



Year 1 Maths Overview 2026 – 2027

Rationale

This overview is designed to run alongside the NC Mathematics programmes of study and White Rose Schemes of Learning (Version 3.0). Due to differing term lengths, these overviews do not directly match those on White Rose. For instance, some units are started earlier in the term or the term before, but they all correlate with the schemes of learning. The allocated time for each block is for guidance only but should allow for extra time in most cases for specific objectives to be covered in more depth if required. There should also be time following the assessment weeks to complete blocks of work if necessary or to consolidate learning. Avoid rushing through the steps and moving on too quickly if you feel more time should be spent on certain concepts, particularly for those areas linked to the ready to progress criteria that have been identified as the most important conceptual knowledge and understanding that pupils need as they progress from year 1 to year 6. The steps that are linked to the DfE ready to progress criteria are identified with a reference such as (NPV-1); teachers can use these to refer to the document for additional planning support.

The small steps within White Rose are not necessarily designed to cover one lesson so some may be repeated in order to consolidate concepts or allow children greater access to reasoning and problem solving. This is particularly evident in the Y1 schemes. Some steps might also be combined or even omitted from main teaching lessons if they can be easily covered and secured through fluency starters. Teachers should use their professional judgement and knowledge of their current cohort to make these decisions.

Small steps that are covered in Numicon Essentials are highlighted in blue (Y1-6 only). These lessons are designed to help primary school children master mathematics through structured talk and hands-on learning. They sometimes combine some of the small steps into one and some of these lessons are designed as pre-teach, introduction, intervention, replacement or to deepen understanding of the White Rose small steps so check the guidance carefully.

Children in Reception, Year 1 and Year 2 also follow the Mastering Number programme which aims to secure firm foundations in the development of good number sense.

DEAN BANK PRIMARY AND NURSERY SCHOOL

Year 1 – Yearly Overview – Autumn 2026

	Week 1 – 5 (Block 1: 5 weeks)	Week 6 - 10 (Block 2: 5 weeks)	Week 11 (Block 3: 1 week)	Week 12 (Block 1 spring: 1 week out of 3)	Week 13 - 14 (2 weeks)
	Number: Place Value (within 10)	Number: Addition and Subtraction (within 10)	Geometry: Properties of shape	Number: Place Value (within 20)	Assessment and consolidation
White Rose Maths Small Steps	Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line ASSESSMENT	Introduce parts and wholes Part-whole model Write number sentences -addition symbol Fact families – addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition – add together Addition – add more Addition problems Find a part Subtraction – find apart Fact families – the eight facts Subtraction – take away/ cross out (how many left?) Subtraction – take away (how many left?) Subtraction on a number line Add or subtract 1 or 2 ASSESSMENT	Recognise and name 3D shapes Sort 3D shapes Recognise and name 2D shapes Sort 2D shapes Patterns with 2D and 3D shapes ASSESSMENT	Count within 20 Understand 10 Understand 11, 12 and 13 Understand 14, 15 and 16 Understand 17, 18 and 19	* Arithmetic and Reasoning assessment * KIRF checks
DfE guidance (Ready to Progress criteria)	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 = 1NF-1 Develop fluency in addition and subtraction facts within 10.	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.	1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations	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 =	

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Year 1 – Yearly Overview – Spring 2027

	Week 1 -2 (Block 1: 2 weeks left)	Week 3 – 5 (Block 2: 3 weeks)	Week 6 – 7 (Block 3: 2 weeks)	Week 9 (Block 4: 1 week)	Week 10	Week 11 (Block 5: 1 week out of 2)
	Number: Place Value (within 20)	Number: Addition and Subtraction (within 20)	Number: Place Value (within 50)	Measurement: Length and height	Assessment	Measurement: Mass and volume
White Rose Maths Small Steps	Understand 20 1 more and 1 less The number line to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20 ASSESSMENT	Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Doubles Near doubles Subtract ones using number bonds Subtraction – counting back Subtraction – finding the difference Related facts Missing number problems ASSESSMENT	Count from 20 to 50 20, 30, 40 and 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less ASSESSMENT	Compare lengths and heights Measure length using objects Measure length in centimetres ASSESSMENT	* Arithmetic and Reasoning assessment * KIRF checks	Heavier and lighter Measure mass Compare mass
DfE guidance (Ready to Progress criteria)	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 =	1AS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. 1NF-1 Develop fluency in addition and subtraction facts within 10.	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 =		

DEAN BANK PRIMARY AND NURSERY SCHOOL

Year 1 – Yearly Overview - Summer 2027

	Week 1 (Block 5 spring: 1 week left)	Week 2 - 4 (Block 1: 3 weeks)	Week 5 - 6 (Block 2: 2 weeks)	Week 7 (Block 3: 1 week)	Week 8 - 9 (Block 4: 2 weeks)	Week 10 (Block 5: 1 week)	Week 11 (Block 6: 1.5 weeks)	Week 12 - 13 (2 weeks)
	Measurement: Mass and volume	Number: Multiplication and division	Number: Fractions	Geometry: Position and Direction	Number: Place Value (within 100)	Measurement: Money	Measurement: Time	Assessment and consolidation
White Rose Maths Small Steps	Full and empty Compare volume Measure capacity Compare capacity ASSESSMENT	Count in 2s Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups – sharing ASSESSMENT	Identify wholes and parts (pre-teach) Recognise half of an object/ shape Find half of an object/ shape Recognise half of a quantity Find half of a quantity Recognise quarter of an object/ shape Find quarter of an object/ shape Recognise quarter of a quantity Find quarter of a quantity ASSESSMENT	Describe turns Describe position – left and right Describe position – forwards and backwards Describe position – above and below Ordinal numbers ASSESSMENT	Count from 50 - 100 Tens to 100 Position into tens and ones The number line to 100 1 more, 1 less Compare numbers with the same number of tens Compare any two numbers ASSESSMENT	Unitising Recognise coins Recognise notes Count in coins ASSESSMENT	Before and after Days of the week Months of the year Hours, minutes and seconds Tell the time to the hour Tell the time to the half hour ASSESSMENT Continue during assessment week if time allows.	* Arithmetic and Reasoning assessment * KIRF checks
DfE guidance (Ready to Progress criteria)		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.		1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	1NPV–1 Count within 100, forwards and backwards, starting with any number.	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.		