**Curriculum prioritisation materials 2020/21**Curriculum planning grid for the rest of 2020/21 **Year** *1*

Map out your intended curriculum for the rest of the academic year, focusing on the ready-to-progress criteria that you have prioritised from your year group evaluation document. Consider consolidation and review of previously taught content, small group additional teaching for those pupils who need it, and whole-class teaching of new content that can be built upon secure prerequisite conceptual understanding (see [2020 DfE guidance](https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools) for further support).

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| **Remainder of Spring 2** | *Number facts*Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10.**1NPV–1** Count within 100, forwards and backwards, starting with any number.Play games that involve moving along a numbered track and understand that larger numbers are further along the track.**1NPV–2** Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.Begin to experience partitioning and combining numbers within 10.**1NF–1** Develop fluency in addition and subtraction facts within 10. |

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Summer 1** | *Number facts*Begin to experience partitioning and combining numbers within 10.**1NF–1** Develop fluency in addition and subtraction facts within 10. | *Number facts*Distribute items fairly, for example, put 3 marbles in each bag. Recognise when items are distributed unfairly | *Number facts***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. | *Addition and subtraction*Understand the cardinal value of number words, for example understanding that ‘four’ relates to 4 objects. Subitise for up to 5 items. Automatically show a given number using fingers. | *Addition and subtraction***1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. | *Addition and subtraction*Devise and record number stories, using pictures, numbers and symbols (such as arrows).**1AS–2** Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. | *Half term* |

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Summer 2** | *Geometry*See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations (for example, triangles not always presented on their base).**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. | *Geometry*Select, rotate and manipulate shapes for a particular purpose, for example rotating a cylinder so it can be used to build a tower or rotating a puzzle piece to fit in its place.**1G–2** Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. | **Fractions****Making a whole.** **Finding a half** **Finding a quarter.**  | *Number and Place Value*Consolidation**1NPV–1** Count within 100, forwards and backwards, starting with any number.*Number Facts*Consolidation**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. | *Addition and subtraction*Consolidation**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.**1AS–2** Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. | *Addition and subtraction*Consolidation**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.**1AS–2** Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. | *Addition and subtraction*Consolidation**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.**1AS–2** Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. |

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| **Notes on ready-to-progress criteria that have been mastered, to keep ticking over**  |  | **Notes on any areas for additional small group support**   |