ST PHILOMENA'S PRIMARY SCHOOL
MATHS MEDIUM TERM PLANNING YEAR 1
2026 - 2027

	AUTUMN 1			
	WHITE ROSE STEPS	**WHITE ROSE CONTENT**	**LEARNING OBJECTIVES**	**KEY KNOWLEDGE**
WEEK 1	**Step 1**	**Sort objects**	**I can sort objects into groups.**	**Know that objects can be sorted by their properties.**
	Step 2	**Count objects**	**I can count objects accurately.**	**Know that each object is counted once and the final number tells how many there are.**
	Step 3	**Count objects from a larger group**	**I can count a given number from a larger group.**	**Know how to count out a required quantity accurately.**
	Step 4	**Represent objects**	**I can represent a number in different ways.**	**Know that the same number can be represented in different ways.**
	Arithmetic	**Counting and representation**	**I can recall number bonds to 10.**	**Know that two parts can combine to make a whole of 10.**
NC LINKS	**Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Identify and represent numbers using objects and pictorial representations, including the number line. Represent and use number bonds**			

	WHITE ROSE STEPS	**WHITE ROSE CONTENT**	**LEARNING OBJECTIVES**	**KEY KNOWLEDGE**
WEEK 2	**Step 5**	**Recognise numbers as words**	**I can write number words and match to numerals.**	**Spell the number words from zero to ten.**
	Step 6	**Count on from any number**	**I can count on from any given number.**	**Know that counting can begin from any given number.**
	Step 7	**1 more**	**I can find 1 more than a number.**	**Know that 1 more is the next number in the counting sequence.**
	Step 8	**Count backwards within 10**	**I can count backwards from any given number.**	**Know that numbers decrease by 1 when counting backwards.**
	Arithmetic	**Counting and representation**	**I can recall number bonds to 10.**	**Know that two parts can combine to make a whole of 10.**
NC LINKS	**Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Read and write numbers from 1 to 20 in numerals and words. Given a number, identify 1 more and 1 less.**			

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	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 3	Step 9	1 less	I can find 1 less than a number.	Know that 1 less is the number before in the counting sequence.
	Step 10	Compare groups by matching	I can compare groups by matching objects.	Know that matching objects one-to-one can show which group has more or fewer.
	Step 11	Fewer, more, same	I can compare groups using fewer, more and same.	Know how to use fewer, more and same to compare quantities.
	Step 12	Less than, greater than, equal to	I can compare quantities using less than, greater than and equal to.	Know that quantities can be compared as less than, greater than or equal to.
	Arithmetic	Counting and representation	I can recall number bonds to 10.	Know that two parts can combine to make a whole of 10.
NC LINKS	Given a number, identify 1 more and 1 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 and least.			

	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 4	Step 13	Compare numbers	I can compare numbers.	Know that numbers can be compared by their value.
	Step 14	Order objects and numbers	I can order objects and numbers.	Know how to order quantities and numbers from least to greatest and greatest to least.
	Step 15	The number line	I can place numbers on a number line.	Know that numbers are positioned in order on a number line.
	Step 15	The number line - reasoning	I can use a number line to solve problems.	Know how to use number-line positions to identify and compare missing numbers.
	Arithmetic	Multiples of 10	I can apply automatic recall of multiples of 10	Know that multiples of 10 end in zero.
NC LINKS	Identify and represent numbers using objects and pictorial representations, including the number line. Use the language of equal to, more than, less than (fewer), most and least.			

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	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 5	Step 1	Introduce parts and wholes	I can identify parts and a whole.	Know that a whole can be made from two or more parts.
	Step 2	Part-whole model	I can represent parts and a whole using a part-whole model.	Know that a part-whole model shows how parts combine to make a whole.
	Step 3	Write number sentences	I can write addition number sentences.	Know that + means add and = means is equal to.
	Step 4	Fact families - addition facts	I can write related addition facts.	Know that parts can be combined in either order and the whole stays the same.
	Arithmetic	Multiples of 5	I can apply automatic recall of multiples of 5	Know that multiples of 5 end in 0 or 5.
NC LINKS	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20.			

