Year 1

Term 1

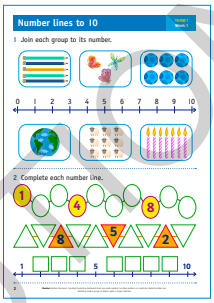
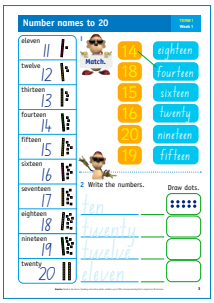
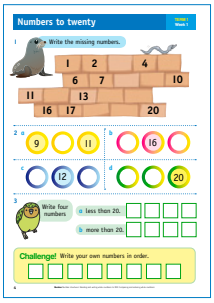
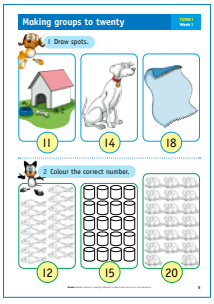
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Term 1 Teaching Overview

Week & Unit	High-Level Curriculum Focus	Student Book and Online lessons	Resources
Week 1 **Number: Number structures: Count to 20**	**Number** Number structures The whole numbers from 0 to 100 form a sequence. Counting collections of objects using one-to-one correspondence. Subitising smaller groups of objects within a larger collection Counting forwards or backwards from any whole number between 1 and 20.	**Pages 2–5** **Mathseeds lessons 25, 48**	Number lines, ten frames, base-10 blocks, counters, connecting cubes, blocks, dice, mini whiteboards, cards: number words, numerals, objects (0–20)
Week 2 **Number: Number structures: Compare and order to 20**	**Number** Number structures The whole numbers from 0 to 100 form a sequence. Comparing and ordering whole numbers Naming the number before or after a given number in the counting sequence up to 20	**Pages 6–9** **Mathseeds lessons 50, 22**	Number lines, counters, connecting cubes, blocks, dice, toys with price tags, mini whiteboards, cards: number words, numerals, objects (0–20)
Week 3 **Number: Operations: Add to 10**	**Number** Operations Changing the order in which numbers are added does not change the result (the commutative property of addition). Joining groups of up to 20 objects Solving one-step problems involving addition using objects and pictorial representations **Algebra** Equations and relationships Completing open number sentences involving addition	**Pages 10–13** **Mathseeds lessons 24, 34**	Number lines, ten frames, counters, connecting cubes, blocks, dice, dominoes, cards: addition word problems, addition sentences, number words, numerals, objects (0–10)
Week 4 **Measurement: Measuring: Weight and length**	**Measurement** Measuring Length is the distance between two points. Weight is how heavy something feels. Comparing the length or mass (weight) of objects directly or indirectly Using comparative language for lengths and heights (longer, shorter, taller) and mass (heavier, lighter)	**Pages 14–17** **Mathseeds lessons 29, 26**	Classroom objects and pictures of objects of varying weight and length
Week 5 **Number: Number structures: Odd and even numbers**	**Number** Number structures Counting in 2s from zero or an even number produces even numbers. Counting in 2s from an odd number produces odd numbers.	**Pages 18–19**	Counters, cards: pairs picture cards (shoes, socks, mittens), number words, numerals and objects (1–10)
Checkpoint 1 **Mid-term review**	**Assessment and Review** Review numbers to 20, addition to 10, 2D shapes and patterns.	**Pages 20–21**	
Week 6 **Number: Operations: Subtract to 10**	**Number** Operations When subtracting numbers, the order of numbers is important. Subtracting one-digit numbers up to 20 Separating groups of up to 20 objects Solving one-step problems involving subtraction using objects and pictorial representations	**Pages 22–25** **Mathseeds lesson 47**	Number lines, ten frames, counters, connecting cubes, blocks, dice, dominoes, cards: subtraction word problems, subtraction sentences
Week 7 **Number: Number structures: Count to 30**	**Number** Number structures Reading and writing whole numbers up to 100 Subitising smaller groups of objects within a larger collection Counting forwards or backwards from any whole number Counting collections of objects using one-to-one correspondence Locating numbers on a partially labelled number line	**Pages 26–29** **Mathseeds lesson 60**	Number lines, counters, connecting cubes, blocks, mini whiteboards, cards: number words, numerals, objects (0–30)
Week 8 **Geometry: Shapes: 2D Shapes**	**Geometry** Shapes 2D shapes have attributes such as size, colour, sides, angles, and corners that can be observed and described using geometric language. **Algebra** Equations and relationships Patterns are made up of elements in a sequence governed by a rule, and they arise in a range of situations. A missing element can be predicted from other elements in the pattern.	**Pages 30–33** **Mathseeds lessons 23, 27**	Craft sticks, straws, string, stamps, stickers, pattern blocks, 2D shapes (circles, triangles, squares, rectangles and ovals) in different sizes, cards: 2D shapes, composite shape pictures
Week 9 **Measurement: Measuring: Time**	**Measurement** Measuring Time can be measured in a range of units: hours, minutes, and seconds. A sequence of events can be described using everyday language.	**Pages 34–35** **Mathseeds lesson 39**	Cards: Everyday routines, hours, minutes, seconds
Checkpoint 2 **End-of-term review**	**Assessment and Review** Review numbers to 30, addition, subtraction, patterns, 2D shapes, weight and length, as well as time.	**Pages 36–37**	

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Term 1 Week 1 Overview Number: Number structures: Count to 20

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Number lines to 10**	Numbers can be counted, ordered and located on a number line to 10.	✓ Count objects to 10 ✓ Say numbers in order to 10 ✓ Complete number lines to 10 ✓ Locate missing numbers	– Count and match groups to numerals – Count forwards/ backwards to 10 – Complete number lines and find missing numbers – **Mathseeds lesson 25: Number lines 1–10**	**Page 2:** Count groups, match numbers and complete number lines to 10. 
2 **Number names to 20**	Number names represent numerals and quantities to 20.	✓ Read and match number names 11–20 ✓ Write numerals from number names ✓ Represent numbers with dots	– Match numerals and number names – Read teen numbers – Show teen numbers using dots and tens/ones – **Mathseeds lesson 48: Number words 11–20**	**Page 3:** Match number names to numerals, write numbers and draw dots. 
3 **Numbers to twenty**	Numbers to 20 can be ordered, compared and identified by their position.	✓ Count and order numbers to 20 ✓ Find before and after numbers ✓ Compare numbers less or more than 20	– Complete missing numbers – Identify before, after and between numbers – Compare and order numbers to 20	**Page 4:** Complete missing numbers, before/after tasks and compare numbers to 20. 
4 **Making groups to twenty**	Numbers to 20 can be represented using groups and collections.	✓ Count collections to 20 ✓ Draw groups to match numbers ✓ Check counting accurately	– Count and make groups to 20 – Draw spots to match numerals – Colour correct quantities using one-to-one counting	**Page 5:** Draw and colour groups to match numbers to 20. 

