



Maths — No Problem! Guidance

# Content Catch Up for Year 1

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Maths — No Problem! Guidance

# Content Catch Up for Year 1

Ideally, we recommend completing all **Maths — No Problem!** lessons and exercises in order. But things look a bit different this year.

While the full impact of Covid-19 isn't yet clear, your pupils may need extra time before they can move on to this year's material. We've designed this guide to make the transition a bit easier and help you decide where to focus your teaching time.

This guide isn't intended to be prescriptive and we encourage you to adapt it to the specific circumstances and unique needs of your school. Use your own experiences and best professional judgement as pupils will have had very different experiences of learning during the lockdown.

## Lesson Classification Guide

The lessons for Year 1 have been reviewed and categorised using the following criteria:

- KEY LESSON**   This is a key lesson.
- COMBINED**   This lesson can be combined with other lessons in the chapter.
- INDEPENDENT**   This lesson can be completed by pupils independently.
- INTEGRATED**   This lesson can be integrated into other curriculum areas.
- NON-STATUTORY**   This lesson is not a statutory requirement.
- IF TIME ALLOWS**   This lesson can be completed if time allows.

## Lesson Classification Overview

Before getting started, here are a few key terms to keep in mind:

### Key Lesson

A key lesson introduces something new like a new mathematical concept, method, language or image. All the sections of these lessons should be completed.

### Combined

This encourages you to choose key elements from two lessons to make a combined lesson, instead of covering two complete lessons quickly. Lessons that can be combined tend to be key lessons. They can be combined because they both cover the same key concepts. See how the Year 1 example in this guide takes elements from Lessons 4 and 5 in Chapter 3: Addition Within 10.

[Go to Lesson Example](#)

### Independent

Some topics are more straightforward than others. For example, when they are more informational than conceptual. These lessons can be completed by pupils as independent study units outside of school instructional time. For example, Lessons 1 and 2 in Chapter 8: Shapes and Patterns.

### Integrated

Some lessons or topics can be integrated into other curriculum areas. Take Chapter 16: Time for example. Telling the time is something that can be included throughout the school day. You can use the words, 'next', 'before' and 'after' in daily conversations or when looking at a class timetable.

### Non-Statutory

All lessons are a statutory requirement unless marked as non-statutory.

If time is an issue for you, prioritise the lessons that are statutory requirements. For example, Chapter 6: Numbers to 20, Lesson 5 on number patterns is not a statutory requirement. It is a valuable lesson but if you're stretched for time, it can be omitted.

### If Time Allows

Some of the lessons within a chapter might cover the same objective and in some cases not all of these lessons need to be completed if time is an issue. Leaving out problem-solving lessons is not as detrimental as leaving out lessons on core concepts. Head to Problem Solving vs Core Concepts in the next section to learn more.

## Spiral Curriculum

MNP Textbooks follow Bruner’s spiral approach, where topics are revisited at increasing levels of difficulty. New skills and concepts are clearly related to previous learning with the aim of progressively increasing competency. This means if pupils miss some lessons on a particular topic in one year, they’ll have a chance to revisit the topic the following year. You can also integrate lessons that have been missed into other year groups. For example, if Textbook 1B, Chapter 15: Numbers to 100 was missed last academic year, the lessons can be integrated into Textbook 2A, Chapter 1: Numbers to 100. The school leadership team may need to coordinate and monitor the integration of lessons if it occurs over several year groups.

## Problem Solving vs Core Concepts

Leaving out problem-solving lessons isn’t as detrimental as leaving out lessons that focus on core concepts. While problem-solving skills are a central part of the programme, all MNP lessons have been carefully designed to include a problem-solving element. Problem-solving skills are developed from Year 1 and missing some problem-solving lessons will not significantly affect pupils’ overall learning.

Generally, you can leave out the Solving Word Problems lessons at the end of chapters if necessary. These lessons are rich in content and are included to enhance pupils’ learning and deeper understanding. However, if the lessons don’t cover new concepts, consider them as optional in these exceptional circumstances.

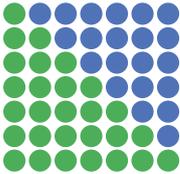
## Year 1 Assessment

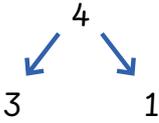
MNP resources assume that pupils starting Year 1 have no prior knowledge of number or mathematics. They are all on track regardless of their starting point. Use your usual start-of-the-year activities with these pupils to get everyone started on their maths journey.

