

# Planning grids

## Year 1 scope and sequence

The following grid shows the concepts and objectives that are covered within each *Rising Stars Mathematics* Year 1 unit and provides page references to each of the various components.

Unit	Concept	Objectives	Textbook	Teacher's Guide	Practice Book	Homework Sheets
1	1a One more, one less	<ul style="list-style-type: none"> <li>Count forwards and backwards to 30 in ones and to 50 in tens.</li> <li>Find one more and one less for numbers up to 30.</li> </ul>	12-13	24-5	A4-7	182
	1b Tens and ones	<ul style="list-style-type: none"> <li>Count, read and write numbers up to 50 in numerals.</li> <li>Represent numbers up to 50 using objects and pictures.</li> <li>Compare numbers using language such as equal to, more than, less than (fewer), most, least</li> </ul>	14-15	26-7	A8-10	183
	1c Length and height	<ul style="list-style-type: none"> <li>Count to and across 30, forwards and backwards, beginning with 0 or 1; count, read and write numbers to 50 in numerals.</li> <li>Compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, longest/shortest, tall/short, taller/shorter, tallest/shortest)</li> </ul>	16-17	28-9	A11-13	184
	1d Days of the week, months of the year	<ul style="list-style-type: none"> <li>Count, read and write numbers up to 30 in numerals.</li> <li>Recognise and use language relating to days of the week, months of the year and dates.</li> <li>Begin to use ordinal language in the context of dates.</li> </ul>	18-19	30-1	A14-15	185
2	2a Number stories	<ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 10, moving on to low teen numbers.</li> <li>Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations.</li> <li>Solve missing number problems such as <math>3 + \square = 10</math>, <math>8 - \square = 5</math>.</li> </ul>	26-7	38-9	A16-18	186
	2b Sequencing	<ul style="list-style-type: none"> <li>Sequence events in chronological order using appropriate language (e.g. before and after, next, first, last, today, yesterday, tomorrow, morning, afternoon and evening).</li> <li>Give instructions using sequencing vocabulary such as before, after, next, first and last.</li> </ul>	28-9	40-1	A19-27	187
3	3a 3-D shapes	<ul style="list-style-type: none"> <li>Recognise and name common 3-D shapes, including cuboids, cubes, pyramids and spheres.</li> </ul>	36-7	48-9	A28-30	188
	3b 2-D shapes	<ul style="list-style-type: none"> <li>Recognise and name common 2-D shapes, including rectangles (and squares), circles and triangles.</li> </ul>	38-9	50-1	A31-4	189
	3c Position, direction and movement	<ul style="list-style-type: none"> <li>Describe position, direction and movement.</li> </ul>	40-1	52-3	A35-7	190
4	4a Number patterns	<ul style="list-style-type: none"> <li>Count, read and write numbers to 100.</li> <li>Use objects and pictures to represent numbers to 100.</li> <li>Given a number, identify one more and one less.</li> </ul>	48-9	60-1	A38-41	191
	4b Time	<ul style="list-style-type: none"> <li>Measure time (hours and minutes).</li> <li>Tell the time to the hour and begin to draw the hands on a clock face to show o'clock times.</li> </ul>	50-1	62-3	A42-4	192
	4c Comparing	<ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for mass.</li> <li>Compare, describe and solve practical problems for capacity.</li> </ul>	52-3	64-5	A45-51	193

