Hampshire County Council
Improvement and Advisory Service

HIAS MOODLE+ RESOURCE

Year 1 Unit Plan 1.1

Number and Place Value

Addition and Subtraction

Autumn Term

HIAS Maths Team
September 2026
Final version

Overview

This document contains…

Year 1 Unit Plans linked to the Hampshire Medium Term Overview

Points to consider when using this resource:

These unit plans provide an example of how medium-term planning could be developed into units of work. These unit plans will need to be adapted to meet the needs of pupils. The unit plan provides an outline of a possible learning journey with suggestions of types of tasks that could be used. They also identify required prior learning, some common misconceptions and an indication of key skills pupils need to secure competency. It is assumed that teachers will make use of appropriate mathematical representations (manipulatives, visuals and symbolic) to support conceptual understanding for pupils alongside procedural fluency.

National Curriculum Links:

Number and Place Value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or grom any given number
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- Given a number, identify one more and one less
- Identify and represent numbers using objects and pictorial representations, including the number line, and the use of language of, more than, less than (fewer), most, least
- Read and write number from 1 to 20 in numerals and words

Addition and Subtraction

- Represent and use number bonds and related subtraction facts within 20
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = [?] - 9

<table>
<tr><td colspan="3">This unit is crucial for laying a strong mathematical foundation for pupils as they transition into Year 1. Its primary purpose is to develop deep and flexible understanding of numbers 1 to 5, which is essential for all future mathematical learning. This unit embeds and builds upon essential EYFS skills, enabling teachers to plan teacher guided inputs and enhanced provision activities to ensure a seamless transition into the KS1 curriculum.</td><td>Notional Time:

20 sessions</td></tr>
<tr><td>Check and Refresh - skills and knowledge that pupils need to know</td><td>Verbal coding- precise mathematical language to model during worked examples</td><td colspan="2">Mastering Key Facts in Key Stage 1 – developing fluency and automaticity</td></tr>
<tr><td>Perceptual Subitising (recognise quantities instantly without counting) up to 3.

Verbally count beyond 20, recognising the pattern of the counting system.</td><td>___ is the whole; __ is a part, ___ is a part

One more than ___ is ___

One less than ___ is ___

___ has more/fewer than ___

___ has same number as ___

___ is more than/less than/equal to___</td><td colspan="2">Number bonds within 10
Focusing on 2, 3, 4, 5
Count in 10s to 50 (Forwards and backwards)
One more one less within 20</td></tr>
<tr><td>Mathematical Concepts- important pieces of information learners should take away from the unit</td><td>Watch out for</td><td colspan="2">DfE Ready -to- progress criteria</td></tr>
<tr><td rowspan="2">Subitising: the ability to recognise the number of objects in a small group without counting them individually.

Developing ‘concept images’ of number: through manipulating concrete resources, pupils develop a strong mental model. This experience support pupil’s ability to visualise numbers and their relationships.

Number bonds: securing pupils’ automatic recall of number bonds frees up cognitive load and is crucial for efficient and flexible calculation.</td><td rowspan="2">Pupils who struggle to match one number word to one object while counting.

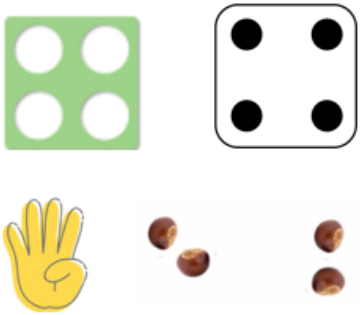
Pupils who lack conservation of number – they may believe the quantity of objects change if they are arranged differently.

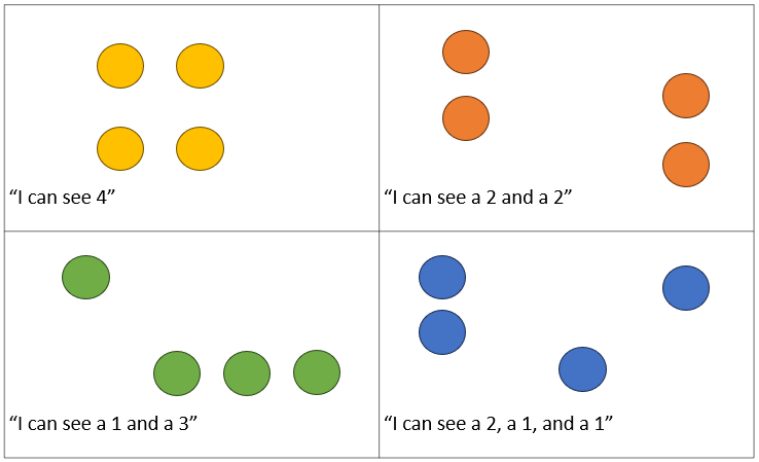
Pupils who can rote count to 10 or beyond but lack understanding into what those numbers represent (e.g. not connecting the word ‘three’ with a group of three objects).