	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 6	Step 5	Number bonds within 10	I can find number bonds within 10.	Know that a whole can be partitioned into different pairs of parts.
	Step 6	Systematic number bonds within 10	I can find number bonds systematically.	Know that working systematically helps to find all possible number bonds.
	Step 7	Number bonds to 10	I can recall number bonds to 10.	Know pairs of numbers that combine to make 10.
	Assessment	Autumn 1 assessment	I can show what I have learned this half term.	Know and apply the number knowledge taught across Autumn 1.
	Arithmetic	Multiples of 5	I can apply automatic recall of multiples of 5	Know that multiples of 5 end in 0 or 5.
NC LINKS	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract 1-digit and 2-digit numbers to 20, including zero.			

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	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 7	Step 8	Addition - add together	I can add two parts together to find the whole.	Know that addition combines parts to make a whole.
	Step 9	Addition - add more	I can add more to a group.	Know that adding more increases the quantity.
	Step 10	Addition problems	I can solve addition problems.	Know how to use number bonds to solve addition problems.
	Step 10	Addition problems - reasoning	I can explain how I solved an addition problem.	Know that addition problems can be represented using objects, pictures and number sentences.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract 1-digit and 2-digit numbers to 20, including zero.			

	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 8	Step 11	Find a part	I can find a missing part.	Know that a whole and one known part can be used to find the missing part.
	Step 12	Subtraction - find a part	I can use subtraction to find a missing part.	Know that subtraction can be used to find a missing part.
	Step 12	Subtraction - find a part - reasoning	I can solve missing-part subtraction problems.	Know how number bonds can help to find a missing part.
	Step 13	Fact families - the eight facts	I can write fact families using addition and subtraction.	Know that the same parts and whole can make related addition and subtraction facts.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract 1-digit and 2-digit numbers to 20, including zero.			

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	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 9	Financial Education 1	Where Does Money Come From?	I can explain that money is earned through work and used to buy goods and services.	Know that people earn money through work and use it to pay for goods and services.
	Financial Education 2	Ways to Pay	I can identify different ways to pay for things.	Know that goods and services can be paid for in different ways, including cash and electronic payments.
	Financial Education 3	Reasons to Borrow	I can explain why people may spend, save or borrow money.	Know that money can be spent or saved and that borrowing means using money that must be paid back.
	Financial Education 4	Spending Decisions	I can make sensible decisions about how to spend money.	Know that people have a limited amount of money and make choices about how to spend it.
	Financial Education 5	Advertising	I can explain how advertising can affect spending choices.	Know that adverts are designed to encourage people to buy goods or services.
NC LINKS	Financial Education enrichment: understand that money is earned through work, can be used to pay for goods and services, and that choices can be made about spending, saving and borrowing.			

	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 10	Step 15	Subtraction - take away - reasoning	I can solve and explain take-away problems.	Know that the first number is the amount you start with & the answer is how many left.
	Step 16	Subtraction on a number line	I can subtract using a number line.	Know that subtraction on a number line involves counting backwards.
	Step 16	Subtraction on a number line - reasoning	I can use a number line to solve subtraction problems.	Know that the number of backward jumps shows how many are subtracted.
	Step 17	Add or subtract 1 or 2	I can add or subtract 1 or 2.	Know that adding 1 or 2 increases a number and subtracting 1 or 2 decreases it.
	Arithmetic	Counting and representation	I can recall number bonds to 20.	Know that two parts can combine to make a whole of 20.
NC LINKS	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract 1-digit and 2-digit numbers to 20, including zero.			