Unit	Concept	Objectives	Textbook	Teacher's Guide	Practice Book	Homework Sheets
5	5a Doubles	<ul style="list-style-type: none"> <li>Find and begin to recall all doubles to double 10.</li> <li>Use doubling to find missing numbers and solve problems.</li> </ul>	60–1	66–7	B4–8	194
	5b Adding and subtracting with 20	<ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts for 20.</li> </ul>	62–3	74–5	B9–13	195
	5c Adding and subtracting with 11 to 19	<ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts, focusing on numbers between 10 and 20.</li> </ul>	64–5	76–7	B14–19	196
6	6a Coins and notes	<ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes.</li> <li>Read and write some numbers in words.</li> </ul>	72–3	84–5	B20–4	197
	6b Ten more, ten less	<ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes.</li> <li>Read and write some numbers in words.</li> <li>Count in multiples of ten.</li> <li>Identify ten more and ten less than a multiple of ten.</li> </ul>	74–5	86–7	B25–7	198
	6c Two more, two less	<ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes.</li> <li>Read and write some numbers in words.</li> <li>Count in multiples of two.</li> <li>Identify two more and two less than any number to 20.</li> </ul>	76–7	88–9	B28–31	199
7	7a Arrays and grouping	<ul style="list-style-type: none"> <li>Solve one-step problems involving multiplication or division, by modelling the problem using concrete objects and physical arrays with the support of the teacher.</li> <li>Know the value of different denominations of coins and notes.</li> <li>Count multiples of twos and tens.</li> </ul>	84–5	96–7	B32–7	200
	7b Twos, tens and sharing	<ul style="list-style-type: none"> <li>Solve one-step problems involving multiplication or division, by modelling the problem using concrete objects and physical arrays with the support of the teacher.</li> <li>Know the value of different denominations of coins and notes.</li> <li>Count, read and write numbers to 100 in numerals; count in multiples of twos and tens.</li> </ul>	86–7	98–9	B38–41	201
8	8a Measuring length and height	<ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for length and height.</li> <li>Measure and begin to record length and height.</li> </ul>	94–5	106–7	B42–5	202
	8b Measuring mass	<ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for mass.</li> <li>Measure and begin to record mass.</li> </ul>	96–7	108–9	B46–8	203
	8c Measuring capacity and volume	<ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for capacity and volume.</li> <li>Measure and begin to record capacity.</li> </ul>	98–99	110–11	B49–51	204
9	9a Adding and subtracting on a number line	<ul style="list-style-type: none"> <li>Use a number line to add and subtract within 20.</li> <li>Recognise that addition and subtraction are related operations.</li> </ul>	106–7	118–19	B52–6	205
	9b When and where?	<ul style="list-style-type: none"> <li>Sequence events in chronological order, by time.</li> <li>Tell the time to the hour and draw the hands on a clock face to show these times.</li> </ul>	108–09	120–1	B57–60	206

## Introduction

Unit	Concept	Objectives	Textbook	Teacher's Guide	Practice Book	Homework Sheets
10	10a 3-D shapes and towers	<ul style="list-style-type: none"> <li>Recognise and name common 2-D shapes, including rectangles, squares, circles and triangles, and 3-D shapes, including cuboids, cubes, pyramids, spheres and cylinders.</li> <li>Describe properties of 3-D shapes, including 2-D faces and how shapes can be stacked to make stable towers.</li> </ul>	116–17	128-9	C4–7	207
	10b Giving and following directions	<ul style="list-style-type: none"> <li>Describe position, direction and movement using an increasing range of vocabulary and with increasing accuracy.</li> <li>Recognise and create repeating patterns with objects and with shapes, and describe repeating patterns clearly including the orientation of objects in the sequence.</li> <li>Recognise and name common 2-D and 3-D shapes.</li> </ul>	118–19	130-1	C8–11	208
11	11a Ordering	<ul style="list-style-type: none"> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of more than and less than.</li> <li>Recognise and use ordinal language including first, second, third and last.</li> </ul>	126–7	138-9	C12–14	209
	11b Five more, five less	<ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes.</li> <li>Read and write some numbers in words.</li> <li>Count in multiples of five.</li> <li>Identify five more and five less than a multiple of five.</li> <li>Count, read and write numbers to 100 in numerals.</li> </ul>	128–9	140-1	C15–17	210
	11c Clocks	<ul style="list-style-type: none"> <li>Measure and begin to record time (hours, minutes, seconds).</li> <li>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>	130–1	142-3	C18–21	211
	11d Repeating patterns	<ul style="list-style-type: none"> <li>Recognise and create repeating patterns with objects and shapes.</li> </ul>	132–3	144-5	C22–5	212
12	12a Solving addition problems	<ul style="list-style-type: none"> <li>Solve one-step problems that involve addition, using concrete objects and pictorial representations.</li> </ul>	140–1	152-3	C26–9	213
	12b Solving subtraction problems	<ul style="list-style-type: none"> <li>Solve one-step problems that involve addition, using concrete objects and pictorial representations.</li> </ul>	142–3	154-5	C30–5	214
13	13a Halves	<ul style="list-style-type: none"> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> </ul>	150–1	162-3	C36–9	215
	13b Quarters	<ul style="list-style-type: none"> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>	152–3	164-5	C40–1	216
	13c Multiplying and dividing	<ul style="list-style-type: none"> <li>Solve one-step problems involving multiplication or division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul>	154–5	166-7	C42–5	217
14	14a Different turns	<ul style="list-style-type: none"> <li>Recognise, find and name three quarters as three of four equal parts of an object or shape.</li> <li>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> </ul>	162–3	174-5	C46–8	218
	14b Programming floor robots	<ul style="list-style-type: none"> <li>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> <li>Direct a programmable device using turns, directions and distances (or steps).</li> </ul>	164–5	176-7	C48–52	219