Year 1 NCETM Curriculum Map 2021

Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	1	2 3	4 5	6 7	8	9 10 11

- Number and place value
- Number facts
- Addition and subtraction
- Geometry
- Other
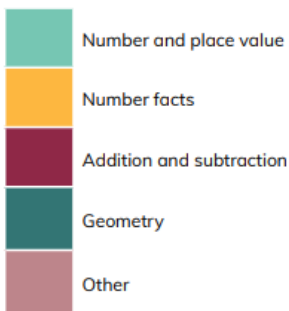
Assessment Questions for Y1 from the DFE Guidance
https://www.ncetm.org.uk/media/epvbpw4o/cp-rtp-assessment-year-1.zip

Unit 1	Previous Reception experiences and counting within 100 (flexible – adjust based on need – up to 7 weeks)
RtPs	**1NPV–1 Count within 100, forwards and backwards, starting with any number.**
NCETM spine ref.	**1.9 Composition of numbers: 20–100**
Small step learning outcomes	1 Pupils count within 100 in different ways
Download Links	***Classroom Slides*** https://www.ncetm.org.uk/media/pitpwbah/cp-year-1-unit-1-previous-reception-experiences-and-counting-within-100.pptx ***Specific RtP Link*** 1NPV-1 Page 18 ***Spine Materials Teacher Guidance*** https://www.ncetm.org.uk/media/lkkpii32/ncetm_mm_sp1_y1_se09_teach.pdf#page=5

Unit 2	Comparison of quantities and part–whole relationships (approx. 3 weeks)
RtPs	**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 =.
NCETM spine ref.	**1.1 Comparison of quantities and measures** **1.2 Introducing 'whole' and 'parts': part–part–whole**
Small step learning outcomes	1 Pupils explain that items can be compared using length and height 2 Pupils explain that items can be compared using weight/mass and volume/capacity 3 Pupils count a set of objects 4 Pupils compare sets of objects 5 Pupils use equality and inequality symbols to compare sets of objects 6 Pupils use equality and inequality symbols to compare expressions 7 Pupils explain what a whole is 8 Pupils explain that a whole can be split into parts 9 Pupils explain that a whole can represent a group of objects 10 Pupils identify a part of a whole group 11 Pupils explain what a part-whole model is 12 Pupils use a part-whole model to represent a whole partitioned into two parts 13 Pupils use a part-whole model to represent a whole partitioned into more than two parts

Download Links	**Classroom Slides** https://www.ncetm.org.uk/media/iodaqokm/cp-year-1-unit-2-comparison-of-quantities-and-part-whole-relationships.pptx **Specific RtP Link** 1NPV-1 Page 18 1NPV-2 Page 20 **Spine Materials Teacher Guidance** https://www.ncetm.org.uk/media/c1kpuii5/ncetm_mm_sp1_y1_se01_teach.pdf

Unit 3	Numbers 0 to 5 (2 weeks)
RtPs	**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.
NCETM spine ref.	**1.3 Composition of numbers: 0–5**
Small step learning outcomes	1 Pupils explain that numbers can represent how many objects there are in a set 2 Pupils explain that ordinal numbers show a position and not a set of objects 3 Pupils partition numbers one to five in different ways 4 Pupils partition the numbers one to five in a systematic way 5 Pupils find a missing part when one part and the whole is known 6 Pupils show one more and one less than a number using representations. Pupils describe this accurately. 7 Pupils show one more and one less than a number using representations. Pupils describe this accurately. 8 Pupils use a bar model to represent a whole partitioned into two parts
Download Links	**Classroom Slides** https://www.ncetm.org.uk/media/zkpnowl5/cp-year-1-unit-3-numbers-0-to-5.pptx **Specific RtP Link** 1NPV-2 Page 20 1AS-1 Page 30 **Spine Materials Teacher Guidance** https://www.ncetm.org.uk/media/uvbfkgwf/ncetm_mm_sp1_y1_se03_teach.pdf#page=4

Unit 4	Recognise, compose, decompose and manipulate 2D and 3D shapes (3 weeks)
RtPs	**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.**
NCETM spine ref.	**No spine for geometry**
Small step learning outcomes	1 Pupils compose pattern block images 2 Pupils copy, extend and develop repeating and radiating pattern block patterns 3 Pupils compose tangram images 4 Pupils investigate tetromino and pentomino arrangements 5 Pupils investigate ways that four cubes can be composed into different 3D models 6 Pupils explore, discuss and compare 3D shapes 7 Pupils identify 2D shapes within 3D shapes 8 Pupils explore, discuss and compare 2D shapes