# Textbook 1A

Key	Chapter 1: Numbers 1 to 10	Content Catch Up
★	<b>Lesson 1: Counting to 10</b>	<p>This is a key lesson.</p> <p>Counting forwards and backwards from any given number is a higher-order skill representing the 'breakable chain' where counting does not always have to start with 'one'. Pupils need this skill before they can progress to using the addition calculation strategy known as 'counting on' or the subtraction/difference strategies known as 'counting back'.</p>
★	<b>Lesson 2: Counting Objects to 10</b>	<p>This is a key lesson.</p> <p>The CPA (Concrete, Pictorial, Abstract) approach in this lesson is important. Pupils may need real objects to count (concrete–concrete) before introducing pictures of objects and then the abstract representation on a ten frame.</p> <p>This lesson can be combined with Lesson 3.</p>
	<b>Lesson 3: Writing to 10</b>	<p>This lesson can be combined with Lesson 2.</p> <p>Pupils can count and then write the number.</p>
★	<b>Lesson 4: Counting to Zero</b>	<p>This is a key lesson.</p> <p>There are no new concepts but this is an opportunity to ensure the concept of zero is fully understood. Any number lines used in class should have zero as the empty set. This can be combined with Lesson 2 if an empty ten frame is presented.</p>
★	<b>Lesson 5: Comparing Numbers of Objects</b>	<p>This is a key lesson.</p> <p>Place cubes on the images of the animals to make the link from pictorial to abstract.</p>
★	<b>Lesson 6: Ordering Numbers</b>	<p>This is a key lesson.</p> <p>Use items that are the same size and colour but are different shapes so pupils are comparing numerical quantity with only one other variable.</p> <p>Use a number track where the squares are roughly the same size as the objects used so that a direct 1–1 correspondence can be made.</p>
	<b>Lesson 7: Comparing Numbers</b>	<p>This lesson can be combined with Lesson 5.</p> <p>In Let's Learn 2 there is 1 more squirrel and 1 less rabbit — show this using cubes to represent the rabbits and squirrels to make the link from pictorial to abstract.</p> <p>This is a good opportunity to reinforce this concept at home. For example, when pupils lay the table: do we need 1 more plate or 1 less plate for the family?</p> <p>A number line is introduced in this lesson. As this is the first time it appears in a lesson, it would be helpful to place a number line parallel with a number track as a number line is more abstract. In a number track, each square represents a whole number and is a discrete representation of number. In a number line, the representation is continuous and numbers that lie between whole numbers can be shown. For example, 1.25.</p>

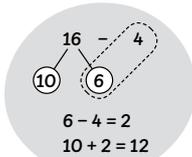
Key	Chapter 2: Number Bonds	Content Catch Up
★	<b>Lesson 1: Making Number Bonds</b>	This is a key lesson.  This is the first time a number bond diagram is introduced. In Let's Learn 1, use real cupcakes if possible and then represent them with counters or cubes on plates to reinforce the CPA approach. This will help pupils with the Guided Practice.
★	<b>Lesson 2: Making Number Stories</b>	This is a key lesson.  The decomposition of number is a core concept and the beginning of understanding the 45 sight facts, i.e. all the possible number bonds from 2 to 10.

Key	Chapter 3: Addition Within 10	Content Catch Up
★	<b>Lesson 1: Add by Using Number Bonds</b>	This is a key lesson.  This lesson introduces addition as aggregation (joining two sets). Make sure pupils have concrete manipulatives to physically bring the two sets together.
★	<b>Lesson 2: Add by Counting On</b>	This is a key lesson.  This lesson introduces a new concept — addition by counting on, i.e. augmentation, where we are adding to an existing set.  This lesson can be linked with Lesson 3, Chapter 4 as the imagery and the concept are the same. This can help pupils understand the connection between addition and subtraction.
★	<b>Lesson 3: Completing Number Sentences</b>	This is a key lesson.  It may be useful to use coloured counters. For example:    In this way, pupils can tell the story of 7 and see all the sight facts to help them understand how to find the missing numbers, for example, $\square + 1 = 5 + 2$ .
⏮⏭	<b>Lesson 4: Making Addition Stories</b>	This lesson can be combined with Lesson 5.  There are no new national curriculum objectives introduced but this is a good opportunity to develop pupils' mathematical language and their understanding of addition.  The Activity Time is very useful. Pupils can use cubes to make an addition story, represent it as a number bond diagram and then write the equation for a variety of totals. You can also reinforce '1 more' and '1 less' here if you have totals that are consecutive. For example, 6 then 7 then 8.
⏮⏭	<b>Lesson 5: Solving Picture Problems</b>	This lesson can be combined with Lesson 4.  Make sure the CPA approach is embedded.