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	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 11	Step 17	Add or subtract 1 or 2 - reasoning	I can decide whether to add or subtract 1 or 2.	Know that adding 2 is adding 1 twice and subtracting 2 is subtracting 1 twice.
	Step 1	Recognise and name 3-D shapes	I can recognise and name common 3-D shapes.	Know the names cube, cuboid, cylinder, pyramid, cone and sphere.
	Step 2	Sort 3-D shapes	I can sort 3-D shapes.	Know that 3-D shapes can be sorted by their properties.
	Step 3	Recognise and name 2-D shapes	I can recognise and name common 2-D shapes.	Know the names rectangle, square, circle and triangle.
	Arithmetic	Counting and representation	I can recall number bonds to 20.	Know that two parts can combine to make a whole of 20.
NC LINKS	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract 1-digit and 2-digit numbers to 20, including zero. Recognise and name common 2-D and 3-D shapes			
	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 12	Step 4	Sort 2-D shapes	I can sort 2-D shapes.	Know that 2-D shapes can be sorted by their properties.
	Step 5	Patterns with 2-D and 3-D shapes	I can continue patterns using 2-D and 3-D shapes.	Know that a repeating pattern has a rule that repeats.
	Step 5	Patterns with 2-D and 3-D shapes - reasoning	I can identify and explain the rule in a shape pattern.	Know how to use the repeating rule to find the next shape.
	Assessment	Autumn 2 assessment	I can show what I have learned this half term.	Know and apply the addition, subtraction and shape knowledge taught across Autumn.
	Arithmetic	Counting and representation	I can recall number bonds to 20.	Know that two parts can combine to make a whole of 20.
NC LINKS	Recognise and name common 2-D and 3-D shapes, including rectangles (including squares), circles and triangles; and cuboids (including cubes), pyramids and spheres.			

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	SPRING 1			
	WHITE ROSE STEPS	**WHITE ROSE CONTENT**	**LEARNING OBJECTIVES**	**KEY KNOWLEDGE**
WEEK 1	**Step 1**	**Count within 20**	**I can count forwards and backwards within 20.**	**Know the counting sequence to 20.**
	Step 2	**Understand 10**	**I can represent 10 as one ten and ten ones.**	**Know that 10 ones are equal to 1 ten.**
	Step 3	**Understand 11, 12 and 13**	**I can represent 11, 12 and 13.**	**Know that 11, 12 and 13 are one ten and some ones.**
	Step 4	**Understand 14, 15 and 16**	**I can represent 14, 15 and 16.**	**Know that 14, 15 and 16 are one ten and some ones.**
	Arithmetic	**Multiples of 5**	**I can recall and use multiples of 5.**	**Know that multiples of 5 end in 0 or 5.**
NC LINKS	**Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Identify and represent numbers using objects and pictorial representations, including the number line.**			

	WHITE ROSE STEPS	**WHITE ROSE CONTENT**	**LEARNING OBJECTIVES**	**KEY KNOWLEDGE**
WEEK 2	**Step 5**	**Understand 17, 18 and 19**	**I can represent 17, 18 and 19.**	**Know that 17, 18 and 19 are one ten and some ones.**
	Step 6	**Understand 20**	**I can represent 20.**	**Know that 20 is two tens and zero ones.**
	Step 7	**1 more and 1 less**	**I can find 1 more and 1 less within 20.**	**Know that 1 more is the next number and 1 less is the previous number.**
	Step 8	**The number line to 20**	**I can place numbers on a number line to 20.**	**Know that numbers are positioned in order on a number line.**
	Arithmetic	**Multiples of 5**	**I can recall and use multiples of 5.**	**Know that multiples of 5 end in 0 or 5.**
NC LINKS	**Read and write numbers from 1 to 20 in numerals and words. Given a number, identify 1 more and 1 less.**			

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	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 3	Step 9	Use a number line to 20	I can use a number line to find numbers within 20.	Know how to use labelled intervals to locate numbers.
	Step 10	Estimate on a number line to 20	I can estimate where numbers belong on a number line.	Know that benchmark numbers help to estimate positions.
	Step 11	Compare numbers to 20	I can compare numbers to 20.	Know how to use greater than, less than and equal to when comparing numbers.
	Step 12	Order numbers to 20	I can order numbers to 20.	Know how to order numbers from smallest to greatest and greatest to smallest.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Identify and represent numbers using objects and pictorial representations, including the number line; use the language of equal to, more than, less than, most and least.			

	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 4	Step 1	Add by counting on within 20	I can add by counting on within 20.	Know that counting on finds the total when adding.
	Step 2	Add ones using number bonds	I can use number bonds to add ones within 20.	Know that number bonds within 10 can help with addition within 20.
	Step 3	Find and make number bonds to 20	I can find and make number bonds to 20.	Know pairs of numbers that combine to make 20.
	Step 4	Doubles	I can find doubles within 20.	Know that doubling means adding the same number to itself.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Represent and use number bonds and related subtraction facts within 20. Add and subtract 1-digit and 2-digit numbers to 20, including zero.			