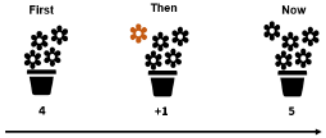
Pupils who default to counting every objects even when presented with a known part.</td><td colspan="2">1NPV-1</td></tr>
<tr><td colspan="2">Formative assessment questions - key questions to support pupil reasoning and teacher assessment
What is the same and what is different?
What if I change…?
Can you give me an example of… and another…and another?
Which is harder and which is easier…?
If I know this, then what else do I know?</td></tr>
</table>

Visual coding: key representations

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100





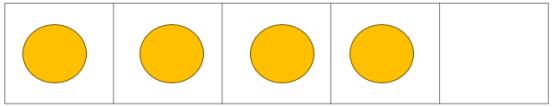


First I start with 4 flowers.
Then I add 1 more.
Now I have 5 flowers.

One more than 4 is ____

Number Track - supports counting

Five Frame – supports subitising



Learning Journey – Number and Place Value			
Autumn unit 1.1 (2 weeks)	**Autumn unit 1.4 (2 weeks)**	**Spring unit 1.8 (2 weeks)**	**Summer unit 1.12 (2 weeks)**
I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. I can count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. I can read and write numbers from 1 to 20 in numerals and words.			
I can count objects. I can show numbers with objects. I can find one more than a number. I can find one less than a number. I can tell if there are fewer, more, or the same. I can compare two numbers.	I can use 'less than', 'more than' and 'equal to' when comparing numbers up to 10. I can order numbers on a number line (up to 10). I can represent numbers 11, 12 and 13. I can represent numbers 14 and 15. I can represent numbers 16, 17, 18 and 19. I can represent the number 20. I can find one more than a number. I can find one less than a number.	I can use 'less than', 'more than' and 'equal to' when comparing numbers up to 20. I can order numbers on a number line (up to 20). I can partition numbers up to 50 into tens and ones. I can use 'less than', 'more than' and 'equal to' when comparing numbers up to 50. I can find one more than a number. I can find one less than a number. I can identify and represent numbers using objects and pictorial representations.	I can identify and represent numbers using objects and pictorial representations. I can partition numbers up to 100 into tens and ones. I can use 'less than', 'more than' and 'equal to' when comparing numbers up to 100. I can find one more than a number. I can find one less than a number.

<table>
<tr><th colspan="4">Learning Journey – Addition and Subtraction</th></tr>
<tr><th>Autumn unit 1.1 (2 weeks)</th><th>Autumn unit 1.4 (2 weeks)</th><th>Spring unit 1.5 (1 week)</th><th>Spring unit 1.8 (1 week)</th></tr>
<tr><td>I can subitise 1, 2 and 3.

I can recognise parts within a whole (2 and 3).

I can subitise 4 and 5.

I can recognise parts within a whole (4 and 5).

I can solve problems using my knowledge of parts within a whole.</td><td rowspan="3">I can solve problems involving addition within 10 (augmentation – add more)

I can find a missing part.

I can solve problems involving subtraction within 10.

I can solve problems by finding the difference.</td><td>I can solve problems involving addition within 20 (aggregation – add together)

I can solve problems involving addition within 20 (augmentation – add more)</td><td>I can find the double of a number.

I can solve addition problems using near doubles.</td></tr>
<tr><td>Autumn unit 1.2 (2 weeks)</td><td colspan="2">Summer unit 1.12 (2 weeks)</td></tr>
<tr><td>I can recognise parts within a whole (6, 7, 8, 9).

I can represent and use number bonds within 10.

I can represent and use number bonds to 10.

I can solve problems involving addition within 10 (aggregation – add together)</td><td colspan="2">I can represent and use number bonds and related subtraction facts within 20.

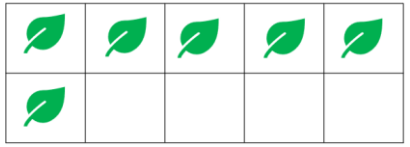
I can solve problems involving subtraction within 20.

I can solve problems by finding the difference

I can solve problems involving addition and subtraction.