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Unit: Number: Number structures: Count to 20

Focus: Counting forwards and backwards, reading and writing number names, ordering numbers, representing quantities and comparing numbers to 20.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Counting sequences	Students can count forwards and backwards to 20.	Continues number sequences accurately and identifies numbers before and after.
Number recognition	Students recognise numerals and number names to 20.	Matches numerals and number names correctly and reads number words confidently.
Representing quantities	Students understand that numbers represent quantities that can be shown with objects or drawings.	Accurately counts and represents groups using drawings, counters or dots.
Comparing and ordering numbers	Students compare and order numbers to 20.	Correctly identifies larger/smaller numbers and orders numbers accurately.
One-to-one correspondence	Students use one-to-one counting strategies accurately.	Touches or moves each object while counting without skipping or double counting.

Assessment Opportunities

Type	Suggested Activity	What to Observe
Observation	Watch students complete counting and number-line tasks.	Are students counting accurately and identifying missing numbers correctly?
Oral Check	Ask questions about number names, before/after numbers and counting sequences.	Listen for accurate number language and confidence counting to 20.
Written Work	Review Student Book pp. 2–5.	Check matching of numerals and number names, ordering tasks and quantity representations.
Practical Task	Build or draw groups to match numerals from 11–20.	Can students represent quantities accurately and explain their counting?
Exit Ticket	Quick question involving counting, number names or comparing numbers.	Identify students needing support with teen numbers or number order.

Quick Quiz / Exit Ticket (5 Questions)

1. What number comes after 14?
2. What number comes before 19?
3. Match the word sixteen to the correct numeral.
4. Count this group of objects. How many are there?
5. Is 18 less than or more than 20?

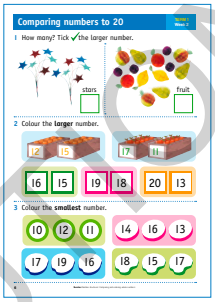
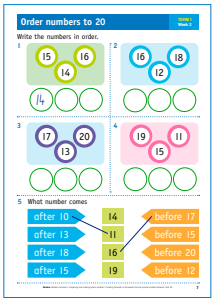
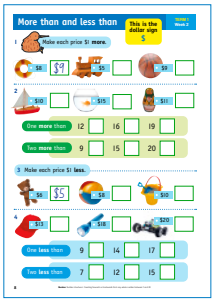
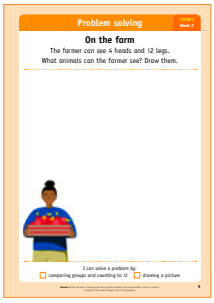
Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students are confidently counting forwards and backwards to 20?	
Which students recognise teen numbers and number names securely?	
Are students accurately representing quantities using drawings or objects?	
What misconceptions or gaps need revisiting next week?	
Which students need extension or extra support?	

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Term 1 Week 2 Overview Number: Number structures: Compare and order to 20

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Comparing numbers to 20**	Numbers can be compared to identify which is larger or smaller.	✓ Compare collections to 20 ✓ Identify larger numbers ✓ Identify smaller numbers ✓ Use comparison language	– Count and compare collections – Identify larger and smaller numerals – Order numbers using number lines – **Mathseeds lesson 50: Revision 0–20**	**Page 6**: Count collections and identify larger and smaller numbers to 20. 
2 **Order numbers to 20**	Numbers can be ordered and positioned using counting sequences to 20.	✓ Order numbers to 20 ✓ Identify before and after numbers ✓ Complete number sequences ✓ Use number lines to order numbers	– Order numerals from smallest to largest – Identify before and after numbers – Complete missing-number sequences	**Page 7**: Order numbers, identify before and after numbers and complete sequences to 20. 
3 **More than and less than**	Numbers can change by adding or subtracting small amounts.	✓ Find one more and one less ✓ Find two more and two less ✓ Use number lines to solve problems ✓ Compare changing quantities	– Use number lines for counting on and back – Solve one more/less and two more/less problems – Apply more and less to simple price problems – **Mathseeds lesson 22: More, less and the same**	**Page 8**: Find one more, one less, two more and two less using numbers to 20. 
4 **Problem solving: On the farm**	Problems can be solved using counting, drawing and comparing groups.	✓ Use counting to solve problems ✓ Draw pictures to show thinking ✓ Compare groups and totals ✓ Check answers using counting	– Solve farm-animal problems using heads and legs – Draw and count groups – Explain and check solutions	**Page 9**: Solve a counting problem using drawings, grouping and counting strategies. 

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Unit: Number: Number structures: Compare and order to 20

Focus: Comparing and ordering numbers, identifying before and after numbers, exploring one more and one less, and solving simple number problems using counting strategies.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Comparing numbers	Students understand that numbers can be compared by quantity and position in a sequence.	Correctly identifies larger and smaller numbers and compares collections accurately.
Ordering numbers	Students understand that numbers follow a sequence and can be ordered from smallest to largest.	Correctly orders numbers to 20 and identifies numbers before and after.
More and less	Students understand that numbers change when adding or subtracting one or two.	Correctly solves one more/less and two more/less problems using counting or number lines.
Problem solving	Students use drawings, counting and grouping strategies to solve simple problems.	Draws accurate representations, counts totals correctly and explains reasoning clearly.
Counting strategies	Students use counting-on and counting-back strategies efficiently.	Counts forwards and backwards accurately without recounting from one each time.

Assessment Opportunities

Type	Suggested Activity	What to Observe
Observation	Watch students compare numbers and complete ordering tasks during hands-on activities.	Are students correctly identifying larger/smaller numbers and sequencing numbers accurately?
Oral Check	Ask questions about before/after numbers, more/less problems and counting strategies.	Listen for accurate mathematical language and reasoning.
Written Work	Review Student Book pp. 6–9.	Check accuracy when comparing numbers, ordering sequences and solving more/less problems.
Practical Task	Use counters or number lines to solve comparison and problem-solving tasks.	Can students explain their counting and comparison strategies clearly?
Exit Ticket	Quick question involving comparing, ordering or more/less concepts.	Identify students needing support with number relationships or counting on/back.

