition of numbers: 20–100**	**Number and Place Value** • recognise the place value of each digit in a two-digit number (tens, ones) • read and write numbers to at least 100 in numerals and in words • read and write numbers to 100 in numerals; (NC Y1 NCETM Y2)

12	**Introduction to Fractions** • 3.0 Guidance on the teaching of fractions in Key Stage 1	**Number - Fractions** • 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. **Non Statutory Notes** NF - Pupils are taught half and quarter as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.
13	**Introduction to Sense of measure – capacity, volume, mass** • **This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery Professional Development Materials as a standalone unit.**	**Measure** • compare, describe and 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] **Non Statutory Notes** M - The pairs of terms: mass and weight, volume and capacity, are used interchangeably at this stage. M - Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units. In order to become familiar with standard measures, pupils begin to use measuring tools such as a ruler, weighing scales and containers.

	1	2	3	4	5	6	7	8	9	10	11	12	13
C1	Unit 1 Previous Reception experiences and counting within 100 *4 sets of materials to select from The Oaks Unit 1link 1- 0-10 (15 lessons) The Oaks Unit 2 2- counting to 20 (10 lessons) The Oaks Unit 3 link 3- Counting in 10's (5 lessons) The Oaks Unit 4 – Pattern in counting (5 lessons)							Unit 2 Comparison of quantities and part–whole relationships The Oaks Unit 5 (15 lessons)			Unit 3 Numbers 0 to 5 The Oaks Unit 6 (10 lessons)		Review & Revisit *dependent on Year start (time needed)
FF		Mastering Number weeks 1-5						Mastering Number weeks 6-10					
C2	Unit 4 Recognise, compose, decompose and manipulate 2D and 3D shapes The Oaks Unit 7 (15 lessons)			Unit 5 Numbers 6 to 10 The Oaks Unit 8 (15 lessons)			Unit 6 Additive structures The Oaks Unit 9 - 1 addition(10 lessons) The Oaks Unit 10 – 2 addition & subtraction (10 lessons)				Unit 7 Addition and subtraction facts within 10 The Oaks Unit 11 (15 lessons)		
FF		Mastering Number weeks 11 - 15						Mastering Number weeks 16 - 20					
C3	Unit 8 Numbers 0 to 20 The Oaks Unit 12 - 1 composition (10 lessons) The Oaks Unit 13 -2 different contexts (10 lessons)				Unit 9 Unitising and coin recognition The Oaks Unit 14 - 1 coin recognition (10 lessons) The Oaks Unit 15 -2 value of a set (10 lessons)			Solving Problems The Oaks Unit 16 (5 lessons)	Unit 10 Position and direction The Oaks Unit 17 (5 lessons)		Unit 11 Time The Oaks Unit 18 (10 lessons)		Review & Revisit *dependent on Year start (time needed)
FF	Mastering Number weeks 21 - 25						Mastering Number weeks 26 - 31						

Year One Medium Term Plan
Autumn Term

Week (duration of Unit)	Focus	The Oaks Unit	Outcomes
1-7 (35 days)	Previous Reception experiences and counting within 100	1. Counting, recognising and comparing numbers 0 – 10 The Oaks Unit 1 (15 lessons)	1. Counting forwards and backwards within 10 2. Counting objects within ten 3. Counting different groups 4. Representing counting songs 5. Anything can be counted 6. Subitising numbers to five 7. Conservation 8. Using numerals 9. Introducing zero 10. Ordinal numbers 11. Ordering numbers to 10 12. More than and fewer than 13. One more with manipulatives and counting 14. One less with manipulatives and counting 15. Finding the missing numbers
		2. Counting to and from 20 The Oaks Unit 2 (10 lessons)	1. Counting to and from 20 2. Counting on 3. Counting back from 20 4. Counting forward to 20 and back from 20 5. Comparing numbers to 20 6. Ordering numbers 11- 20 practically 7. Comparing and ordering numbers 0-20 practically 8. Finding one more and one less using representations 9. Finding one more and one less with manipulatives and images 10. Finding the missing number from 0 to 20
		3. Counting in tens - decade numbers The Oaks Unit 3 Counting in 10's (5 lessons)	1. Counting forwards and backwards in 10s to 50 2. Counting forwards and backwards in 10s to 100 3. Composition of decade numbers to 100: making groups of 10 4. Count groups of 10 in decade numbers 5. Order and compare decade numbers on number tracks