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	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 5	Step 5	Near doubles	I can use doubles to solve near-double additions.	Know that a near double is one more or one less than a known double.
	Step 6	Subtract ones using number bonds	I can use number bonds to subtract ones within 20.	Know that number bonds can be used to find related subtraction facts.
	Step 7	Subtraction - counting back	I can subtract by counting back within 20.	Know that subtraction can be represented by counting backwards.
	Step 8	Subtraction - finding the difference	I can find the difference between two numbers.	Know that difference is the distance between two values.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Represent and use number bonds and related subtraction facts within 20. Read, write and interpret mathematical statements involving +, - and =.			

	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 6	Step 9	Related facts	I can use related addition and subtraction facts.	Know that addition and subtraction are inverse operations.
	Step 10	Missing number problems	I can solve missing-number problems within 20.	Know how related facts can be used to find a missing number.
	Assessment	Half-term assessment	I can show what I have learned this half term.	Know and apply the mathematical knowledge taught this half term.
	Reasoning	Addition and subtraction within 20	I can explain my addition and subtraction reasoning.	Know how to choose an efficient strategy within 20.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Add and subtract 1-digit and 2-digit numbers to 20, including zero. Solve one-step problems involving addition and subtraction, using concrete objects and pictorial representations.			

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	SPRING 2			
	WHITE ROSE STEPS	**WHITE ROSE CONTENT**	**LEARNING OBJECTIVES**	**KEY KNOWLEDGE**
WEEK 7	Step 1	Count from 20 to 50	I can count forwards and backwards from 20 to 50.	Know the counting sequence to 50.
	Step 2	20, 30, 40 and 50	I can represent 20, 30, 40 and 50.	Know that multiples of 10 are made from groups of ten.
	Step 3	Count by making groups of tens	I can count by making groups of 10.	Know that grouping objects into tens makes counting more efficient.
	Step 4	Groups of tens and ones	I can represent numbers using tens and ones.	Know that two-digit numbers are composed of tens and ones.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Identify and represent numbers using objects and pictorial representations.			

	WHITE ROSE STEPS	**WHITE ROSE CONTENT**	**LEARNING OBJECTIVES**	**KEY KNOWLEDGE**
WEEK 8	Step 5	Partition into tens and ones	I can partition numbers into tens and ones.	Know that a two-digit number can be partitioned into tens and ones.
	Step 6	The number line to 50	I can place numbers on a number line to 50.	Know that numbers increase from left to right on a number line.
	Step 7	Estimate on a number line to 50	I can estimate positions on a number line to 50.	Know that known intervals help to estimate a number's position.
	Step 8	1 more, 1 less	I can find 1 more and 1 less within 50.	Know that 1 more increases a number by 1 and 1 less decreases it by 1.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Identify and represent numbers using objects and pictorial representations, including the number line. Given a number, identify 1 more and 1 less.			

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	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 9	Step 1	Compare lengths and heights	I can compare lengths and heights.	Know how to use longer, shorter and taller to compare measures.
	Step 2	Measure length using objects	I can measure length using non-standard units.	Know that equal-sized units must be placed end to end with no gaps.
	Step 3	Measure length in centimetres	I can measure length in centimetres.	Know that centimetres are standard units of length.
	Reasoning	Length and height	I can solve problems involving length and height.	Know how to compare and measure accurately using appropriate units.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Compare, describe and solve practical problems for lengths and heights. Measure and begin to record lengths and heights.			

	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 10	Step 1	Heavier and lighter	I can compare objects by mass.	Know how to use heavier and lighter to compare mass.
	Step 2	Measure mass	I can measure mass using non-standard units.	Know that balance scales can be used to measure and compare mass.
	Step 3	Compare mass	I can compare the mass of objects.	Know that an object with greater mass is heavier.
	Step 4	Full and empty	I can describe containers as full or empty.	Know that capacity describes how much a container can hold.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Compare, describe and solve practical problems for mass/weight and capacity/volume. Measure and begin to record mass/weight and capacity/volume.			