Quick Quiz / Exit Ticket (5 Questions)

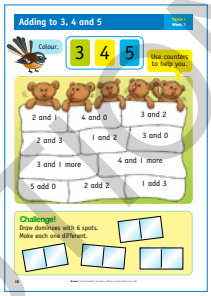
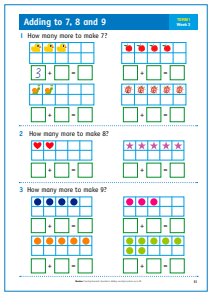
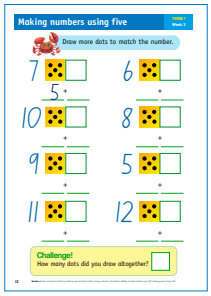
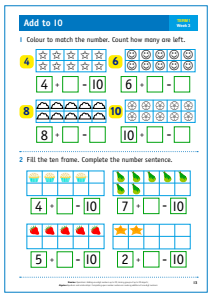
1. Which number is larger: 14 or 18?
2. What number comes after 16?
3. What is one more than 12?
4. What is two less than 15?
5. Draw or explain how you would solve a farm problem with 3 heads and 8 legs.

Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students are confidently comparing and ordering numbers to 20?	
Which students can count on and back efficiently?	
Are students using drawings and counting strategies to solve problems accurately?	
What misconceptions or gaps need revisiting next week?	
Which students need extension or extra support?	

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Term 1 Week 3 Overview Number: Operations: Add to 10

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Adding to 3, 4 and 5**	Numbers to 5 can be made by combining smaller groups in different ways.	✓ Combine groups to make totals ✓ Use counters to solve addition problems ✓ Find different ways to make 3, 4 and 5 ✓ Represent addition using pictures and numbers	– Combine groups using counters – Explore different combinations for 3, 4 and 5 – Solve simple addition stories – **Mathseeds lesson 24: Adding to 5**	**Page 10:** Combine groups, solve simple addition problems and represent numbers to 5 in different ways. 
2 **Adding to 7, 8 and 9**	Numbers can be combined in different ways to make totals to 9.	✓ Find how many more are needed to make 7, 8 or 9 ✓ Use ten frames to solve addition problems ✓ Complete addition number sentences ✓ Use counting-on strategies	– Use ten frames to identify missing parts – Complete addition combinations to 9 – Practise counting on to find totals – **Mathseeds lesson 34: Add to 10**	**Page 11:** Use ten frames to identify how many more are needed and complete addition number sentences to 9. 
3 **Making numbers using five**	Numbers larger than 5 can be made by combining 5 and some more.	✓ Use a five-frame to make numbers ✓ Identify how many more are needed after 5 ✓ Represent numbers using dots and counters ✓ Complete addition combinations using 5	– Build numbers using five-frames – Count on from 5 – Write addition combinations using 5 and more	**Page 12:** Use five-frames to identify how many more are needed after 5 and complete addition combinations. 
4 **Add to 10**	Numbers can be combined in different ways to make 10.	✓ Use a ten frame to make 10 ✓ Identify how many more are needed to make 10 ✓ Complete addition number sentences to 10 ✓ Use counting-on strategies	– Use ten frames to make combinations to 10 – Complete missing-number addition sentences – Practise counting on to make 10	**Page 13:** Use ten frames to identify missing parts and complete addition combinations to 10. 

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Unit: Number: Operations: Add to 10

Focus: Combining groups, using counting-on strategies, exploring number combinations and representing addition to 10 using counters, five-frames, ten frames and number sentences.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Combining groups	Students understand that addition combines groups to make a total.	Correctly combines objects, pictures or counters and counts totals accurately.
Counting-on strategies	Students use counting-on rather than counting all from one.	Begins counting from the larger number and counts forward efficiently.
Number combinations	Students recognise that numbers can be made in different ways.	Identifies multiple combinations for numbers to 10 (e.g. 5 and 3 make 8).
Using frames and visual models	Students use five-frames and ten frames to support addition thinking.	Correctly identifies missing parts and explains how frames help solve problems.
Addition number sentences	Students understand that number sentences represent addition relationships.	Completes simple addition number sentences accurately and explains thinking clearly.

Assessment Opportunities

Type	Suggested Activity	What to Observe
Observation	Watch students use counters, five-frames and ten frames during addition activities.	Are students combining groups accurately and using counting-on strategies?
Oral Check	Ask questions about missing numbers and addition combinations.	Listen for accurate mathematical language and efficient counting strategies.
Written Work	Review Student Book pp. 10–13.	Check addition combinations, missing-number tasks and representations using frames.
Practical Task	Build number combinations using counters or cubes.	Can students show multiple ways to make a number and explain their reasoning?
Exit Ticket	Quick question involving addition combinations or missing parts.	Identify students needing support with counting-on or number combinations.

Quick Quiz / Exit Ticket (5 Questions)

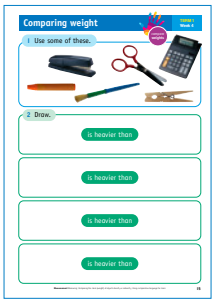
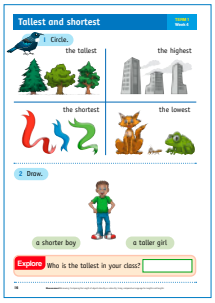
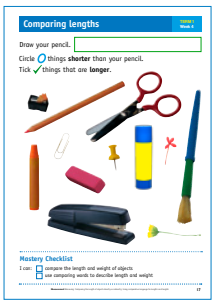
1. What is 2 and 3 more?
2. How many more does 5 need to make 8?
3. Complete the number sentence: 7 + ___ = 10
4. What is 5 and 4 more?
5. Draw or explain one way to make 9.

Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students are confidently combining groups and solving addition problems?	
Which students are using counting-on strategies effectively?	
Are students recognising number combinations to 10 automatically?	
What misconceptions or gaps need revisiting next week?	
Which students need extension or extra support?	

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Term 1 Week 4 Overview Measurement: Measuring: Weight and length

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Heavy and light**	Objects can be compared by how heavy or light they are.	✓ Identify heavy and light objects ✓ Compare the weight of two objects ✓ Use heavier and lighter correctly ✓ Sort objects by weight	– Compare classroom objects by weight – Sort objects into heavy and light groups – Describe weight using comparative language – **Mathseeds lesson 29: Heavy and light**	**Page 14:** Identify heavy and light objects and compare weights using mathematical language. 
2 **Comparing weight**	Objects can be compared directly by weight using comparative language.	✓ Compare the weight of two objects ✓ Identify heavier and lighter objects ✓ Describe weight comparisons ✓ Order objects by weight	– Compare classroom objects directly – Use heavier and lighter in sentences – Order objects from lightest to heaviest	**Page 15:** Compare and describe the weight of objects using heavier and lighter language. 
3 **Tallest and shortest**	Objects can be compared by height and length using comparative language.	✓ Compare objects by height and length ✓ Identify tallest and shortest objects ✓ Use taller and shorter correctly ✓ Order objects by height	– Compare pictures and classroom objects by height – Order objects from shortest to tallest – Use comparative language to describe height – **Mathseeds lesson 26: Long and short**	**Page 16:** Compare objects by height and length using tallest, shortest, highest and lowest. 
4 **Comparing lengths**	Objects can be compared by length using direct comparison.	✓ Compare objects by length ✓ Identify longer and shorter objects ✓ Use comparative language correctly ✓ Compare objects directly	– Compare classroom objects side by side – Sort objects into longer and shorter groups – Use a reference object to compare lengths	**Page 17:** Compare objects by length and identify which are longer or shorter than a reference object. 

