Hampshire County Council
Improvement and Advisory Service

HIAS MOODLE+ RESOURCE

Year 1 Unit Plan 1.4

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="2">This unit builds foundational number sense up to 20. Pupils will compare, order, and represent numbers, and explore "one more" and "one less" through hands-on activities and visual tools. They'll also begin solving simple addition and subtraction problems within 10, using real-life contexts to understand how numbers combine and separate. These skills support confidence and readiness for more complex mathematical concepts.</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>Mastering Key Facts in Key Stage 1 – developing fluency and automaticity</td></tr>
<tr><td>Number recognition and representation up to 10.

Compare and order numbers up to 10.

Count forwards and backwards within 20.

Part-whole relationships: recognise that numbers can be split into parts (two parts and many parts)</td><td>___ is the whole; __ is a part, ___ is a part

___ is 1 ten and ___ ones

___ is more than ___

___ less than ___

___ equal to___</td><td>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>DfE Ready -to- progress criteria</td></tr>
<tr><td rowspan="2">Developing 'concept images' of teen numbers: 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.

Recalling known facts: if I know 3 + 4 = 7, then I know 4 + 3 = 7, 7 – 4 = 3 and 7 -3 = 4</td><td rowspan="2">Pupils who are not able to add one more to the first number without re-counting.

Pupils who do not understand the concept of 'subtraction' as 'taking some away and finding how many are left.'

Pupils who do not understand and cannot talk about 'part-whole' relationships.

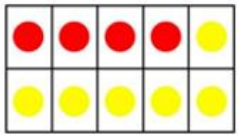
Pupils who do not recognise teens numbers as ten and some more.</td><td>1NPV-2 1NF-1

1AS -1 1AS-2</td></tr>
<tr><td>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

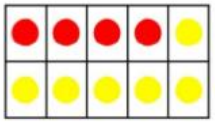
Represent number bonds within 10.

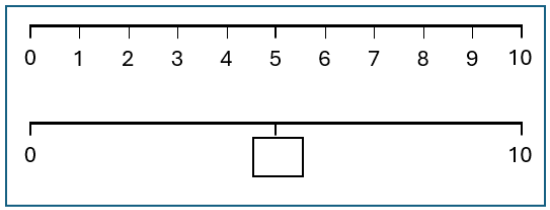
4 + 6 = 10

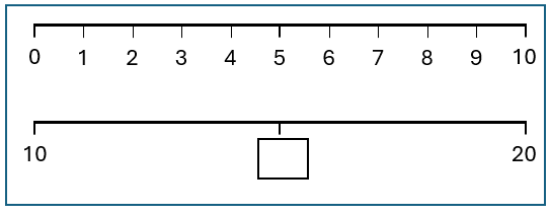


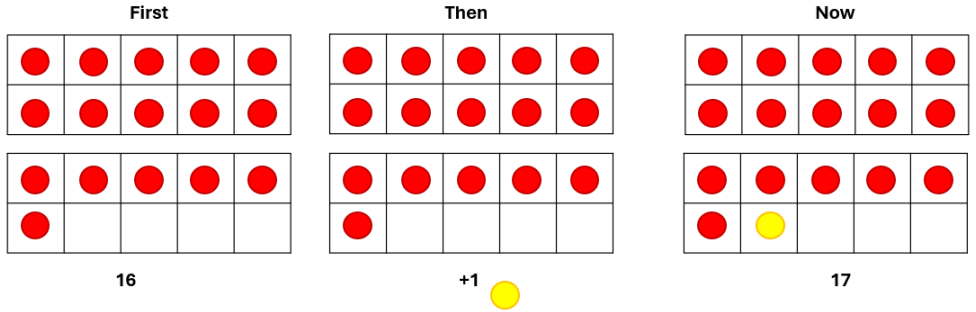
Represent number bonds within 10.