Key	Chapter 4: Subtraction Within 10	Content Catch Up
★	<b>Lesson 1: Subtract by Crossing Out</b>	<p>This is a key lesson.</p> <p>This lesson can be combined with Lesson 2 by recording the subtraction equation as a number bond diagram. For example, a picture of 4 objects with one object crossed out leaves 3 objects.</p> 
⏮	<b>Lesson 2: Subtract by Using Number Bonds</b>	<p>This lesson can be combined with Lesson 1, however, do not rush these lessons as they cover core concepts.</p>
★	<b>Lesson 3: Subtract by Counting Back</b>	<p>This is a key lesson.</p> <p>This lesson can be linked to Lesson 2, Chapter 3. This is a good opportunity to show that addition and subtraction are inverse operations.</p> <p>Let's Learn includes a number line. It is important that pupils understand the connection between a number track and a number line as many may struggle with the abstract nature of a number line.</p>
⏮	<b>Lesson 4: Making Subtraction Stories</b>	<p>This lesson can be combined with Lesson 5.</p> <p>You can combine the Activity Time from this lesson with the In Focus section from Lesson 5.</p>
⏮	<b>Lesson 5: Solving Picture Problems</b>	<p>This lesson can be combined with Lesson 4.</p> <p>You can combine the Activity Time from Lesson 4 with the In Focus section from this lesson.</p>
★	<b>Lesson 6: Addition and Subtraction</b>	<p>This is a key lesson.</p> <p>Although no new concepts are introduced, this is an important lesson. It helps to show the link between 3 numbers in a family of facts and the link between addition and subtraction. Make sure that you emphasise <math>5 = 2 + 3</math> as well as <math>2 + 3 = 5</math> so that pupils don't start thinking that the equals sign means 'the answer is'.</p> <p>For example, the family of addition and subtraction facts for the numbers 5, 2 and 7:</p> $2 + 5 = 7 \quad 7 - 2 = 5$ $5 + 2 = 7 \quad 7 - 5 = 2$ $7 = 2 + 5 \quad 2 = 7 - 5$ $7 = 5 + 2 \quad 5 = 7 - 2$

Key	Chapter 5: Positions	Content Catch Up
	<b>Lesson 1: Naming Positions</b>	This lesson is not a statutory requirement. If there is time, this is a good lesson to undertake outdoors and combine with a PE lesson.
	<b>Lesson 2: Naming Positions in Queues</b>	This lesson is not a statutory requirement. If there is time, this is a good lesson to undertake outdoors and combine with a PE lesson. This lesson can also be undertaken during break or lunchtime when pupils are lining up.
	<b>Lesson 3: Naming Left and Right Positions</b>	This lesson is not a statutory requirement. If there is time, this is a good lesson to undertake outdoors and combine with a PE lesson.

Key	Chapter 6: Numbers to 20	Content Catch Up
	<b>Lesson 1: Counting to 20</b>	This is a key lesson. This lesson can be combined with Lesson 2.
	<b>Lesson 2: Writing to 20</b>	This lesson can be combined with Lesson 1.
	<b>Lesson 3: Comparing Numbers</b>	This lesson can be combined with Lesson 4. This concept was introduced in Chapter 1, Lesson 7. Focus on the use of the terminology: 'equal to', 'more than', 'less than' (fewer), 'most', 'least'.
	<b>Lesson 4: Ordering Numbers</b>	This lesson can be combined with Lesson 3. This concept was introduced in Chapter 1, Lesson 6.
	<b>Lesson 5: Number Patterns</b>	This lesson is not a statutory requirement.