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Unit: Measurement: Measuring: Weight and length

Focus: Comparing and describing the weight, height and length of objects using direct comparison and comparative language.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Comparing weight	Students understand that objects can be compared by how heavy or light they are.	Correctly identifies heavier and lighter objects using direct comparison.
Comparative language	Students use measurement vocabulary accurately.	Uses words such as heavy, light, heavier, lighter, taller, shorter, longer and shorter correctly.
Comparing height	Students compare and order objects by height.	Correctly identifies tallest, shortest, highest and lowest objects.
Comparing length	Students compare objects by length using direct comparison.	Correctly identifies objects that are longer or shorter than a reference object.
Direct comparison skills	Students compare objects fairly by lining them up or holding them together.	Aligns or compares objects correctly when discussing weight, height or length.

Assessment Opportunities

Type	Suggested Activity	What to Observe
Observation	Watch students compare classroom objects by weight, height and length.	Are students comparing objects accurately and using correct mathematical vocabulary?
Oral Check	Ask questions using comparative language during activities.	Listen for accurate use of terms such as heavier, lighter, taller, shorter, longer and shorter.
Written Work	Review Student Book pp. 14–17.	Check comparison tasks, sorting activities and use of measurement vocabulary.
Practical Task	Have students compare real classroom objects directly.	Can students explain how they compared the objects and justify their answers?
Exit Ticket	Quick comparison question involving weight, height or length.	Identify students needing support with comparative language or direct comparison strategies.

Quick Quiz / Exit Ticket (5 Questions)

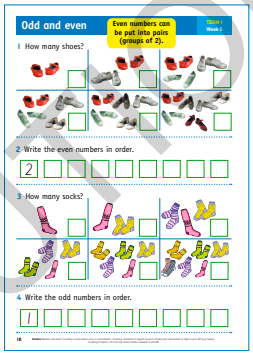
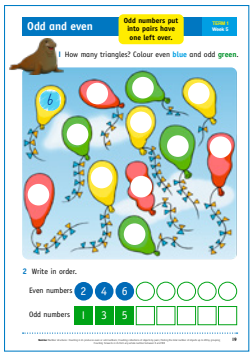
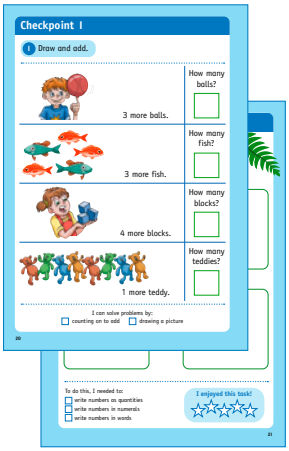
1. Which object is heavier: a feather or a fridge?
2. Which object is taller: a tree or a flower?
3. Which object is longer: a pencil or a paperclip?
4. What does lighter mean?
5. Why should we line objects up evenly when comparing length?

Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students are confidently comparing weight, height and length?	
Which students are using comparative language accurately and independently?	
Are students comparing objects fairly using direct comparison strategies?	
What misconceptions or gaps need revisiting next week?	
Which students need extension or extra support?	

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Term 1 Week 5 Overview Number: Number structures: Odd and even numbers

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Odd and even**	Numbers can be identified as odd or even by making pairs.	✓ Make pairs to identify even numbers ✓ Identify odd numbers with one left over ✓ Count objects in groups of 2 ✓ Recognise odd and even numbers to 20	– Make pairs using collections – Sort numbers into odd and even groups – Count by 2s and explore number patterns	**Page 18**: Identify odd and even numbers using pairs and complete odd/even number sequences to 20. 
2 **Odd and even patterns**	Odd and even numbers follow patterns and can be identified using pairs.	✓ Identify even numbers using pairs ✓ Identify odd numbers with one left over ✓ Continue odd and even number patterns ✓ Explain why a number is odd or even	– Count collections and make pairs – Sort odd and even numbers – Continue number patterns by counting in 2s	**Page 19**: Identify odd and even numbers using pairs and continue odd/even number patterns to 20. 
3–4 **Checkpoint 1**	Demonstrate understanding of counting, addition and number representation concepts from Weeks 1–5.	✓ Count collections accurately ✓ Draw more objects to complete addition situations ✓ Count on to find totals ✓ Represent numbers in different ways ✓ Write numerals and attempt number words	– Draw more objects to complete addition tasks – Count and record totals – Represent chosen numbers using drawings, numerals and words – Reflect on strategies used during tasks – Complete teacher conferencing and follow-up activities	**Pages 19–20**: Review number and addition skills. 

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Unit: Number: Number structures: Odd and even numbers

Focus: Identifying odd and even numbers, counting by 2s, recognising number patterns and demonstrating understanding of counting, addition and number representation concepts through checkpoint assessment.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Odd and even numbers	Students understand that even numbers can be grouped into pairs and odd numbers have one left over.	Correctly identifies odd and even numbers using collections, drawings or numerals.
Counting by 2s	Students recognise and continue patterns when counting in 2s.	Continues even-number sequences accurately and identifies odd numbers between them.
Counting and addition	Students use counting-on and drawing strategies to solve simple addition problems.	Accurately counts collections, draws more objects and records totals correctly.
Number representation	Students represent numbers using drawings, numerals and words.	Shows numbers in multiple ways and attempts number-word writing.
Mathematical reasoning	Students explain strategies and mathematical thinking clearly.	Uses mathematical language to explain how problems were solved.

Assessment Opportunities

Type	Suggested Activity	What to Observe
Observation	Watch students make pairs and sort odd/even numbers during hands-on activities.	Are students accurately identifying odd and even numbers and using counting-by-2 strategies?
Oral Check	Ask questions about odd/even numbers and counting patterns.	Listen for explanations involving pairs, leftovers and skip-counting.
Written Work	Review Student Book pp. 18–19 and Checkpoint tasks.	Check accuracy when identifying odd/even numbers, counting totals and recording numbers.
Practical Task	Use counters or objects to demonstrate odd/even numbers and addition situations.	Can students organise objects into pairs and explain their strategies?
Checkpoint Assessment	Use Checkpoint 1 Recording Sheet and rubric.	Identify strengths and gaps in counting, addition, number representation and mathematical communication.