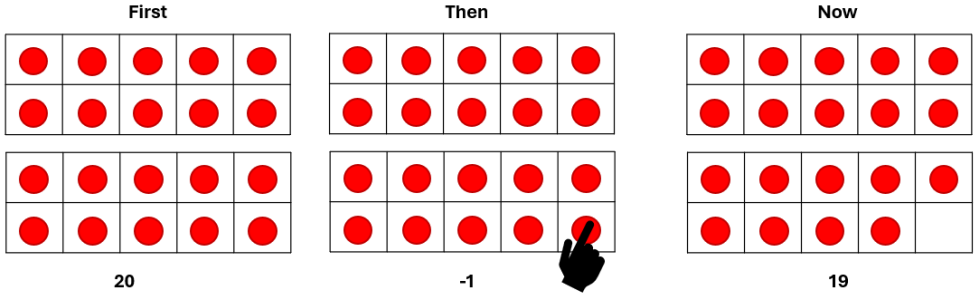
10 – 6 = 4

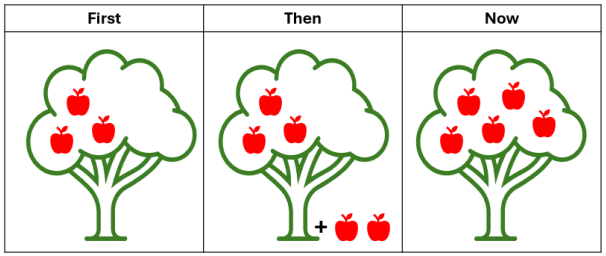




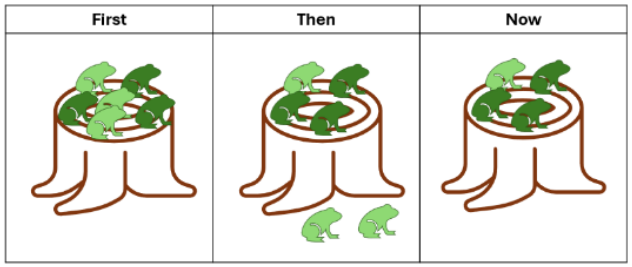








3 + 2 = 5



6 - 2 = 4

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><th>Autumn unit 1.2 (2 weeks)</th><th colspan="2">Summer unit 1.12 (2 weeks)</th></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.

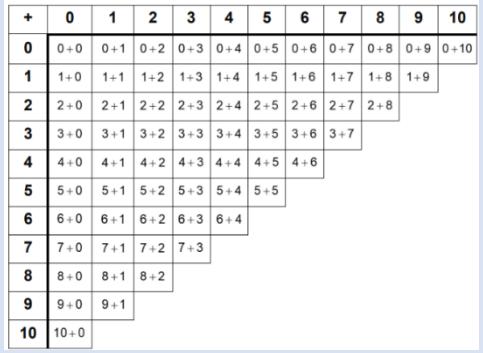
I can solve problems involving addition within 10 (aggregation – add together)</td><td colspan="2">I can represent and use number bonds and related subtraction facts within 20.

I can solve problems involving subtraction within 20.

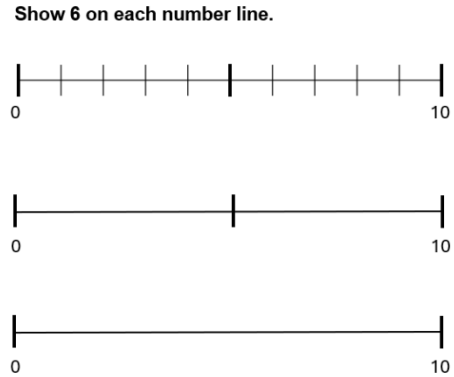
I can solve problems by finding the difference

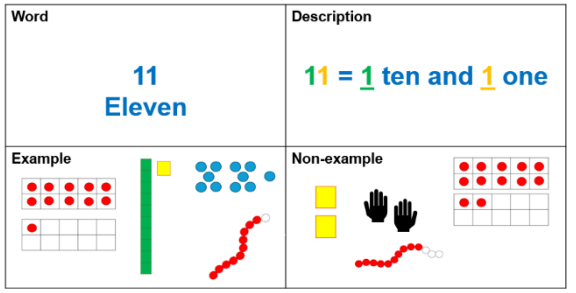
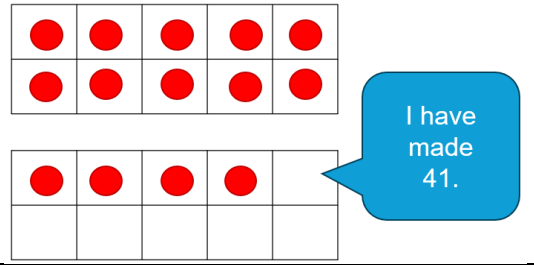
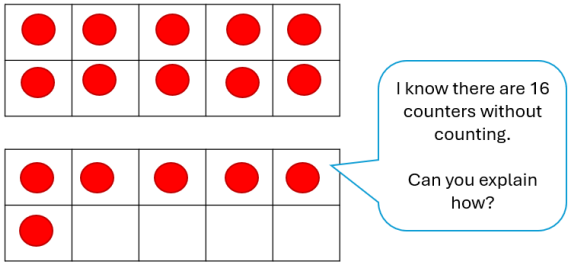
I can solve problems involving addition and subtraction.