Key	Chapter 7: Addition and Subtraction Within 20	Content Catch Up
	<b>Lesson 1:</b> <b>Add by Counting On</b>	This is a key lesson.
	<b>Lesson 2:</b> <b>Add by Making 10</b>	This is a key lesson.
	<b>Lesson 3:</b> <b>Add by Adding Ones</b>	This is a key lesson.
	<b>Lesson 4:</b> <b>Subtract by Counting Back</b>	This is a key lesson. Use both number tracks and number lines to reinforce the link between the two. Pupils can play the Activity Time game at home.
	<b>Lesson 5:</b> <b>Subtract by Subtracting Ones</b>	This is a key lesson. In this lesson, learning how to break apart a 2-digit number into tens and ones is key. It links the crossing out method in Chapter 4 to a more sophisticated pictorial representation using number bonds.  
	<b>Lesson 6:</b> <b>Subtract from 10</b>	This is a key lesson.
	<b>Lesson 7:</b> <b>Addition and Subtraction Facts</b>	This lesson can be completed if time allows. The concepts are covered in Chapter 4, Lesson 6, but the imagery of the ten frames is useful and worth doing if you have time as the concepts are so key. This lesson can also be integrated with lessons from other year groups.

Key	Chapter 8: Shapes and Patterns	Content Catch Up
ⓘ	<b>Lesson 1: Recognising Solids</b>	This lesson can be completed by pupils independently, for example, by identifying 3-D shapes at home.  This lesson can also be integrated into a PE lesson, for example, by identifying balls as spheres.
ⓘ	<b>Lesson 2: Recognising Shapes</b>	This lesson can be completed by pupils independently, for example, by identifying 2-D shapes at home.  This lesson can also be integrated into a PE lesson, for example, by identifying hula hoops as circles.
⚪	<b>Lesson 3: Grouping Shapes</b>	This lesson is not a statutory requirement.
⚪	<b>Lesson 4: Making Patterns</b>	This lesson is not a statutory requirement.

Key	Chapter 9: Length and Height	Content Catch Up
⏪⏩	<b>Lesson 1: Comparing Height and Length</b>	This lesson can be integrated into a PE lesson, for example, by ordering pupils by height and skipping ropes by length.
⚪	<b>Lesson 2: Measuring Length Using Things</b>	This lesson is not a statutory requirement.  This lesson can be combined with Lesson 3.  This lesson can be completed by pupils independently.
⚪	<b>Lesson 3: Measuring Height and Length Using Body Parts</b>	This lesson is not a statutory requirement.  This lesson can be combined with Lesson 2.  This lesson can be completed by pupils independently.
⚪	<b>Lesson 4: Measuring Height and Length Using a Ruler</b>	This lesson is not a statutory requirement.  This lesson can be completed by pupils independently.

# Textbook 1B

Key	Chapter 10: Numbers to 40	Content Catch Up
★	<b>Lesson 1: Counting to 40</b>	<p>This is a key lesson.</p> <p>This lesson is a continuation from Chapter 6. There are no new concepts, just greater numbers.</p> <p>This lesson can be combined with Lesson 2.</p>
⏸	<b>Lesson 2: Writing Numbers to 40</b>	<p>This lesson can be combined with Lesson 1.</p> <p>This lesson introduces counting multiples in twos, fives and tens.</p>
★	<b>Lesson 3: Counting in Tens and Ones</b>	<p>This is a key lesson.</p> <p>An understanding of place value is crucial. This is the first time Base 10 materials are used and place-value charts are introduced.</p>
★	<b>Lesson 4: Comparing Numbers</b>	<p>This is a key lesson.</p> <p>Suggest using place-value cards in this lesson to emphasise the value of the digit in the tens column.</p> <div style="display: flex; flex-wrap: wrap; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; margin: 2px;">10</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">20</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">80</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">1</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">2</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">8</div> </div>
★	<b>Lesson 5: Finding How Much More</b>	<p>This is a key lesson.</p> <p>This lesson introduces a number square together with a number line to find '1 more' and '1 less'.</p>
★	<b>Lesson 6: Making Number Patterns</b>	<p>This is a key lesson.</p> <p>Making number patterns is non-statutory at this stage but as the concepts in this chapter are so key, it is definitely worth completing this lesson as it reinforces many different concepts.</p>