Quick Quiz / Exit Ticket (5 Questions)

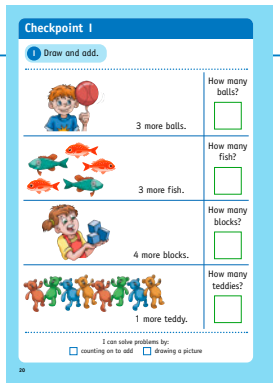
1. Is 8 odd or even?
2. Is 13 odd or even?
3. What happens when a number is even?
4. Count by 2s starting at 2.
5. Draw or explain one way to show the number 7.

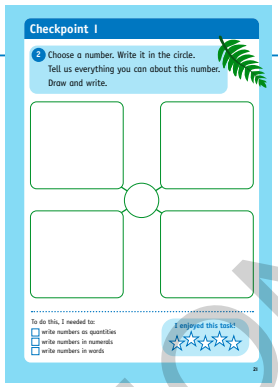
Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students are confidently identifying odd and even numbers and explaining patterns?	
Which students can count by 2s accurately and efficiently?	
Are students representing numbers and solving addition tasks confidently during the checkpoint?	
What misconceptions or gaps need revisiting next week?	
Which students need extension or extra support?	

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CHECKPOINT 1





Purpose

This Checkpoint assesses students' understanding of early addition and number representation within 20. It is designed to give teachers a clear snapshot of students' ability to count existing groups, add more by drawing, represent a chosen number in different ways, and communicate number understanding through pictures, numerals and words.

The Checkpoint should take approximately **20–30 minutes** and can be completed in **two sittings**.

Assessment Overview

Area	Focus	Curriculum Links	Key Skills Assessed
Addition	Draw and add more objects	Operations	Combining sets, counting on, finding totals
Counting	Count objects accurately	Number structures	One-to-one counting, total quantity recognition
Number representation	Represent a number in different ways	Number structures	Drawing quantities, writing numerals, writing number words
Mathematical communication	Explain number knowledge	Reasoning	Showing understanding through drawings, labels and written number facts

Checkpoint 1 Structure

Part	Focus	Questions	Skills Tested
1	Draw and add	Add more balls, fish, blocks and teddies	Count starting objects, draw the correct number more, find the total
2	Problem-solving strategy reflection	Choose how the problem was solved	Identify whether they used counting on or drawing a picture
3	Choose and represent a number	Write a chosen number in the circle and fill four boxes	Represent one number in multiple ways
4	Number communication	Draw and write about the chosen number	Write numerals, quantities and number words

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CHECKPOINT 1 Student Recording Sheet & Marking Rubric

Unit: Number: Number structures, Operations • **Weeks:** 1–5 / Year 1 Mathematics **Total Marks:** 20

Student Name: **Date:**

Marking Sheet

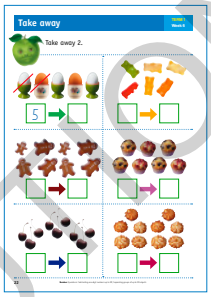
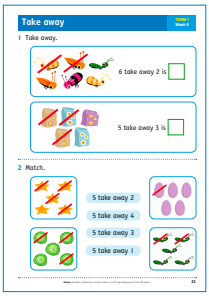
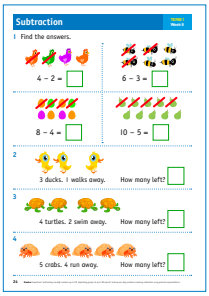
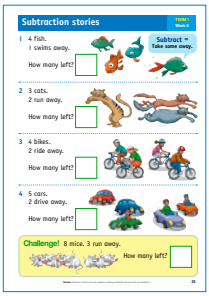
Part	Task	Max Marks	Student Score	Notes / Observations
1. Draw and add balls	Draw 3 more balls and write the total	2	/ 2	
2. Draw and add fish	Draw 3 more fish and write the total	2	/ 2	
3. Draw and add blocks	Draw 4 more blocks and write the total	2	/ 2	
4. Draw and add teddies	Draw 1 more teddy and write the total	2	/ 2	
5. Strategy reflection	Identify counting on or drawing a picture	1	/ 1	
6. Chosen number	Write an appropriate number in the circle	1	/ 1	
7. Representing the number	Show the number in four different ways	8	/ 8	
8. Number writing	Include numeral, quantity and/or number word	2	/ 2	
	TOTAL:	20	/ 20	

Achievement Rubric

Score Range	Progress Descriptor	Interpretation	Suggested Follow-Up
18–20	**Exceeding**	Accurate, confident understanding of counting collections, adding by counting on or drawing, recording totals and representing numbers in different ways. Applies these skills independently in new situations.	Extend with larger numbers, simple number sentences, missing addends, part-part-whole models and number stories.
15–17	**Proficient**	Secure understanding of the concepts with only occasional errors and explains thinking clearly.	Reinforce counting-on strategies, recording addition and representing numbers with pictures, numerals, words and quantities.
11–14	**Consolidating**	Needs support with accuracy or applying skills consistently.	Revisit counting collections, drawing to solve addition problems, checking totals and matching different number representations.
6–10	**Developing**	Partial understanding of the concepts and requires regular support to complete tasks successfully.	Provide explicit teaching in one-to-one counting, counting on, drawing to add and matching quantities to numerals and number words.
0–5	**Emerging**	Beginning to understand the assessed concepts and needs substantial support.	Return to counting small collections, numeral recognition and formation, joining groups with manipulatives and representing numbers with objects and pictures.

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Term 1 Week 6 Overview Number: Operations: Subtract to 10

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Take away**	Subtraction means taking away from a group to find how many are left.	✓ Take away objects from a group ✓ Count how many are left ✓ Solve simple subtraction problems ✓ Complete subtraction number sentences	– Use counters and pictures to model subtraction – Practise counting back – Solve simple take-away problems – **Mathseeds lesson 47: Subtraction**	**Page 22:** Solve subtraction problems by taking away objects and counting how many are left. 
2 **Take away with pictures**	Subtraction can be represented using pictures and number sentences.	✓ Take away objects from a group ✓ Match pictures to subtraction number sentences ✓ Use counting back to solve subtraction problems ✓ Explain subtraction strategies	– Solve subtraction problems using pictures – Match subtraction pictures to number sentences – Practise counting-back strategies	**Page 23:** Match subtraction pictures to number sentences and solve take-away problems. 
3 **Subtraction**	Subtraction can be used to solve take-away problems and find how many are left.	✓ Solve subtraction problems using pictures and objects ✓ Count how many are left after taking away ✓ Use counting back to solve subtraction problems ✓ Complete subtraction number sentences	– Solve subtraction problems using pictures – Practise counting back – Solve simple subtraction word problems	**Page 24:** Solve subtraction problems using pictures, counting back and subtraction stories. 
4 **Subtraction stories**	Subtraction can be used to solve real-life take-away story problems.	✓ Solve subtraction story problems ✓ Use pictures or objects to help subtract ✓ Count how many are left ✓ Explain subtraction strategies	– Solve subtraction stories using drawings and counters – Practise counting back – Create and solve subtraction story problems	**Page 25:** Solve subtraction story problems using pictures, drawings and counting-back strategies. 