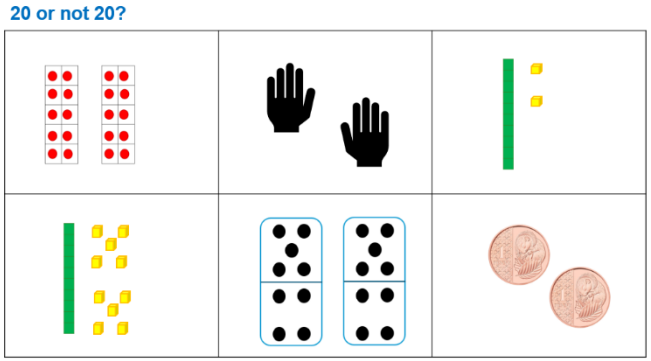
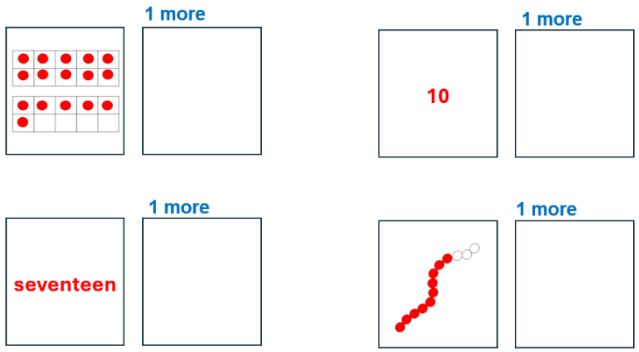
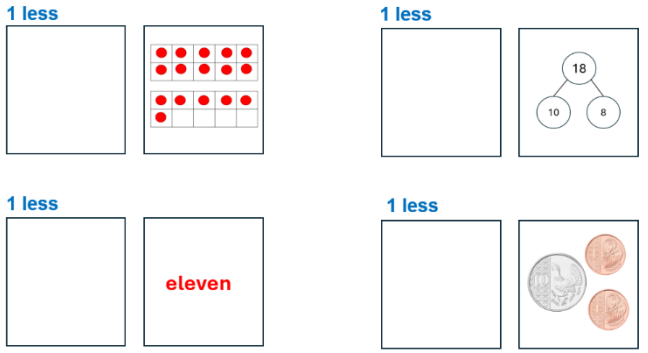
I can solve problems involving missing numbers.</td></tr>
</table>

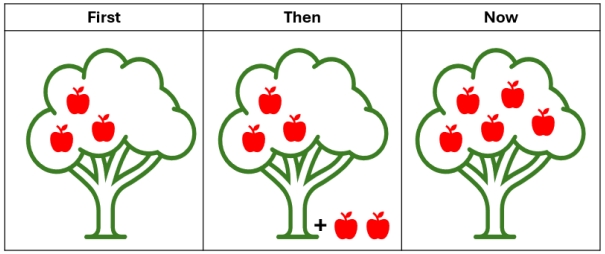
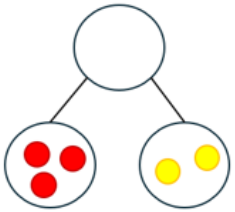
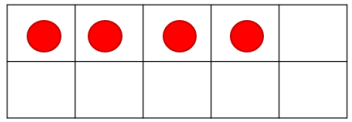
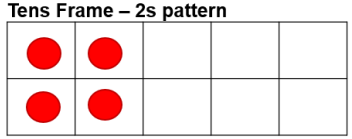
Proposed lesson sequence to support development of mathematical concepts	
Developing fluency and automaticity – ongoing daily practice	
Mastering Key Facts in Key Stage 1	**Autumn Ongoing Mental Fluency Practice** • Number bonds within 10 *Focusing on 2, 3, 4, 5* • Count in 10s to 50 (Forwards and backwards) • One more one less within 20 The full set of addition calculations that Year 1 pupils need to be able to solve with automaticity are shown in the table. Pupils must also be able to solve the corresponding subtraction calculations with automaticity. Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)  Contains material developed by NCETM and licensed under Open Government Licence v3.0' http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/
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.

