

Hazel Maths MTPs
Term 1 – Counting within 100

Unit	Objective	Ready to Progress Criteria	Assessment
Y1 Unit 1	Counting forwards and backwards within 10	1NPV–1 Count within 100, forwards and backwards, starting with any number	
	Counting objects within ten		
	Counting different groups		
	Representing counting songs		
	Anything can be counted		
	Subitising numbers to five		
	Conservation		
	Using numerals		
	Introducing zero		
	Ordinal numbers		
	Ordering numbers to 10		
	More than and fewer than		
	One more with manipulatives and counting		
	One less with manipulatives and counting		
	Finding the missing numbers		
Y1 Unit 2	Counting to and from 20		
	Counting on		
	Counting back from 20		
	Counting forward to 20 and back from 20		
	Comparing numbers to 20		
	Ordering numbers 11- 20 practically		
	Comparing and ordering numbers 0-20 practically		
	Finding one more and one less using representations		
	Finding one more and one less with manipulatives and images		
	Finding the missing number from 0 to 20		
Y1 Unit 3	Counting forwards and backwards in 10s to 50		
	Counting forwards and backwards in 10s to 100		
	Composition of decade numbers to 100: making groups of 10		
	Count groups of 10 in decade numbers		
	Order and compare decade numbers on number tracks		

Term 2 – Comparison of quantities and part-whole relationships / Number 0-5

Unit	Objective	Ready to Progress Criteria	Assessment
Y1 Unit 4	Counting patterns within a decade	1NPV–1 Count within 100, forwards and backwards, starting with any number.	
	Crossing the tens boundary counting forwards		
	Crossing the tens boundary counting backwards		
	Crossing the tens boundary counting forwards and backwards		
	Find missing numbers between 20 and 100		
Y1 Unit 5	Explain that items can be compared using length and height	1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	
	Explain that items can be compared using weight and mass		
	Explain that items can be compared using capacity		
	Count a set of objects		
	Solve problems by comparing sets of objects		
	Use equality and inequality symbols to compare sets of objects		
	Use equality and inequality symbols to compare the relative size of two numbers		
	Explain what a whole is		
	Explain that a whole can be split into parts		
	Explain that a whole can represent a group of objects		
	Identify a part of a whole group		
	Explain what a part-part-whole model is		
	Use a part-part-whole model to represent a whole partitioned into two parts		
	Use a part-part-whole model to represent partitioning into more than two parts		
	Solve problems using part-part-whole models with more than two parts		
Y1 Unit 6	Explain that numbers can represent how many objects there are in a set	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	
	Ordinal numbers show the position of an object in relation to another		
	Partition numbers one to five in different ways		
	Partition the numbers one to five in a systematic way		
	Find a missing part when one part and the whole is known		
	Solve problems finding a missing part when one part and the whole is known		
	Show one more and one less than a number using representations		
	Show one more and one less than a number using representations and describe this accurately		
	Use a bar model to represent a whole partitioned into two parts		
	Solve problems using a bar model to represent a whole partitioned into two parts		

Term 3 –2D and 3D Shape / Numbers 0-10

Unit	Objective	Ready to Progress Criteria	Assessment
Y1 Unit 7	Composing pattern block images	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.	
	Copy, extend and describe repeating patterns		
	Radiating patterns		
	Compose tangram images		
	Tetrominoes and pentominoes		
	Examine ways that cubes can be composed into different arrangements		
	Explore, recognise and compare three different 3D shapes		
	Explore, recognise and compare three more 3D shapes		
	Identify 2D shapes within 3D shapes		
	Recognise, describe and sort 3D shapes		
	Explore and recognise 2D shapes		
	Explore, discuss and compare 2D shapes		
	Explore, discuss and identify shapes that are and are not circles		
	Explore, discuss and identify shapes that are and are not triangles		
	Explore, discuss and identify shapes that are and are not rectangles		
Y1 Unit 8	Count a set of objects and match the spoken number to the written numeral and number name	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	
	Represent the numbers 6 to 10 using a five and a bit structure		
	Compare two numbers and say which is greater than or less than the other		
	Identify the whole and parts of the numbers 6 to 10 using the five and a bit structure		
	Explore the numbers 6 to 10 using the parts and wholes on a number line		
	Explain where 6, 7, 8 and 9 lie on a number line		
	Estimate where 6, 7, 8 and 9 lie on an unmarked number line		
	Order and sort numbers into odd and even sets		
	Skip count in odds and evens		
	Explain what odd and even numbers are and the difference between them		
	Explain how even and odd numbers can be partitioned		
	Partition the numbers 6 and 7 in different ways		
	Partition the numbers 8 and 9 in different ways		
	Partition the numbers 6 to 10 in different ways		
	Identify a missing part when a whole is partitioned into two parts		