I can solve problems involving missing numbers.</td></tr>
</table>

Proposed lesson sequence to support development of mathematical concepts	
Developing fluency and automaticity – ongoing daily practice	
Mastering Key Facts in Key Stage 1	**Autumn Ongoing Mental Fluency Practice** • Number bonds within 10 *Focusing on 2, 3, 4, 5* • Count in 10s to 50 (Forwards and backwards) • One more one less within 20
Counting Fluency	• I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • I can count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • I can read and write numbers from 1 to 20 in numerals and words.
I can…	**Mathematical Concepts, Key Skills and Suggested Tasks**
10 Sessions – Number & Place value	
I can count objects (up to 10).	To effectively support teacher assessment, activities in guided groups and enhanced provision should be designed to intentionally reveal pupil's understanding of the five counting principles: • **One-to one principle**: do pupils touch or point to each object as they say a number? o "Can you show me how you counted them?" • **Stable-order principle**: do pupils count numbers in the correct sequence? (1, 2, 3, 4….) o "Can you count to 10 for me?" • **Cardinal principle**: when asked "how many altogether" after counting, do pupils recall the last number said or recount? o "How many are there altogether? What was the last number you said?" • **Abstraction principle**: do pupils count non-physical items (e.g. sounds, movements) o "Can you count how many jumps you can do?" • **Order-irrelevance principle**: do pupils need to recount objects once they have been rearranged? o "What if I start counting these objects from this one. Will there be the same number?"

I can show numbers with objects (up to 10)	Pupils should be assessed against whether they are able to represent numbers using manipulatives and understand that numbers can be represented by various real-life objects or pictures. Keep the focus of this 'I can' on understanding quantity, not numerals or number words. It is developmentally appropriate for pupils to count or recognise small sets of objects before they can name or recognise the corresponding numerals or number words. Number tracks support structured counting by allowing pupils to see the numeral and hear the number name. This hands-on experience helps connect abstract symbols to real-world actions, reinforcing understanding through movement and repetition.   Five or ten frames can be used to support subitising. Adults in the classroom must be careful not to encourage counting into a ten frame, as this can hinder the subitising abilities, prevent pupils from make generalisations and stop them from spotting patterns. **Suggested tasks:** • Provide small containers and a larger collection of varied objects. Ask pupils to put the specific number into each container (e.g. 7 buttons in this cup) • Matching numeral cards/number word cards to the number of objects represented. • "Show me" challenge – call out a number and pupils use available objects to show the number.
I can find one more than a number.	Introduce the concept of "one more" once pupils have a secure understanding of the cardinal principle (knowing that the last number counted represents the total quantity) and are confident in counting on a number track. Use real-world contexts and manipulatives to illustrate the concept of "one more", enabling pupils to connect this mathematical idea to their everyday experiences. • If you have 4 blocks to build your tower, and I give you one more, how many do you have now?" • This shirt has 5 buttons. If I sew on one more button, how many buttons will there be? • I found 2 leaves. If I find one more leaf, how many will I have? • There are 6 children lining up at the door. One more child lines up. How many children are lining up now? The language of "first, then, now" can also be introduced to support understanding of changes in quanitity.

<table>
<tr><td>I can find one less than a number.</td><td colspan="3">Introduce the concept of “one less” once pupils have a secure understanding of finding one more than a number.

Use real-world contexts and manipulatives to illustrate the concept of “one less”, enabling pupils to connect this mathematical idea to their everyday experiences.

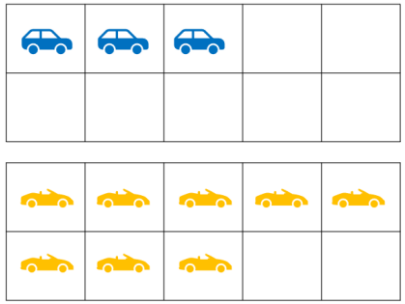
• We have 5 apples in the snack box. I ate one! Now there is one less. How many apples are left now?
• There are 10 books on my book shelf. I give one to a friend. Now there is one less. How many books are on my book shelf now?
• I can see 6 glue sticks on the table. One rolls off! Now there is one less. How many glue sticks are left on the table now?

The language of “first, then, now” can also be introduced to support understanding of changes in quanitity.</td></tr>
<tr><td>I can tell if there are fewer, more, or the same.</td><td>In this small step, pupils are comparing groups of objects and using vocabulary “fewer”, “more” and “same” correctly to describe the quantities.

‘Fewer’ is used when talking about a smaller number of individual, countable objects.

Avoid using ‘less than,’ as that language is used to describe items that aren’t easily counted, such as measurements or numerical values.</td><td>Which ten frame has more?