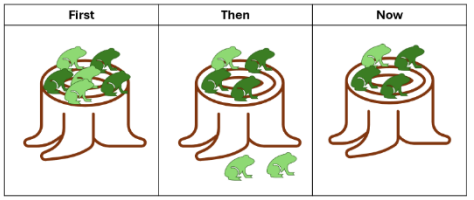
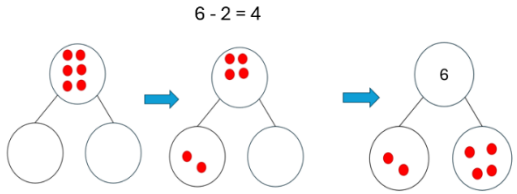
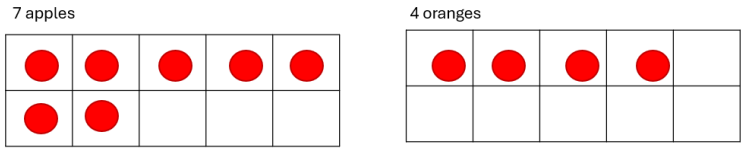
+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8		
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7			
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6				
5	5+0	5+1	5+2	5+3	5+4	5+5					
6	6+0	6+1	6+2	6+3	6+4						
7	7+0	7+1	7+2	7+3							
8	8+0	8+1	8+2								
9	9+0	9+1									
10	10+0										

I can…	Mathematical Concepts, Key Skills and Suggested Tasks
10 Sessions – Number & Place value	
I can use ‘less than’, ‘more than’ and ‘equal to’ when comparing numbers up to 10.	In this step, pupils further consolidate comparing numerical values using vocabulary “less than”, “more than” and “equal” correctly to describe the quantities. **Suggested Tasks:** • Dominoes: Pupils complete the domino by adding the correct number of dots to make the comparison sentence true. Can they find more than one solution? • Comparing Dice Rolls: pupils roll two dice and compare the numbers using the sentence stems • Comparing amounts of money: pupils collect a handful of 1p coins and compare the amounts using the sentence stems, e.g. 5p is less than 8p. *Ensure pupils are not comparing quantity coins, as the vocabulary of ‘fewer’ would need to be used instead as coins are a countable object.*
I can order numbers on a number line (up to 10).	Pupils should be introduced to the number line as a visual tool for understanding number order and size. They should: • Begin visualising evenly spaced whole numbers mentally. • Practise drawing number lines with equal spacing. • Identify and place numbers up to 10 on marked and unmarked lines. They should also use efficient strategies, such as working back from 10, to reason and position numbers accurately. **Estimating on Unmarked Number Lines** Pupils should learn to estimate the position of numbers on unmarked number lines using proportional reasoning, rather than counting from the ends. To avoid common errors—like bunching numbers near the end—they should first identify key reference points, such as the midpoint, and reason about a number’s position relative to both ends and the centre. For example: *“6 is just over halfway between 0 and 10.”* Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) – 1NPV-2  Contains material developed by NCETM and licensed under Open Government Licence v3.0’ http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/

I can represent numbers 11, 12 and 13.	In this step, pupils are transitioning from understanding numbers up to 10 (which can be represented using fingers, one tens frame, numicon,diennes) to teen numbers. Pupils must understand that “11" is 1 ten and 1 one, “12" is 1 ten and 2 ones and “13" is 1 ten and 3 ones. This introduces the base-10 system, which is foundational for all future maths learning. Most teen numbers follow a regular pattern: e.g. thirteen = “three-ten”, fourteen = "four-ten" (4 + 10) and fifteen = "five-ten" (5 + 10). Eleven and twelve do not give pupils any clues about the structure of the number. It is important to represent 11 and 12 visually to reinforce understanding, explicity connecting the word to the quantity. **Suggested Tasks:** • Complete a ‘frayer model’ with pupils: Build vocabulary and deepen understanding of a concept by exploring concrete and pictorial examples and non-examples. 
I can represent numbers 14 and 15.	Pupils build on from their knowledge of 11, 12 and 13, and develop clear concept images of 14 and 15. **Suggested Tasks:** • Odd one out: pupils have different representations for either 14 and 15. Can they identify which is the odd one out and why? • Misconception detective: ask pupils to spot mistakes and explain the error. • Stick bundles: ask the pupils to collect 14 or 15 sticks. Bundle 10 sticks together to represent 1 ten. Add 4 or 5 single sticks. “How many sticks do you have altogether? How many tens? How many ones?” 
I can represent numbers 16, 17, 18 and 19.	As pupils explore numbers 16, 17, 18 and 19, they will be able to apply their subitising skills to larger numbers. This step builds on pupils earlier understanding of number 6, 7, 8 and 9 as ‘5 and some more’. Pupils should be able to subitise the full ten frame (10) instantly, and then subitise the extra ones: “I can see 10 and 6” or “I can see 10, 5 and 1”. This visual and conceptual pattern strengthens pupils’ place value understanding and prepares them for mental addition strategies later on. 