	9	Pupils explore, discuss and identify circles and shapes that are not circles from shape cut-outs
	10	Pupils explore, discuss and identify triangles and shapes that are not triangles from shape cut-outs
	11	Pupils explore, discuss and identify rectangles (including squares) from shape cut-outs
Download Links	*Classroom Slides*	
	https://www.ncetm.org.uk/media/i5npa3fo/cp-year-1-unit-4-recognise-compose-decompose-manipulate-2d-3d-shapes.pptx	
	Specific RtP Link	
	1G-1 Page 42	
	1G-2 Page 44	
	Spine Materials Teacher Guidance	
	No spine for geometry	
	For progression of special reasoning see	
	ECMG-Spatial-Reasoning-TRAJECTORY-new.pdf (earlymaths.org)	

Unit 5	**Numbers 0 to 10 (3 weeks)**	
RtPs	**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.	
NCETM spine ref.	1.4 Composition of numbers: 6–10	
Small step learning outcomes	1	Pupils count a set of objects and match the spoken number to the written numeral and number name
	2	Pupils represent the numbers 6 to 10 using a five and a bit structure
	3	Pupils identify the whole and parts of the numbers 6 to 10 using the five and a bit structure
	4	Pupils explore the numbers 6 to 10 using the part whole model and the five and a bit structure
	5	Pupils explain where 6, 7, 8 and 9 lie on a number line
	6	Pupils explain what odd and even numbers are and the difference between them
	7	Pupils explain how even and odd numbers can be partitioned
	8	Pupils partition numbers 6 to 10 in different ways
	9	Pupils partition the numbers 6 to 10 in a systematic way
	10	Pupils identify a missing part when a whole is partitioned into two parts
Download Links	*Classroom Slides*	
	https://www.ncetm.org.uk/media/s5wbzgjc/cp-year-1-unit-5-numbers-0-to-10.pptx	
	Specific RtP Link	
	1NPV-2 Page 20	
	1AS-1 Page 30	
	Spine Materials Teacher Guidance	
	https://www.ncetm.org.uk/media/lwyjkzlr/ncetm_mm_sp1_y1_se04_teach.pdf#page=4	

Unit 6	Additive Structures (4 weeks)		
RtPs	**1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.**		
NCETM spine ref.	**1.5 Additive structures: introduction to aggregation and partitioning** **1.6 Additive structures: introduction to augmentation and reduction**		
Small step learning outcomes	1	Pupils combine two or more parts to make a whole	
	2	Pupils explain that addends can be represented in any order. This is called the commutative law	
	3	Pupils explain that the = sign can be used to show that the whole and the sum of the parts are equal (1)	
	4	Pupils explain that the = sign can be used to show that the whole and the sum of the parts are equal (2)	
	5	Pupils add parts to find the value of the whole and write the equation	
	6	Pupils find the missing addend in an equation	
	7	Pupils explain how even and odd numbers can be partitioned	
	8	Pupils make addition and subtraction stories and write equations to match	
	9	Pupils represent 'first, then, now' stories with addition equations (1)	
	10	Pupils represent 'first, then, now' stories with addition equations (2)	
	11	Pupils represent 'first, then, now' stories with subtraction equations (1)	
	12	Pupils represent 'first, then, now' stories with subtraction equations (2)	
	13	Pupils represent different types of stories with subtraction calculations	
	14	Pupils make addition and subtraction stories, writing equations to match	
	15	Pupils work out the missing part of an addition story and equation if the other two parts are known	
	16	Pupils work out the missing part of a subtraction story and equation if the other two parts are known	
	17	Pupils explain that addition and subtraction are inverse operations (1)	
	18	Pupils explain that addition and subtraction are inverse operations (2)	
	19	Pupils use additive structures to think about addition and subtraction equations in different ways	
Download Links	***Classroom Slides*** https://www.ncetm.org.uk/media/ueidbvmg/cp-year-1-unit-6-additive-structures.pptx ***Specific RtP Link*** 1AS-2 Page 36 ***Spine Materials Teacher Guidance*** https://www.ncetm.org.uk/media/ai1ni0lc/ncetm_mm_sp1_y1_se05_teach.pdf#page=4		

Unit 7	Addition and subtraction facts within 10 (3 weeks)		
RtPs	**1NF–1 Develop fluency in addition and subtraction facts within 10.**		
NCETM spine ref.	**1.7 Addition and subtraction: strategies within 10**		
Small step learning outcomes	1	Pupils explain that addition is commutative	
	2	Pupils find pairs of numbers to 10 (1)	
	3	Pupils find pairs of numbers to 10 (2)	
	4	Pupils add and subtract 1 from any number	
	5	Pupils explain what the difference is between consecutive numbers	
	6	Pupils explain what happens when 2 is added to or subtracted from odd and even numbers	
	7	Pupils explain what the difference is between consecutive odd and even numbers	
	8	Pupils explain what happens when zero is added to or subtracted from a number	
	9	Pupils explain what happens when a number is added to or subtracted from itself	
	10	Pupils double numbers and explain what doubling means	
	11	Pupils halve numbers and explain what halving means	
	12	Pupils use knowledge of doubles and halves to calculate near doubles and halves	
	13	Pupils represent different types of stories with subtraction calculations	
	14	Pupils use knowledge and strategies to add 5 and 3 and 6 and 3	