Key	Chapter 11: Addition and Subtraction Word Problems	Content Catch Up
⏸	<b>Lesson 1:</b> Solving Word Problems	This lesson can be completed if time allows. This objective was covered in Chapter 7, Lesson 7.
⏸	<b>Lesson 2:</b> Solving Word Problems	This lesson can be completed if time allows. This objective was covered in Chapter 7, Lesson 7.
★	<b>Lesson 3:</b> Solving Word Problems	This is a key lesson. It is essential because the imagery relates to a part-part-whole bar model.
★	<b>Lesson 4:</b> Solving Word Problems	This is a key lesson. It is essential because the imagery relates to a comparison bar model.
★	<b>Lesson 5:</b> Solving Word Problems	This is a key lesson. This lesson introduces the term 'difference between'.
⏸	<b>Lesson 6:</b> Solving Word Problems	This lesson can be completed if time allows. This objective was covered in Chapter 7, Lessons 2 and 3.

Key	Chapter 12: Multiplication	Content Catch Up
★	<b>Lesson 1:</b> Making Equal Groups	This is a key lesson. This lesson can be combined with Lesson 2. Make sure the concept of equal groups is understood by pupils.
⏸	<b>Lesson 2:</b> Adding Equal Groups	This lesson can be combined with Lesson 1. Make sure the concept of equal groups is understood by pupils.
★	<b>Lesson 3:</b> Making Equal Rows	This is a key lesson.
ⓘ	<b>Lesson 4:</b> Making Doubles	This lesson is not a statutory requirement.
⏸	<b>Lesson 5:</b> Solving Word Problems	This lesson can be completed if time allows. It is useful but not essential.

Key	Chapter 13: Division	Content Catch Up
	<b>Lesson 1:</b> Grouping Equally	This is a key lesson.
	<b>Lesson 2:</b> Sharing Equally	This is a key lesson.

Key	Chapter 14: Fractions	Content Catch Up
	<b>Lesson 1:</b> Making Halves	This is a key lesson.
	<b>Lesson 2:</b> Making Quarters	This is a key lesson.
	<b>Lesson 3:</b> Sharing and Grouping	This is a key lesson. It provides a good reinforcement of the previous chapter.

Key	Chapter 15: Numbers to 100	Content Catch Up
	<b>Lesson 1:</b> Counting to 100	This is a key lesson. Most of the concepts in this chapter are covered in Chapter 10. However, this is the first time pupils count to 100 and the key is learning that 10 tens make 100.
	<b>Lesson 2:</b> Finding Tens and Ones	This is a key lesson. It is essential because it provides a useful review of place value.
	<b>Lesson 3:</b> Comparing Numbers	This lesson can be completed if time allows. This objective was covered in Chapter 6, Lesson 3. If necessary, combine this lesson with Lesson 2.
	<b>Lesson 4:</b> Making Number Patterns	This is a key lesson. It is always worth looking at number patterns on a number square.



Key	Chapter 16: Time	Content Catch Up
	<b>Lesson 1:</b> Telling Time to the Hour	This is a key lesson. This lesson can also be integrated into other curriculum areas. Telling the time can be included throughout the school day.
	<b>Lesson 2:</b> Telling time to the Half Hour	This is a key lesson. This lesson can also be integrated into other curriculum areas. Telling the time can be included throughout the school day.
	<b>Lesson 3:</b> Using Next, Before and After	This lesson can be integrated into other curriculum areas. Using the words, 'next', 'before' and 'after' can be used in daily conversations, or when looking at a class timetable.
	<b>Lesson 4:</b> Estimating Duration of Time	This lesson is not a statutory requirement.
	<b>Lesson 5:</b> Comparing Time	This lesson can be integrated into other curriculum areas. The language can be used in daily conversations, for example, in PE lessons (quicker and slower) or on arrival and departure from school (earlier and later).
	<b>Lesson 6:</b> Using a Calendar	This lesson is not a statutory requirement. The language can be used in daily conversations.

Key	Chapter 17: Money	Content Catch Up
	<b>Lesson 1:</b> Recognising Coins	This is a key lesson.
	<b>Lesson 2:</b> Recognising Notes	This is a key lesson.

Key	Chapter 18: Volume and Capacity	Content Catch Up
	<b>Lesson 1:</b> Comparing Volume and Capacity	This lesson can be integrated into other curriculum areas. The language can be used in daily conversations. For example: Who has a full water bottle? Who has an empty water bottle? Does Jane have more water than Sam?
	<b>Lesson 2:</b> Finding Volume and Capacity	This lesson can be integrated into other curriculum areas. This is a great practical lesson and can be done outdoors or when cooking at school or at home.
	<b>Lesson 3:</b> Describing Volume Using Half and a Quarter	This lesson can be integrated into other curriculum areas. This is a great practical lesson and can be done outdoors or when cooking at school or at home.