		4. Pattern in counting from 20 to 100 The Oaks Unit 4 (5 lessons)	1. Counting patterns within a decade 2. Crossing the tens boundary counting forwards 3. Crossing the tens boundary counting backwards 4. Crossing the tens boundary counting forwards and backwards 5. Find missing numbers between 20 and 100
8-10 (15 days)	Comparison of quantities and part–whole relationships	5. Comparing quantities - part whole relationships The Oaks Unit 5 (15 lessons)	1. Explain that items can be compared using length and height 2. Explain that items can be compared using weight and mass 3. Explain that items can be compared using capacity 4. Count a set of objects 5. Solve problems by comparing sets of objects 6. Use equality and inequality symbols to compare sets of objects 7. Use equality and inequality symbols to compare the relative size of two numbers 8. Explain what a whole is 9. Explain that a whole can be split into parts 10. Explain that a whole can represent a group of objects 11. Identify a part of a whole group 12. Explain what a part-part-whole model is 13. Use a part-whole model to represent a whole partitioned into two parts 14. Use a part-whole model to represent a whole partitioned into more than two parts 15. Solve problems using a part-whole model to represent a whole partitioned into more than two parts
11-12 (10 days)	Numbers 0 to 5	6. Composition of numbers 0 to The Oaks Unit 6 (10 lessons)	1. Explain that numbers can represent how many objects there are in a set 2. Ordinal numbers show the position of an object in relation to another 3. Partition numbers one to five in different ways 4. Partition the numbers one to five in a systematic way 5. Find a missing part when one part and the whole is known 6. Solve problems finding a missing part when one part and the whole is known 7. Show one more and one less than a number using representations 8. Show one more and one less than a number using representations and describe this accurately 9. Use a bar model to represent a whole partitioned into two parts 10. Solve problems using a bar model to represent a whole partitioned into two parts
13	Assess and review		

Week (duration of Unit)	Focus	The Oaks Unit	Outcomes
1-3 (15 days)	Recognise, compose, decompose and manipulate 2D and 3D shapes	7. Recognise, compose, decompose and manipulate 2D and 3D shapes The Oaks Unit 7 (15 lessons)	1. Composing pattern block images 2. Copy, extend and describe repeating patterns 3. Radiating patterns 4. Compose tangram images 5. Tetrominoes and pentominoes 6. Examine ways that cubes can be composed into different arrangements 7. Explore, recognise and compare three different 3D shapes 8. Explore, recognise and compare three more 3D shapes 9. Identify 2D shapes within 3D shapes 10. Recognise, describe and sort 3D shapes 11. Explore and recognise 2D shapes 12. Explore, discuss and compare 2D shapes 13. Explore, discuss and identify shapes that are and are not circles 14. Explore, discuss and identify shapes that are and are not triangles 15. Explore, discuss and identify shapes that are and are not rectangles
4-6 (15 days)	Numbers 6 to 10	8. Composition of numbers 6 to 10 The Oaks Unit 8 (15 lessons)	1. Count a set of objects and match the spoken number to the written numeral and number name 2. Represent the numbers 6 to 10 using a five and a bit structure 3. Compare two numbers and say which is greater than or less than the other 4. Identify the whole and parts of the numbers 6 to 10 using the five and a bit structure 5. Explore the numbers 6 to 10 using the parts and wholes on a number line 6. Explain where 6, 7, 8 and 9 lie on a number line 7. Estimate where 6, 7, 8 and 9 lie on an unmarked number line 8. Order and sort numbers into odd and even sets 9. Skip count in odds and evens 10. Explain what odd and even numbers are and the difference between them 11. Explain how even and odd numbers can be partitioned 12. Partition the numbers 6 and 7 in different ways 13. Partition the numbers 8 and 9 in different ways 14. Partition the numbers 6 to 10 in different ways 15. Identify a missing part when a whole is partitioned into two parts 16.

7-10 (20 lessons)	Additive structures	9. Additive structures: addition The Oaks Unit 9 (10 lessons)	1. Combine parts using the addition symbol 2. Understand that parts can be represented in any order 3. Understand the use of the equals sign in equations 4. Understanding part-part-whole relationships 5. Add parts to find the value of the whole and write the equation 6. Find the missing part in an equation 7. Partition a whole into two parts and write as a subtraction equation 8. Using bar models to subtract 9. Understand the relationship between addition and subtraction 10. Understand addition as increasing a quantity
		10. Additive structures: addition and subtraction The Oaks Unit 10 – 2 addition & subtraction (10 lessons)	1. Interpret and represent addition stories 2. Understand subtraction as decreasing an amount 3. Interpret and represent subtraction stories 4. Furthering understanding of subtraction as decreasing an amount 5. Create addition and subtraction stories 6. Find the missing part of an addition story 7. Find the missing part in addition and subtraction stories 8. Find the missing part of a subtraction story 9. Know that addition and subtraction are inverse operations 10. Represent the inverse relationship between addition and subtraction
10-13(15 lessons)	Addition and subtraction facts within 10	11. Addition and subtraction facts within 10 The Oaks Unit 11 (15 lessons)	1. Explain that addition is commutative 2. Find pairs of numbers that sum to 10 3. Use number pairs to 10 in subtraction contexts 4. Add and subtract one from any number 5. Find the difference between consecutive numbers 6. Add and subtract two from even numbers within 10 7. Add and subtract two from odd numbers within 10 8. Explain the difference between consecutive even numbers 9. Explain the difference between consecutive odd numbers 10. Addition and subtraction involving zero 11. Double numbers and explain what doubling means 12. Halve numbers and explain what halving means 13. Use knowledge of doubles to calculate near-doubles 14. Solve problems to add 5 and 3 and 6 and 3 15. Addition and subtraction facts within 10