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	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 11	Step 5	Compare volume	I can compare the volume in containers.	Know how to use more than, less than and equal to compare volume.
	Step 6	Measure capacity	I can measure capacity using non-standard units.	Know that equal-sized units can be used to measure capacity.
	Step 7	Compare capacity	I can compare the capacity of containers.	Know that capacity is the maximum amount a container can hold.
	Reasoning	Mass and volume	I can solve problems involving mass and capacity.	Know how to choose comparison language for mass, volume and capacity.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Compare, describe and solve practical problems for mass/weight and capacity/volume. Measure and begin to record mass/weight and capacity/volume.			

	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 12	Reasoning	Place value within 50	I can apply place-value knowledge to solve problems.	Know how tens and ones determine the value of a two-digit number.
	Reasoning	Length and height	I can apply measurement knowledge to solve problems.	Know how to measure and compare lengths accurately.
	Reasoning	Mass and volume	I can apply mass and capacity knowledge to solve problems.	Know how to measure and compare mass and capacity.
	Assessment	Half-term assessment	I can show what I have learned this half term.	Know and apply the mathematical knowledge taught this half term.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Apply Year 1 number and measurement knowledge to solve practical problems and explain mathematical reasoning.			

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	SUMMER 1			
	WHITE ROSE STEPS	**WHITE ROSE CONTENT**	**LEARNING OBJECTIVES**	**KEY KNOWLEDGE**
WEEK 1	Step 1	Count in 2s	I can count forwards and backwards in 2s.	Know the pattern of multiples of 2.
	Step 2	Count in 10s	I can count forwards and backwards in 10s.	Know that multiples of 10 end in 0.
	Step 3	Count in 5s	I can count forwards and backwards in 5s.	Know that multiples of 5 end in 0 or 5.
	Step 4	Recognise equal groups	I can recognise equal groups.	Know that equal groups contain the same number of objects.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. Solve one-step problems involving multiplication and division using concrete objects, pictorial representations and arrays.			

	WHITE ROSE STEPS	**WHITE ROSE CONTENT**	**LEARNING OBJECTIVES**	**KEY KNOWLEDGE**
WEEK 2	Step 5	Add equal groups	I can add equal groups.	Know that repeated addition can find the total in equal groups.
	Step 6	Make arrays	I can make arrays using equal rows and columns.	Know that an array has equal rows and columns.
	Step 7	Make doubles	I can make and find doubles.	Know that a double is two equal groups.
	Step 8	Make equal groups - grouping	I can make equal groups by grouping.	Know that grouping finds how many equal groups can be made.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with teacher support.			

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	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 3	Step 9	Make equal groups - sharing	I can share a quantity into equal groups.	Know that sharing equally gives each group the same amount.
	Step 1	Recognise a half of an object or a shape	I can recognise a half of an object or shape.	Know that a half is one of two equal parts.
	Step 2	Find a half of an object or a shape	I can find a half of an object or shape.	Know that two equal halves make one whole.
	Step 3	Recognise a half of a quantity	I can recognise half of a quantity.	Know that halving a quantity means sharing it into two equal groups.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Recognise, find and name a half as one of two equal parts of an object, shape or quantity.			

	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 4	Step 4	Find a half of a quantity	I can find half of a quantity.	Know that each half contains an equal number.
	Step 5	Recognise a quarter of an object or a shape	I can recognise a quarter of an object or shape.	Know that a quarter is one of four equal parts.
	Step 6	Find a quarter of an object or a shape	I can find a quarter of an object or shape.	Know that four equal quarters make one whole.
	Step 7	Recognise a quarter of a quantity	I can recognise a quarter of a quantity.	Know that quartering a quantity means sharing it into four equal groups.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Recognise, find and name a half as one of two equal parts and a quarter as one of four equal parts of an object, shape or quantity.			

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	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 5	Step 8	Find a quarter of a quantity	I can find a quarter of a quantity.	Know that each quarter contains an equal number.
	Step 1	Describe turns	I can describe full, half and quarter turns.	Know that turns can be full, half, quarter or three-quarter turns.
	Step 2	Describe position - left and right	I can describe position using left and right.	Know that left and right describe position and direction.
	Step 3	Describe position - forwards and backwards	I can describe movement forwards and backwards.	Know that forwards and backwards describe direction of movement.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.			
	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 6	Step 4	Describe position - above and below	I can describe position using above and below.	Know that above and below describe relative position.
	Step 5	Ordinal numbers	I can use ordinal numbers to describe position.	Know that ordinal numbers describe order or position.
	Reasoning	Fractions and position	I can solve problems involving fractions and position.	Know how halves, quarters and positional language can be applied in problems.
	Assessment	Half-term assessment	I can show what I have learned this half term.	Know and apply the mathematical knowledge taught this half term.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Describe position, direction and movement. Recognise, find and name halves and quarters of objects, shapes and quantities.			