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Unit: Number: Operations: Subtract to 10

Focus: Understanding subtraction as taking away, solving subtraction problems using pictures and objects, counting back, and solving simple subtraction story problems to 10.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Understanding subtraction	Students understand that subtraction means taking away from a group.	Correctly removes objects and identifies how many are left.
Counting back strategies	Students use counting back to solve subtraction problems.	Counts backwards accurately from a starting number without recounting all objects.
Subtraction number sentences	Students understand and complete subtraction number sentences.	Correctly completes equations such as 5 – 2 = 3.
Using pictures and objects	Students use visual representations to solve subtraction problems.	Uses drawings, counters or pictures accurately to model subtraction.
Subtraction story problems	Students solve simple real-life subtraction situations.	Correctly identifies subtraction situations and explains how the answer was found.

Assessment Opportunities

Type	Suggested Activity	What to Observe
Observation	Watch students solve subtraction problems using counters and pictures.	Are students accurately taking away objects and counting what is left?
Oral Check	Ask questions about subtraction stories and counting back.	Listen for accurate subtraction language and reasoning.
Written Work	Review Student Book pp. 22–25.	Check subtraction number sentences, counting-back accuracy and problem-solving strategies.
Practical Task	Use objects or counters to model subtraction situations.	Can students physically demonstrate subtraction and explain their thinking?
Exit Ticket	Quick subtraction problem or story question.	Identify students needing support with subtraction concepts or counting back.

Quick Quiz / Exit Ticket (5 Questions)

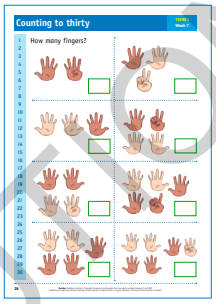
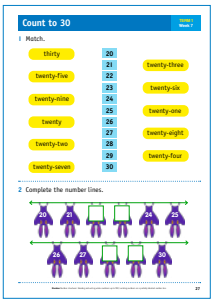
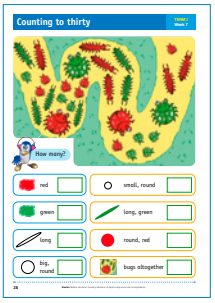
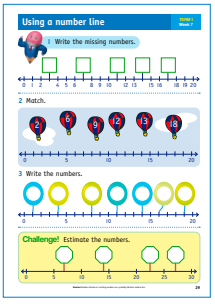
1. What is 5 take away 2?
2. What is 7 take away 3?
3. What happens when we subtract?
4. Count back from 6 by 2.
5. There were 4 fish. 1 swam away. How many are left?

Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students are confidently solving subtraction problems and counting back accurately?	
Which students still rely heavily on concrete materials to solve subtraction tasks?	
Are students connecting subtraction stories to subtraction number sentences successfully?	
What misconceptions or gaps need revisiting next week?	
Which students need extension or extra support?	

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Term 1 Week 7 Overview Number: Number structures: Count to 30

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Counting to thirty**	Numbers to 30 can be counted, represented and recorded accurately.	✓ Count collections to 30 ✓ Recognise and write numbers to 30 ✓ Use one-to-one correspondence ✓ Represent numbers using fingers and groups	– Count collections and finger groups – Practise counting forwards and backwards to 30 – Record totals accurately – **Mathseeds lesson 60: Counting 20–30**	**Page 26**: Count collections, represent numbers using fingers and record totals to 30. 
2 **Count to 30**	Numbers to 30 can be read, written, matched and ordered in sequence.	✓ Read and write numbers to 30 ✓ Match numerals and number names ✓ Complete number sequences ✓ Identify missing numbers on number lines	– Match number names to numerals – Complete missing-number sequences – Use number lines to 30	**Page 27**: Match number names and numerals and complete number lines to 30. 
3 **Counting to thirty**	Collections can be counted and sorted accurately using one-to-one correspondence.	✓ Count collections to 30 accurately ✓ Sort and count objects by category ✓ Record totals correctly ✓ Explain counting strategies	– Sort objects into categories – Count grouped collections carefully – Compare totals between groups	**Page 28**: Count and sort collections accurately and record totals to 30. 
4 **Using a number line**	Number lines help locate, compare and estimate numbers in sequence.	✓ Locate numbers on a number line ✓ Identify missing numbers ✓ Count forwards and backwards ✓ Estimate number positions	– Locate numbers on number lines – Complete missing-number tasks – Estimate positions on number lines to 30	**Page 29**: Locate numbers, identify missing numbers and estimate positions on a number line to 30. 

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Unit: Number: Number structures: Count to 30

Focus: Counting, reading, writing, sequencing and representing numbers to 30 using collections, number names and number lines.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Counting collections	Students count collections accurately to 30 using one-to-one correspondence.	Correctly counts objects without skipping or double counting.
Number recognition and writing	Students recognise, read and write numerals and number names to 30.	Correctly matches numerals and number names and records numbers accurately.
Number sequences	Students understand that numbers follow a predictable sequence to 30.	Identifies missing numbers and counts forwards and backwards accurately.
Sorting and organising collections	Students organise collections into categories to support counting.	Sorts objects appropriately and records totals correctly.
Using number lines	Students use number lines to locate, compare and estimate numbers.	Correctly identifies missing numbers and estimates positions on a number line.

Assessment Opportunities

Type	Suggested Activity	What to Observe
Observation	Watch students count collections and use number lines during hands-on tasks.	Are students maintaining one-to-one correspondence and sequencing numbers accurately?
Oral Check	Ask questions about number order, missing numbers and number names.	Listen for accurate counting language and confidence with numbers to 30.
Written Work	Review Student Book pp. 26–29.	Check counting accuracy, numeral formation, number-name matching and number-line tasks.
Practical Task	Have students sort and count classroom collections or use floor number lines.	Can students organise counting efficiently and explain their thinking?
Exit Ticket	Quick task involving counting, missing numbers or number-line estimation.	Identify students needing support with number sequences or number recognition.

Quick Quiz / Exit Ticket (5 Questions)

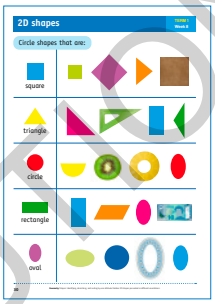
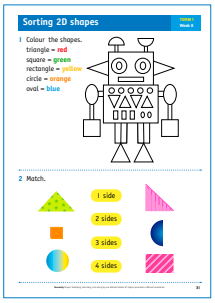
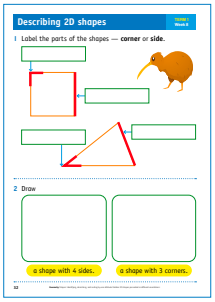
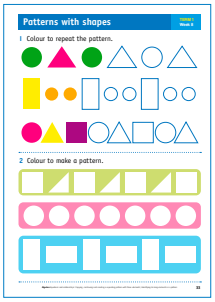
1. What number comes after 28?
2. What number comes before 24?
3. Count forwards from 20 to 30.
4. Which numeral matches twenty-six?
5. What number belongs between 14 and 16 on a number line?

Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students are confidently counting, reading and writing numbers to 30?	
Which students are accurately using one-to-one correspondence when counting collections?	
Are students using number lines effectively to locate and estimate numbers?	
What misconceptions or gaps need revisiting next week?	
Which students need extension or extra support?	

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Term 1 Week 8 Overview Geometry: Shapes: 2D Shapes

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **2D shapes**	2D shapes can be identified and sorted by their features and appearance.	✓ Identify common 2D shapes ✓ Sort shapes by name and features ✓ Recognise shapes in different orientations ✓ Describe simple shape features	– Identify and name common 2D shapes – Sort shapes into groups – Find shapes in everyday objects – **Mathseeds lesson 23: 2D shapes**	**Page 30:** Identify and sort circles, triangles, squares, rectangles and ovals shown in different sizes and orientations. 
2 **Sorting 2D shapes**	2D shapes can be sorted and grouped according to their features.	✓ Identify common 2D shapes ✓ Sort shapes by features ✓ Count sides on shapes ✓ Explain shape groups	– Identify shapes in pictures – Sort shapes by sides and corners – Compare shape features	**Page 31:** Identify, colour, sort and classify 2D shapes by their features and number of sides. 
3 **Describing 2D shapes**	2D shapes can be described by their sides and vertices (corners).	✓ Identify sides and vertices ✓ Count sides and vertices accurately ✓ Describe shape features ✓ Draw shapes with given features	– Count sides and vertices – Compare shape features – Draw shapes using descriptions	**Page 32:** Identify and label sides and vertices and draw shapes using given features. 
4 **Patterns with shapes**	Repeating patterns follow a rule that repeats in the same order.	✓ Identify repeating patterns ✓ Continue shape patterns ✓ Create repeating patterns ✓ Describe pattern rules	– Identify and continue shape patterns – Create repeating patterns using shapes – Predict what comes next in a sequence – **Mathseeds lesson 27: Patterns**	**Page 33:** Identify, continue and create repeating patterns using 2D shapes. 

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Unit: Geometry: Shapes: 2D Shapes

Focus: Identifying, describing, sorting and comparing 2D shapes and recognising and creating repeating shape patterns.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Shape recognition	Students recognise and name common 2D shapes.	Correctly identifies circles, triangles, squares, rectangles and ovals in different orientations and sizes.
Shape features	Students understand that shapes can be described by their sides and vertices.	Correctly counts and describes sides, corners (vertices) and curved edges.
Sorting and classifying	Students sort shapes according to shared features.	Groups shapes accurately and explains sorting rules using mathematical language.
Shape patterns	Students recognise and extend repeating patterns using shapes.	Correctly continues and creates repeating patterns and identifies the repeating unit.
Mathematical language	Students use geometry vocabulary to describe shapes and patterns.	Uses words such as side, vertex, curved, straight, pattern, repeat and rule appropriately.

Assessment Opportunities

Type	Suggested Activity	What to Observe
Observation	Watch students sort shapes and create patterns during hands-on activities.	Are students identifying shapes accurately and using correct mathematical vocabulary?
Oral Check	Ask questions about shape features and pattern rules.	Listen for accurate use of terms such as side, vertex, repeat and pattern.
Written Work	Review Student Book pp. 30–33.	Check shape identification, counting of sides/vertices and completion of patterns.
Practical Task	Build, sort or draw shapes using manipulatives.	Can students describe shape features and explain how they sorted or patterned the shapes?
Exit Ticket	Quick question involving shape identification or pattern completion.	Identify students needing support with shape features or repeating patterns.

Quick Quiz / Exit Ticket (5 Questions)

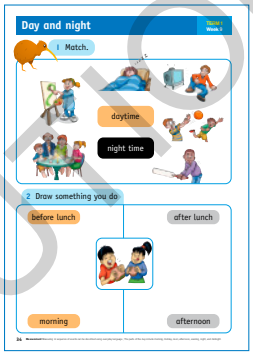
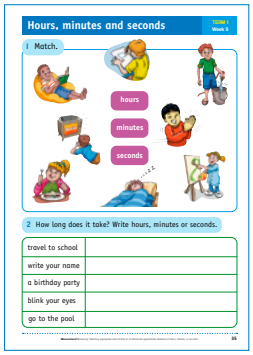
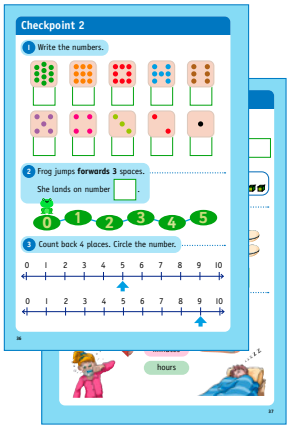
1. Which shape has 3 sides?
2. How many vertices does a square have?
3. Which shape has curved edges and no corners?
4. Continue this pattern: circle, triangle, circle, triangle, ___.
5. Draw or name a shape with 4 sides.

Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students are confidently identifying and describing 2D shapes?	
Which students can sort shapes and explain their reasoning clearly?	
Are students recognising and continuing repeating patterns independently?	
What misconceptions or gaps need revisiting next week?	
Which students need extension or extra support?	

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Term 1 Week 9 Overview Measurement: Measuring: Time

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Day and night**	Events happen at different times of the day and can be described using time language.	✓ Identify daytime and nighttime activities ✓ Use morning, afternoon, before and after correctly ✓ Describe daily routines ✓ Sequence events in order	– Sort activities into day and night groups – Discuss daily routines using time vocabulary – Sequence familiar events – **Mathseeds lesson 39: Time**	**Page 34:** Identify daytime and nighttime activities and use sequencing language such as before and after. 
2 **Hours, minutes and seconds**	Different activities take different amounts of time and can be measured using hours, minutes or seconds.	✓ Identify activities that take hours, minutes or seconds ✓ Compare durations of activities ✓ Use time vocabulary correctly ✓ Match activities to suitable time units	– Sort activities into hours, minutes and seconds categories – Compare durations of everyday activities – Discuss which activities take longer or shorter times	**Page 35:** Match activities to suitable time units and compare durations of everyday activities. 
3–4 **Checkpoint 2**	Demonstrate understanding of counting, number operations, number representation and measurement concepts.	✓ Count and record collections to 30 ✓ Use number lines to count forwards and backwards ✓ Solve simple addition and subtraction problems ✓ Match number names, numerals and time units	– Complete counting and number-line tasks – Solve addition and subtraction problems – Match number names and representations – Identify suitable time units for activities	**Pages 36–37:** Review counting, number lines, operations and time concepts. 

