

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"> Count forwards and backwards to 30 in ones and to 50 in tens. Find one more and one less for numbers up to 30. 	12-13	24-5	A4-7	182
	1b Tens and ones	<ul style="list-style-type: none"> Count, read and write numbers up to 50 in numerals. Represent numbers up to 50 using objects and pictures. Compare numbers using language such as equal to, more than, less than (fewer), most, least 	14-15	26-7	A8-10	183
	1c Length and height	<ul style="list-style-type: none"> Count to and across 30, forwards and backwards, beginning with 0 or 1; count, read and write numbers to 50 in numerals. Compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, longest/shortest, tall/short, taller/shorter, tallest/shortest) 	16-17	28-9	A11-13	184
	1d Days of the week, months of the year	<ul style="list-style-type: none"> Count, read and write numbers up to 30 in numerals. Recognise and use language relating to days of the week, months of the year and dates. Begin to use ordinal language in the context of dates. 	18-19	30-1	A14-15	185
2	2a Number stories	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 10, moving on to low teen numbers. Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations. Solve missing number problems such as $3 + \square = 10$, $8 - \square = 5$. 	26-7	38-9	A16-18	186
	2b Sequencing	<ul style="list-style-type: none"> Sequence events in chronological order using appropriate language (e.g. before and after, next, first, last, today, yesterday, tomorrow, morning, afternoon and evening). Give instructions using sequencing vocabulary such as before, after, next, first and last. 	28-9	40-1	A19-27	187
3	3a 3-D shapes	<ul style="list-style-type: none"> Recognise and name common 3-D shapes, including cuboids, cubes, pyramids and spheres. 	36-7	48-9	A28-30	188
	3b 2-D shapes	<ul style="list-style-type: none"> Recognise and name common 2-D shapes, including rectangles (and squares), circles and triangles. 	38-9	50-1	A31-4	189
	3c Position, direction and movement	<ul style="list-style-type: none"> Describe position, direction and movement. 	40-1	52-3	A35-7	190
4	4a Number patterns	<ul style="list-style-type: none"> Count, read and write numbers to 100. Use objects and pictures to represent numbers to 100. Given a number, identify one more and one less. 	48-9	60-1	A38-41	191
	4b Time	<ul style="list-style-type: none"> Measure time (hours and minutes). Tell the time to the hour and begin to draw the hands on a clock face to show o'clock times. 	50-1	62-3	A42-4	192
	4c Comparing	<ul style="list-style-type: none"> Compare, describe and solve practical problems for mass. Compare, describe and solve practical problems for capacity. 	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"> Find and begin to recall all doubles to double 10. Use doubling to find missing numbers and solve problems. 	60–1	66–7	B4–8	194
	5b Adding and subtracting with 20	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts for 20. 	62–3	74–5	B9–13	195
	5c Adding and subtracting with 11 to 19	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts, focusing on numbers between 10 and 20. 	64–5	76–7	B14–19	196
6	6a Coins and notes	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes. Read and write some numbers in words. 	72–3	84–5	B20–4	197
	6b Ten more, ten less	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes. Read and write some numbers in words. Count in multiples of ten. Identify ten more and ten less than a multiple of ten. 	74–5	86–7	B25–7	198
	6c Two more, two less	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes. Read and write some numbers in words. Count in multiples of two. Identify two more and two less than any number to 20. 	76–7	88–9	B28–31	199
7	7a Arrays and grouping	<ul style="list-style-type: none"> Solve one-step problems involving multiplication or division, by modelling the problem using concrete objects and physical arrays with the support of the teacher. Know the value of different denominations of coins and notes. Count multiples of twos and tens. 	84–5	96–7	B32–7	200
	7b Twos, tens and sharing	<ul style="list-style-type: none"> Solve one-step problems involving multiplication or division, by modelling the problem using concrete objects and physical arrays with the support of the teacher. Know the value of different denominations of coins and notes. Count, read and write numbers to 100 in numerals; count in multiples of twos and tens. 	86–7	98–9	B38–41	201
8	8a Measuring length and height	<ul style="list-style-type: none"> Compare, describe and solve practical problems for length and height. Measure and begin to record length and height. 	94–5	106–7	B42–5	202
	8b Measuring mass	<ul style="list-style-type: none"> Compare, describe and solve practical problems for mass. Measure and begin to record mass. 	96–7	108–9	B46–8	203
	8c Measuring capacity and volume	<ul style="list-style-type: none"> Compare, describe and solve practical problems for capacity and volume. Measure and begin to record capacity. 	98–99	110–11	B49–51	204
9	9a Adding and subtracting on a number line	<ul style="list-style-type: none"> Use a number line to add and subtract within 20. Recognise that addition and subtraction are related operations. 	106–7	118–19	B52–6	205
	9b When and where?	<ul style="list-style-type: none"> Sequence events in chronological order, by time. Tell the time to the hour and draw the hands on a clock face to show these times. 	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"> Recognise and name common 2-D shapes, including rectangles, squares, circles and triangles, and 3-D shapes, including cuboids, cubes, pyramids, spheres and cylinders. Describe properties of 3-D shapes, including 2-D faces and how shapes can be stacked to make stable towers. 	116–17	128-9	C4–7	207
	10b Giving and following directions	<ul style="list-style-type: none"> Describe position, direction and movement using an increasing range of vocabulary and with increasing accuracy. Recognise and create repeating patterns with objects and with shapes, and describe repeating patterns clearly including the orientation of objects in the sequence. Recognise and name common 2-D and 3-D shapes. 	118–19	130-1	C8–11	208
11	11a Ordering	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of more than and less than. Recognise and use ordinal language including first, second, third and last. 	126–7	138-9	C12–14	209
	11b Five more, five less	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes. Read and write some numbers in words. Count in multiples of five. Identify five more and five less than a multiple of five. Count, read and write numbers to 100 in numerals. 	128–9	140-1	C15–17	210
	11c Clocks	<ul style="list-style-type: none"> Measure and begin to record time (hours, minutes, seconds). Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	130–1	142-3	C18–21	211
	11d Repeating patterns	<ul style="list-style-type: none"> Recognise and create repeating patterns with objects and shapes. 	132–3	144-5	C22–5	212
12	12a Solving addition problems	<ul style="list-style-type: none"> Solve one-step problems that involve addition, using concrete objects and pictorial representations. 	140–1	152-3	C26–9	213
	12b Solving subtraction problems	<ul style="list-style-type: none"> Solve one-step problems that involve addition, using concrete objects and pictorial representations. 	142–3	154-5	C30–5	214
13	13a Halves	<ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. 	150–1	162-3	C36–9	215
	13b Quarters	<ul style="list-style-type: none"> Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 	152–3	164-5	C40–1	216
	13c Multiplying and dividing	<ul style="list-style-type: none"> 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. 	154–5	166-7	C42–5	217
14	14a Different turns	<ul style="list-style-type: none"> Recognise, find and name three quarters as three of four equal parts of an object or shape. Describe position, direction and movement, including whole, half, quarter and three-quarter turns. 	162–3	174-5	C46–8	218
	14b Programming floor robots	<ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three-quarter turns. Direct a programmable device using turns, directions and distances (or steps). 	164–5	176-7	C48–52	219