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	SUMMER 2			
	WHITE ROSE STEPS	**WHITE ROSE CONTENT**	**LEARNING OBJECTIVES**	**KEY KNOWLEDGE**
WEEK 7	Step 1	Count from 50 to 100	I can count forwards and backwards from 50 to 100.	Know the counting sequence to 100.
	Step 2	Tens to 100	I can count and represent tens to 100.	Know that 100 is made from 10 tens.
	Step 3	Partition into tens and ones	I can partition two-digit numbers into tens and ones.	Know that the value of a two-digit number is determined by its tens and ones.
	Step 4	The number line to 100	I can place numbers on a number line to 100.	Know how intervals help to locate numbers on a number line.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Identify and represent numbers using objects and pictorial representations, including the number line.			

	WHITE ROSE STEPS	**WHITE ROSE CONTENT**	**LEARNING OBJECTIVES**	**KEY KNOWLEDGE**
WEEK 8	Step 5	1 more, 1 less	I can find 1 more and 1 less within 100.	Know that 1 more and 1 less change the ones digit by one, except across a ten.
	Step 6	Compare numbers with the same number of tens	I can compare numbers with the same number of tens.	Know that when tens are equal, the ones determine which number is greater.
	Step 7	Compare any two numbers	I can compare any two numbers within 100.	Know that tens are compared before ones.
	Reasoning	Place value within 100	I can solve place-value problems within 100.	Know how tens and ones can be used to explain comparisons.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Use the language of equal to, more than, less than, most and least. Given a number, identify 1 more and 1 less.			

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	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 9	Step 1	Unitising	I can recognise that one item can represent a value greater than 1.	Know that one coin can represent several pence.
	Step 2	Recognise coins	I can recognise and name coins.	Know the values of UK coins.
	Step 3	Recognise notes	I can recognise and name notes.	Know the values of common UK notes.
	Step 4	Count in coins	I can count the value of a set of coins.	Know that coin values can be combined to find a total.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Recognise and know the value of different denominations of coins and notes.			

	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 10	Step 1	Before and after	I can use before and after to order events.	Know that events can be sequenced in time.
	Step 2	Days of the week	I can name and order the days of the week.	Know the seven days of the week in order.
	Step 3	Months of the year	I can name and order the months of the year.	Know the twelve months of the year in order.
	Step 4	Hours, minutes and seconds	I can compare units of time.	Know that hours, minutes and seconds measure different durations.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Sequence events in chronological order using language such as before and after. Recognise and use language relating to dates, including days of the week and months of the year.			

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	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 11	Step 5	Tell the time to the hour	I can tell the time to the hour.	Know that the minute hand points to 12 at an o'clock time.
	Step 6	Tell the time to the half hour	I can tell the time to the half hour.	Know that the minute hand points to 6 at a half-past time.
	Reasoning	Time	I can solve problems involving time.	Know how clock hands show hour and half-hour times.
	Reasoning	Money	I can solve problems involving coins and notes.	Know how coin and note values can be combined and compared.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time.			

	WHITE ROSE STEPS	WHITE ROSE CONTENT	LEARNING OBJECTIVES	KEY KNOWLEDGE
WEEK 12	Reasoning	Place value within 100	I can apply place-value knowledge within 100.	Know how to partition and compare two-digit numbers.
	Reasoning	Money and time	I can apply my knowledge of money and time.	Know how to use coin values and time vocabulary accurately.
	Reasoning	Year 1 mathematics	I can solve problems using my Year 1 maths knowledge.	Know how to select an appropriate strategy and explain my thinking.
	Assessment	Half-term assessment	I can show what I have learned this half term.	Know and apply the mathematical knowledge taught this half term.
	Arithmetic	Multiples of 5	I can recall and use multiples of 5.	Know that multiples of 5 end in 0 or 5.
NC LINKS	Apply Year 1 number and measurement knowledge to solve practical problems and explain mathematical reasoning.			