How do you know?

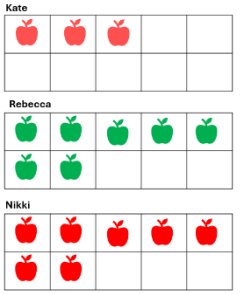
  </td><td>Complete the sentences:

More fewer same

Kate has ____ apples than Rebecca.

Rebecca has ___ apples than Kate.

Rebecca has the ____ number of apples as Nikki

  </td></tr>
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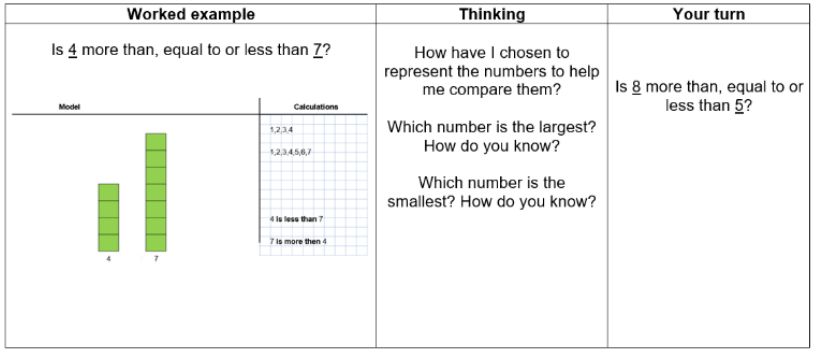
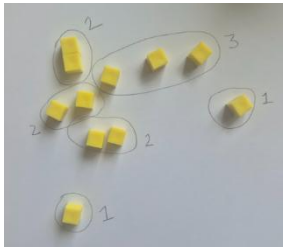
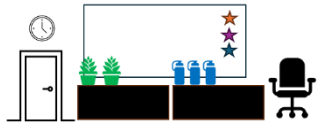
I can compare two numbers.	In this small step, pupils are comparing numerical values and using vocabulary “less than”, “more than” and “equal” correctly to describe the quantities. The symbols for less than, more than and equals (<, > and =) are formally introduced in the national curriculum in Year 2. However, the DFE Ready to Progress guidance materials does reference them in 1NPV-2. Should these symbols be introduced to Year 1 pupils, it is crucial that adults refrain from using informal mnemonic devices such as “smallest number eats the biggest number”, which can hinder conceptual understanding.  Paired Example: Unit 1:1		
10 sessions - Addition and Subtraction			
I can subitise 1, 2 and 3.	Pupils should consolidate the existing ability to instantly recognise small quantities without counting in order to reinforce foundational number sense. Encourage exposure to variations in arrangements and patterns, as this will ensure that pupils associate the numerical quantity with its value, rather than a special visual pattern. • Rapid flash cards. “How many?” • Five frame/ten frame quick look. “How many did you see?” • Drop identical objects onto paper and ask pupils to circle values of 1, 2 and 3. The focus is on instantly seeing the quantity, not on writing the numeral. • Scavenger hunt (indoor or outdoor). Call out a number and challenge pupils to spot a group of that exact number of objects.		 “I can see 1 clock” “I can see 2 plants” “I can see 3 water bottles” “I can see 2 drawers”

<table>
<tr>
<td>I can recognise parts within a whole (2 and 3).</td>
<td>
Within this small step, pupils should be encouraged to see different parts within 2 and 3, developing the crucial skill of conservation of number. This means understanding that the total quantity of the set remains the same, regardless of how the items are arranged or presented. The key learning is for pupils to recognise that the quantity itself does not change, even if its appearance does. This will lead to increased confidence when manipulating numbers for calculations as they progress through the KS1 curriculum.

___ is the whole; __ is a part, ___ is a part .

Pupils could also say “3 is the whole, 1 is a part, 1 is a part; 1 is a part”

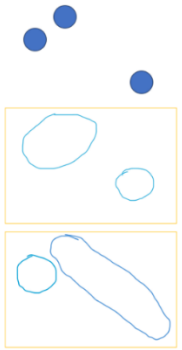
“What do you notice?”

“How do you see it?”

“Draw how you see it on a whiteboard”

Look at my drawing: “How did I see it?”

“How did your partner see it?”



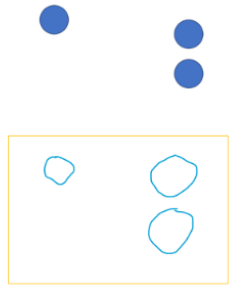
“What has changed? What has stayed the same?