Term 4 – Additive structures / Addition and subtraction facts within 10

Unit	Objective	Ready to Progress Criteria	Assessment
Y1 Unit 9	Combine parts using the addition symbol	1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	
	Understand that parts can be represented in any order		
	Understand the use of the equals sign in equations		
	Understanding part-part-whole relationships		
	Add parts to find the value of the whole and write the equation		
	Find the missing part in an equation		
	Partition a whole into two parts and write as a subtraction equation		
	Using bar models to subtract		
	Understand the relationship between addition and subtraction		
	Understand addition as increasing a quantity		
Y1 Unit 10	Interpret and represent addition stories		
	Understand subtraction as decreasing an amount		
	Interpret and represent subtraction stories		
	Furthering understanding of subtraction as decreasing an amount		
	Create addition and subtraction stories		
	Find the missing part of an addition story		
	Find the missing part in addition and subtraction stories		
	Find the missing part of a subtraction story		
	Know that addition and subtraction are inverse operations		
	Represent the inverse relationship between addition and subtraction		
Y1 Unit 11	Explain that addition is commutative	1NF–1 Develop fluency in addition and subtraction facts within 10	
	Find pairs of numbers that sum to 10		
	Use number pairs to 10 in subtraction contexts		
	Add and subtract one from any number		
	Find the difference between consecutive numbers		
	Add and subtract two from even numbers within 10		
	Add and subtract two from odd numbers within 10		
	Explain the difference between consecutive even numbers		
	Explain the difference between consecutive odd numbers		
	Addition and subtraction involving zero		
	Double numbers and explain what doubling means		
	Halve numbers and explain what halving means		
	Use knowledge of doubles to calculate near-doubles		
	Solve problems by adding 3 to 5 and 6		
	Addition and subtraction facts within 10		

Term 5 – Numbers 0-20 / Unitising and coin recognition

Unit	Objective	Ready to Progress Criteria	Assessment
Y1 Unit 12	Explain that the digits in the numbers 11 to 19 express quantity	1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	
	Explain that the digits in the numbers 11 to 19 express position on a number line		
	Identify the quantity shown in a representation of numbers 11 to 19		
	Use knowledge of 10 and a bit to solve problems		
	Solve subtraction problems using knowledge of 10 and a bit		
	Explore odd and even numbers within 20		
	Double the numbers 6 to 9 and halve the result explaining what doubling and halving is		
	Use knowledge of addition facts within 10 to add within 20		
	Use knowledge of subtraction facts within 10 to subtract within 20		
	Use knowledge of addition and subtraction facts within 10 to add and subtract within 20		
Y1 Unit 13	Comparing lengths		
	Measure length using objects		
	Measure length using objects and record results in a table		
	Measure length using centimetre cubes		
	Measure items using centimetre cubes and record results in a table		
	Measure length using a ruler		
	Solve problems by measuring different lengths in cm using a ruler		
	Estimate length in cm		
	Estimate and measure length and record results in a table		
	Solve addition and subtraction problems involving length		
Y1 unit 14	Skip count in twos forwards and backwards	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	
	Count efficiently in groups of two		
	Count efficiently in groups of ten		
	Skip count in fives forwards and backwards		
	Count efficiently in groups of 5		
	Count efficiently in groups of two, five and ten		
	Recognise and explain the value of 1p in pence		
	Recognise and explain the value of 2p coins in pence		
	Recognise and explain the value of 5p in pence		
	Recognise and explain the value of 10p in pence.		

Term 6 – Unitising and coin recognition / Position and direction / Time

Unit	Objective	Ready to Progress Criteria	Assessment
Y1 Unit 15	Calculate the total value of a set of 2 p coins	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	
	Find how many 2 p coins are needed to make a given value		
	Calculate the total value of the coins in a set of 10p coins		
	Find how many ten pence coins are needed to make a given amount		
	Calculate the total value of the coins in a set of 5 p coins		
	Find how many five pence coins are needed to make a given amount		
	Compare sets of 2 p, 5 p, and 10 p coins		
	Find and make amounts within 10p		
	Find and make amounts within 20 p		
	Calculate amounts up to 20 p		
Y1 Unit 16	Counting and comparing		
	Combining and partitioning numbers within 10		
	Addition and subtraction within 10		
	Using known addition and subtraction facts		
	Counting in multiples of two, five, ten		
Y1 Unit 17	Using directional language		
	Using positional and proportional language		
	Understanding turns		
	Giving directions and describing turns		
	Follow and give directions		
Y1 Unit 18	Sequence events in the school day in chronological order		
	Sequence everyday events in chronological order		
	Use language relating to days of the week		
	Sequence events across a week in chronological order		
	Use language relating to months of the year		
	Use language relating to days, weeks, months and years		
	Draw and label a clock face talking about the hours		
	Tell the time to the hour using the hour hand		
	Tell the time to the half hour using the hour hand		
	Tell the time to the hour and half hour using the hour and minute hands		