Week (duration of Unit)	Focus	The Oaks Unit	Outcomes
1-4 (20 lessons)	Numbers 0 to 20	12. Composition of numbers 11 to 19 The Oaks Unit 12 - 1 composition (10 lessons)	1. Explain that the digits in the numbers 11 to 19 express quantity 2. Explain that the digits in the numbers 11 to 19 express position on a number line 3. Identify the quantity shown in a representation of numbers 11 to 19 4. Use knowledge of 10 and a bit to solve problems 5. Solve subtraction problems using knowledge of 10 and a bit 6. Explore odd and even numbers within 20 7. Double the numbers 6 to 9 and halve the result explaining what doubling and halving is 8. Use knowledge of addition facts within 10 to add within 20 9. Use knowledge of subtraction facts within 10 to subtract within 20 10. Use knowledge of addition and subtraction facts within 10 to add and subtract within 20
		13. Numbers 0 to 20 in different contexts The Oaks Unit 13 -2 different contexts (10 lessons)	1. Comparing lengths 2. Measure length using objects 3. Measure length using objects and record results in a table 4. Measure length using centimetre cubes 5. Measure items using centimetre cubes and record results in a table 6. Measure length using a ruler 7. Solve problems by measuring different lengths in cm using a ruler 8. Estimate length in cm 9. Estimate and measure length and record results in a table 10. Solve addition and subtraction problems involving length
5-8 (20 lessons)	Unitising and coin recognition	14. Unitising and coin recognition - counting in 2s, 5s and 10s The Oaks Unit 14 - 1 coin recognition (10 lessons)	1. Skip count in twos forwards and backwards 2. Count efficiently in groups of two 3. Count efficiently in groups of ten 4. Skip count in fives forwards and backwards 5. Count efficiently in groups of 5 6. Count efficiently in groups of two, five and ten 7. Recognise and explain the value of 1p in pence 8. Recognise and explain the value of 2p coins in pence 9. Recognise and explain the value of 5p in pence 10. Recognise and explain the value of 10p in pence.

		15. Unitising and coin recognition - value of a set of coins The Oaks Unit 15 -2 value of a set (10 lessons)	1. Calculate the total value of a set of 2 p coins 2. Find how many 2 p coins are needed to make a given value 3. Calculate the total value of the coins in a set of 10p coins 4. Find how many ten pence coins are needed to make a given amount 5. Calculate the total value of the coins in a set of 5 p coins 6. Find how many five pence coins are needed to make a given amount 7. Compare sets of 2 p, 5 p, and 10 p coins 8. Find and make amounts within 10p 9. Find and make amounts within 20 p 10. Calculate amounts up to 20 p
9 (5 lessons)	Solving Problems	16. Solving problems in a range of contexts The Oaks Unit 16 (5 lessons)	1. Counting and comparing 2. Combining and partitioning numbers within 10 3. Addition and subtraction within 10 4. Using known addition and subtraction facts 5. Counting in multiples of two, five, ten
10 (5 lessons)	Position and direction	17. Position and direction including fractions of turns The Oaks Unit 17 (5 lessons)	1. Using directional language 2. Using positional and proportional language 3. Understanding turns 4. Giving directions and describing turns 5. Follow and give directions
11 - 12 (10 lessons)	Time	18. Time - sequencing events and telling the time to the hour and half hour Year 1 The Oaks Unit 18 (10 lessons)	1. Sequence events in the school day in chronological order 2. Sequence everyday events in chronological order 3. Use language relating to days of the week 4. Sequence events across a week in chronological order 5. Use language relating to months of the year 6. Use language relating to days, weeks, months and years 7. Draw and label a clock face talking about the hours 8. Tell the time to the hour using the hour hand 9. Tell the time to the half hour using the hour hand 10. Tell the time to the hour and half hour using the hour and minute hands
13	Assess and review		

Year 1 Assessments:

Assess all throughout Summer Term and formatively assess during the year at following points:

RTP	Last Taught in	Assess at End of Cycle
• 1NPV–1 Count within 100, forwards and backwards, starting with any number.	unit 2	1
• 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.	unit 8	3
• 1NF–1 Develop fluency in addition and subtraction facts within 10.	unit 7	2
• 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	unit 9	3
• 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	unit 5	2
• 1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	unit 6	2
• 1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	unit 4	3
• 1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	unit 4	3
Foundational Fluency Facts (Additive Facts within 1NF -1 and 1AS - 1 and 1AS - 2)		
1. Adding 1 (e.g. 7 + 1 and 1 + 7)	unit 8	3
2. Doubles of numbers to 5 (e.g. 4 + 4)	unit 8	3
3. Adding 2 (e.g. 4 + 2 and 2 + 4)	unit 8	3
4. Number bonds to 10 (e.g. 8 + 2 and 2 + 8)	unit 8	3
5. Adding 0 to a number (e.g. 3 + 0 and 0 + 3)	unit 8	3

Ready-to-progress criteria strands	Code
Number and place value	NPV
Number facts	NF
Addition and subtraction	AS
Multiplication and division	MD
Fractions	F
Geometry	G