Download Links	**Classroom Slides** https://www.ncetm.org.uk/media/xv4pcbzh/cp-year-1-unit-7-addition-and-subtraction-facts-within-10.pptx **Specific RtP Link** 1NF-1 Page 24 **Spine Materials Teacher Guidance** https://www.ncetm.org.uk/media/2kvle54l/ncetm_mm_sp1_y1_se07_teach.pdf#page=5

Unit 8	**Numbers 0 to 20 (4 weeks)**
RtPs	**1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.**
NCETM spine ref.	**1.10 Composition of numbers: 11–19**
Small step learning outcomes	1 Pupils explain that the digits in the numbers 11 to 19 express quantity 2 Pupils explain that the digits in the numbers 11 to 19 express position on a number line 3 Pupils identify the quantity shown in a representation of numbers 11 to 19 4 Pupils use knowledge of '10 and a bit' to solve problems 5 Pupils use knowledge of '10 and a bit' to solve problems 6 Pupils explore odd and even numbers within 20 7 Pupils double the numbers 6 to 9 and halve the result, explaining what doubling and halving is 8 Pupils use knowledge of addition facts within 10 to add within 20 9 Pupils use knowledge of subtraction facts within 10 to subtract within 20 10 Pupils use knowledge of addition and subtraction facts within 10 to add and subtract within 20 11 Pupils measure one object with different non-standard measures and record outcomes 12 Pupils measure items using individual cm cubes (Dienes) 13 Pupils measure length from zero cm using a ruler 14 Pupils estimate length in cm 15 Pupils estimate length, measure length and record these values in a table
Download Links	**Classroom Slides** https://www.ncetm.org.uk/media/r4sj2czt/cp-year-1-unit-8-numbers-0-to-20.pptx **Specific RtP Link** 1NPV-2 Page 20 **Spine Materials Teacher Guidance** https://www.ncetm.org.uk/media/3ujhpnba/ncetm_mm_sp1_y1_se10_teach.pdf#page=4

Unit 9	**Unitising and coin recognition (5 weeks)**
RtPs	**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.**
NCETM spine ref.	**2.1 Counting, unitising and coins**
Small step learning outcomes	1 Pupils count efficiently in groups of two 2 Pupils count efficiently in groups of ten 3 Pupils count efficiently in group of five 4 Pupils count efficiently by counting in groups of two, five and ten 5 Pupils explain the value of a 1p coin in pence 6 Pupils recognise and explain the value of 2p, 5p and 10p coins 7 Pupils explain that a single coin can be worth several pennies 8 Pupils use knowledge of the value of coins to solve problems 9 Pupils calculate the total value of the coins in a set of 2p coins 10 Pupils calculate the total value of the coins in a set of 5p coins 11 Pupils calculate the total value of the coins in a set of 10p coins

	12	Pupils compare sets of 2p, 5p and 10p coins
	13	Pupils relate what they have learnt to a real-life context
	14	Pupils work out how many coins are needed to make a value of 10p
	15	Pupils work out how many coins are needed to make a total value of 20p
	16	Pupils use knowledge of the value of coins to solve problems
Download Links	*Classroom Slides* https://www.ncetm.org.uk/media/wsqoblcd/cp-year-1-unit-9-unitising-and-coin-recognition.pptx *Specific RtP Link* 1NF-2 Page 26 *Spine Materials Teacher Guidance* https://www.ncetm.org.uk/media/noahpyan/ncetm_spine2_segment01_y1.pdf#page=4	

Unit 10	Position and direction (1 week)
RtPs	This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.
NCETM spine ref.	NA
Small step learning outcomes	There are no NCETM small step learning outcomes for this unit. **National curriculum statutory requirements (p10)** Pupils should be taught to: describe position, direction and movement, including whole, half, quarter and three-quarter turns. Notes and guidance (non-statutory) 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. Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.
Download Links	*Classroom Slides* No slides available but see NCETM's website for further ideas https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-10-position-and-direction-2-1-1/ *Specific RtP Link* This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials. *Spine Materials Teacher Guidance* No spine guidance

Unit 11	Time (2 weeks)
RtPs	This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.
NCETM spine ref.	NA
Small step learning outcomes	There are no NCETM small step learning outcomes for this unit. **National curriculum statutory requirements (p9)** Pupils should be taught to: 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.

| Download Links | **Classroom Slides**
No slides available but see NCETM's website for further ideas
https://www.ncetm.org.uk/classroom-resources/cp-year-1-unit-11-time/

Specific RtP Link
This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.

Spine Materials Teacher Guidance
No spine guidance |