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Unit: Measurement: Measuring: Time

Focus: Understanding everyday time concepts, sequencing events, using time vocabulary, and identifying appropriate units of time such as hours, minutes and seconds.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Day and night concepts	Students understand that different activities happen during the day or night.	Correctly sorts and describes daytime and nighttime activities.
Sequencing events	Students sequence familiar daily events using time language.	Correctly orders events using words such as before, after, morning and afternoon.
Understanding duration	Students understand that activities take different amounts of time.	Correctly identifies activities that take hours, minutes or seconds.
Time vocabulary	Students use time-related vocabulary accurately.	Uses words such as hours, minutes, seconds, before, after, day and night correctly.
Mathematical reasoning	Students explain how they know which time unit or sequence is appropriate.	Gives simple explanations using familiar experiences and reasoning.

Assessment Opportunities

Type	Suggested Activity	What to Observe
Observation	Watch students sort activities and discuss time concepts during hands-on tasks.	Are students confidently identifying day/night activities and using time vocabulary correctly?
Oral Check	Ask questions about daily routines and time duration.	Listen for accurate use of sequencing and duration language.
Written Work	Review Student Book pp. 34–35 and Checkpoint 2 tasks.	Check sequencing accuracy, matching activities to time units and use of time vocabulary.
Practical Task	Have students sequence picture cards or sort activities into hours, minutes and seconds groups.	Can students explain their reasoning using appropriate time language?
Checkpoint Assessment	Use Checkpoint 2 Recording Sheet and rubric.	Identify strengths and gaps in counting, operations, number representation and measurement concepts.

Quick Quiz / Exit Ticket (5 Questions)

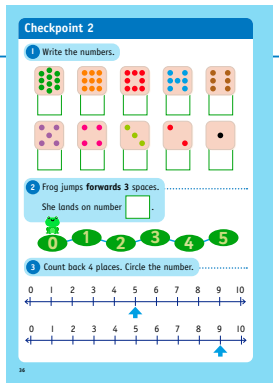
1. What activities happen during the day?
2. What does after mean?
3. Does sleeping usually take hours or seconds?
4. Which takes longer: blinking or going to a birthday party?
5. What do you usually do before lunch?

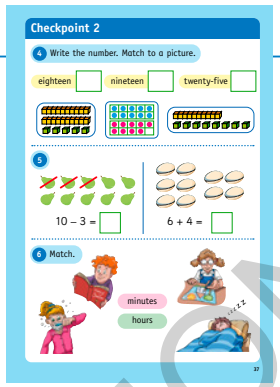
Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students are confidently using time vocabulary such as before, after, hours, minutes and seconds?	
Which students can sequence familiar daily events independently?	
Are students identifying appropriate time units for activities accurately?	
What misconceptions or gaps need revisiting next week?	
Which students need extension or extra support?	

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CHECKPOINT 2





Purpose

This Checkpoint assesses students' understanding of number recognition, forward and backward movement on a number line, simple addition and subtraction and matching familiar activities to units of time. It is designed to give teachers a clear snapshot of students' early number fluency, operations strategies and everyday time understanding.

The Checkpoint should take approximately **20–30 minutes** and can be completed in **two sittings**.

Assessment Overview

Area	Focus	Curriculum Links	Key Skills Assessed
Number	Recognising quantities and writing numerals	Number structures	Subitising, counting dot patterns, writing numerals
Number lines	Counting forwards and backwards	Number structures and Operations	Moving forward to add, counting back to subtract
Numbers	Matching numerals, words and quantity	Number structures	Reading number words, writing numerals, matching quantities
Operations	Addition and subtraction	Operations	Taking away, combining sets, writing answers
Time	Minutes and hours	Measuring	Matching activities to appropriate time units

Checkpoint 2 Structure

Part	Focus	Questions	Skills Tested
1	Write the numbers	Write numerals for dot patterns on dice-style cards	Count or subitise quantities and record numerals
2	Count forwards	Frog jumps forward 3 spaces from 0	Use a number track to count on and identify the landing number
3	Count back	Count back 4 places from given numbers	Use number lines to subtract by moving backwards
4	Match number words to pictures	Eighteen, nineteen and twenty-five	Write numerals and match to base-10 or array representations
5	Addition and subtraction	10 − 3 and 6 + 4	Use pictures to take away and combine sets
6	Time units	Match activities to minutes or hours	Understand which everyday events take minutes or hours

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CHECKPOINT 2 Student Recording Sheet & Marking Rubric

Unit: Number: Number structures, Operations, Measurement: Measuring
Weeks: 1–9 / Year 1 Mathematics **Total Marks:** 20

Student Name: **Date:**

Marking Sheet

Part	Task	Max Marks	Student Score	Notes / Observations
1. Write numbers from dot patterns	Write numerals for ten dot cards	5	/ 5	
2. Count forwards	Frog jumps forward 3 spaces and lands on the correct number	1	/ 1	
3. Count back	Count back 4 places on two number lines and circle the correct numbers	2	/ 2	
4 Number words and pictures	Write numerals for eighteen, nineteen and twenty-five; match each to a picture	6	/ 6	
5. Subtraction	Solve 10 − 3 using the picture	2	/ 2	
6. Addition	Solve 6 + 4 using the picture	2	/ 2	
7. Time	Match activities to minutes or hours	2	/ 2	
	TOTAL:	20	/ 20	

Achievement Rubric

Score Range	Progress Descriptor	Interpretation	Suggested Follow-Up
18–20	**Exceeding**	Accurate, confident understanding of number recognition, counting forwards and backwards, teen and two-digit numbers, simple addition and subtraction and time units. Applies these skills independently in new situations.	Extend with larger numbers, skip counting, missing-number problems, more challenging addition and subtraction and simple elapsed-time problems.
15–17	**Proficient**	Secure understanding of the concepts with only occasional errors and explains thinking clearly.	Reinforce number sequences, matching numerals to quantities, addition and subtraction strategies and distinguishing between minutes and hours.
11–14	**Consolidating**	Needs support with accuracy or applying skills consistently.	Revisit counting forwards and backwards, representing teen numbers, solving picture-based operations and choosing appropriate time units.
6–10	**Developing**	Partial understanding of the concepts and requires regular support to complete tasks successfully.	Provide explicit teaching with number lines, collections, numeral matching, concrete addition and subtraction and everyday examples of minutes and hours.
0–5	**Emerging**	Beginning to understand the assessed concepts and needs substantial support.	Return to one-to-one counting, numeral recognition and formation, joining and separating small groups and practical experiences with minutes and hours.

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