I can represent the number 20.	Pupils need to understand that the number 20 is made up of 2 tens and 0 ones. The digit 2 represents 2 full groups of ten, and the digit 0 shows there are no extra ones. Use concrete resources like tens frames, Numicon, bead strings, rekenreks, or Dienes blocks to help pupils see and build the number 20. These tools make the concept of place value visible and easier to grasp.	
I can find one more than a number.	Pupils are now learning to find one more than numbers up to 20. This builds on their understanding of place value and helps develop number sense. Pupils can use number tracks or tens frames to show this concept in a concrete or pictorial way. These visual tools help pupils see how numbers grow and support their ability to count on and reason about numbers. **Suggested Tasks:** • Use cubes, diennes or counters in tens frames to make 1 more than a given number. • Use a number track to 20 to complete sentence stems, ○ "1 more than 12 is ___" ○ "___is 1 more than 14" ○ "20 is 1 more than ___"	
I can find one less than a number.	Pupils are now learning to find one less than numbers up to 20. This step deepens pupils' understanding of number relationships and supports subtraction skills. Pupils can use number tracks or tens frames to show one less visually or with concrete objects. These visual tools help pupils see how numbers decrease and support their ability to count back and reason about numbers.	

10 sessions - Addition and Subtraction	
I can solve problems involving addition within 10 *(augmentation – add more)*	Understanding addition as augmentation (adding more) is a foundational concept in early maths that supports mental calculation, problem-solving, and later operations like multiplication. It also builds confidence in using numbers flexibly and fluently. The focus in this objective is on increasing one quantity by a given amount. When pupils solve problems within 10, it is important that they are not just memorising facts, they are learning to visualise, reason, and explain their thinking. This supports deeper mathematical understanding. First there were ___. Then ____ more were added. Now there are ____. **Suggested tasks:** • Use real-life objects and tell a story like: "You have 3 pencils. I give you 2 more. How many now?" Pupils act it out or draw it, calculating the total using their number bond knowledge, "I know 3 and 2 is 5". • Ask pupils to draw a picture story showing augmentation (e.g., apples on a tree, cubes in a tower, people on the bus). Then they write or say: *"First there were 3 apples. Then 2 more were added. Now there are 5 apples."*  3 + 2 = 5  
I can find a missing part.	Once pupils are secure with aggregation (adding together) and augmentation (adding more), they are ready to explore missing parts - a foundational concept for subtraction and algebraic thinking. A missing part problem gives the whole and one part and asks pupils to find the other part. e.g. There are 7 t-shirts altogether. 4 t-shirts are red. How many are yellow? 7 is the whole; 4 is a part, ___ is a part This encourages pupils to think: "What goes with 4 to make 7?" If pupils are secure with number bonds within 10, and they know that 4 and 3 make 7, they can reason that: "If I have 4, I need 3 more to make 7." **Tens Frame – 5s pattern**  **Tens Frame – 2s pattern** 

I can solve problems involving subtraction within 10.	Subtraction by taking away is the most familiar form of subtraction. It involves pupils starting with a number (the whole) and removing a part. e.g. First there were 6 frogs on a log. Then 2 jumped off. How many are left? • 6 is the whole (the total number of frogs at the start). • 2 is the part that was taken away (the frogs that jumped off). • ___ is the part that is left (the frogs still on the log). 6 is the whole; 2 is a part, ___ is a part  
I can solve problems by finding the difference.	Finding the difference is a way of understanding subtraction by comparing two amounts to see how much more or fewer one is than the other. Instead of taking something away, pupils look at two numbers and ask: “How many more?” or “How many fewer?” e.g. I have 7 apples. You have 4 oranges. How many more pieces of fruit do I have than you?” This is not about removing fruit, but comparing the two quantities. • 7 is one amount • 4 is another amount • The difference is 3 Pupils may use counting on or counting back to compare quantities. Encourage the use of mathematical language to help pupils to describe what they see; “I have 3 more pieces of fruit than you”, “You have 3 fewer pieces of fruit than me”, “the difference between 7 and 4 is 3”. Pupils may also compare the numbers using tens frames. “What do you see?”. “What do you notice?”. Pupils may see that 3 more boxes are filled in the first frame. This will help pupils visualise the gap between the two numbers.  

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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- Science
- Geography
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- History
- Leadership
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- Art
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