Key	Chapter 19: Mass	Content Catch Up
★	<b>Lesson 1: Comparing Mass</b>	<p>This is a key lesson.</p> <p>This may be the first time pupils have used balance scales. This will be useful when looking at equations later on.</p> <p>If you have them, use weighted rods in this lesson. For example, to find out whether the 7 shape is heavier than the 3 shape.</p>
⚪	<b>Lesson 2: Finding Mass</b>	This lesson is not a statutory requirement.

Key	Chapter 20: Space	Content Catch Up
⌋⌋	<b>Lesson 1: Describing Positions</b>	This lesson can be integrated into a PE lesson.
⌋⌋	<b>Lesson 2: Describing Movements</b>	This lesson can be integrated into a PE lesson.
★	<b>Lesson 3: Making Turns</b>	<p>This is a key lesson.</p> <p>This is a useful lesson as it links to Chapter 16, Time.</p>

## Year 1: Combined Lesson Example

In this example, elements from Lesson 4 (Making Addition Stories) and Lesson 5 (Solving Picture Problems) in Chapter 3 are combined to create one lesson. In Focus, Let's Learn 1 and Guided Practice 1 from Lesson 5 are combined with the Activity Time and Guided Practice 2 from Lesson 4.

There are no new national curriculum objectives introduced in these lessons, but the combined lesson provides a good opportunity to develop pupils' mathematical language and understanding of addition.

The Activity Time is very useful. It involves pupils making addition stories using cubes and then asking their partner to write down the addition equation. You can also ask pupils to represent each equation as a number bond diagram and reinforce '1 more' and '1 less' if the totals they make are consecutive, for example, 6 then 7 then 8.

**Lesson  
5**

# Solving Picture Problems

**In Focus**



How many flowers does Lulu have altogether?

**Let's Learn**

1



5



3

$$5 + 3 = 8$$

Lulu has 8 flowers altogether.

How many flowers do you see?



Add 5 and 3.  
What is the answer?



**Work in pairs.**

What you need:



① Make an addition story using .

② Get your partner to write the addition equation.

There are 5 green cubes.  
There is 1 red cube.



There are 6 cubes altogether.

$$5 + 1 = 6$$

③ Take turns to make addition stories.

How many addition stories can you make?



**Activity Time**

## Guided Practice

Solve.

1

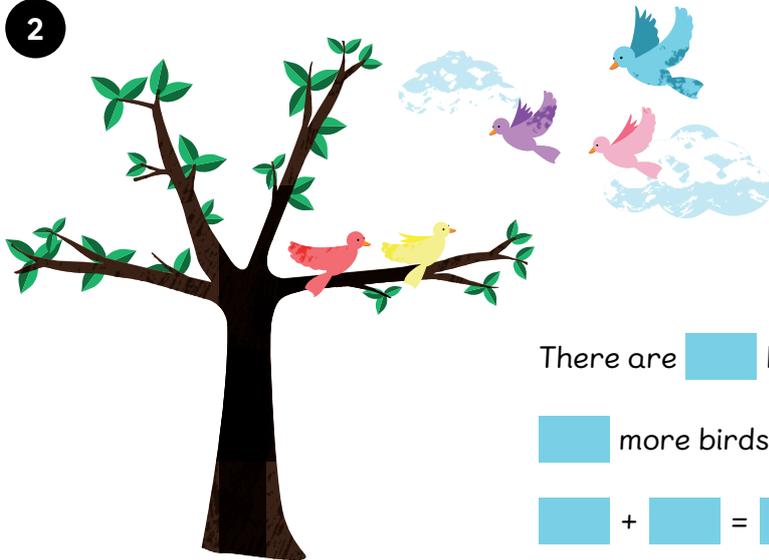


How many cupcakes are there altogether?

$$\square + \square = \square$$

There are  $\square$  cupcakes altogether.

2



There are  $\square$  birds on the branch.

$\square$  more birds join them on the branch.

$$\square + \square = \square$$

There are  $\square$  birds on the branch now.