“What do you notice?”

“How do you see it?”

“How did your partner see it?”

“Can you see it a different way?”


</td>
</tr>
<tr>
<td>I can subitise 4 and 5.</td>
<td>
Most pupils can immediately “see” the quantities of 1, 2 and 3. The numbers 4 and 5 can still be perceptually subitised if they are arranged in a familiar pattern. Within this small step, pupils should be encouraged to immediately recognise the numbers 4 and 5 without needing to count.

Ask questions such as “what do you see” and “how do you see it” rather than “how do you know?”, which may lead pupils to counting to check.

• Drop 4 or 5 objects onto a page and create own flashcard with dot patterns.
• Rapid flash cards with dot patterns – familiar patterns moving to scattered arrangements. “How many?”
• “Show me” using fingers.
• Five frame pattern recognition

</td>
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</table>

<table>
<tr>
<td>I can recognise parts within a whole (4 and 5).</td>
<td>Similarly to recognising parts within 2 and 3, pupils should be encouraged to see different parts within 4 and 5, developing the crucial skill of conservation of number.

“What do you notice?”

“How do you see it?”

“Draw how you see it on a whiteboard”

“Look at my drawing: “How did I see it?”

“How did your partner see it?”

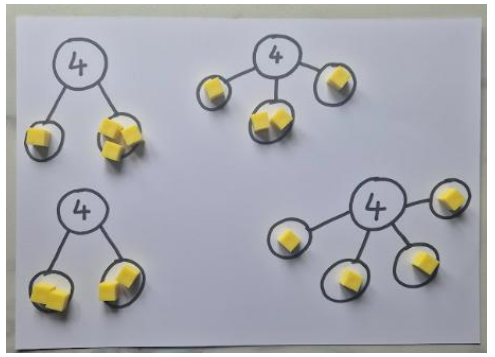
“What has changed, what has stayed the same?”

“Can you see it a different way?”

___ is the whole; __ is a part, ___ is a part</td>
<td>Watch out for some pupils assuming that a whole can only have 2 parts.

• Can you break into 2 parts?
• Can you break into many parts?

Pupils may use a ‘part whole’ model to represent their parts, using either concrete resources or pictorial representations of numbers.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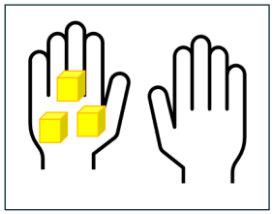
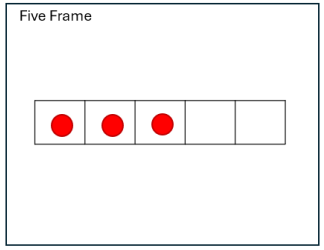
<tr>
<td>I can solve problems using my knowledge of parts within a whole.</td>
<td colspan="2">This small step involves pupils using their knowledge of parts within a whole up to 5 to solve problems. The key learning is for pupils to recognise “how many more?” are needed to create the total number (whole).

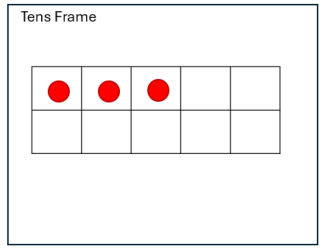
Ensure pupils are not counting on using fingers.

• I am building a tower and need 4 blocks. I have picked up 3. How many more do I need?

○ “What do you notice?”
○ “What do you see? How do you see it?”

3 is the whole; 3 is a part,1 is a part.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HIAS Resources to support:

- Reasoning and Intelligent Practice Tasks: Reasoning and Intelligent Practice Tasks
- Faded Scaffolds and Intelligent Practice: Faded Scaffolds and Intelligent Practice
- Paired Examples: Paired Examples
- Entry and Exit tickets: Entry and Exit Tickets
- Interleaving, Recall and Retrieval: Interleaving, Recall and Retrieval (hants.gov.uk)
- Connect4Maths: Connect4Maths - Primary
- Moderation Documents: Moderation Documents
- KS1 Key Facts: Key Stage 1 Key Facts Document
- Mastering Times Tables: Mastering Times Tables

NCETM Resources to support:

- Exemplification of ready -to -progress criteria (RTPS): Exemplification of ready-to-progress criteria | NCETM
- NCETM Professional Development materials spine 1: Number, Addition and Subtraction | NCETM ;
- The NCETM Mastery Task booklets can be used as a source of tasks to support end of year teacher assessment for both EXS and GDS Teaching for Mastery Booklets Yr1-6

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