

These plans guide you through teaching a daily 15-minute Number Fact Fluency session in Year 1.

To use them you will need to be familiar with the three-part number fact fluency session structure of **review, teaching and practice**. This is explained in the daily number fact session guidance in the **Number Fact Fluency programme support section**.

These plans start with a yearly overview.

In Year 1, you will teach Stages 1 – 4 of the programme.

There are screening weeks built into the plans. To screen all of the children in the class (which we recommend) you will need to use two main maths lessons in addition to your daily fluency time.

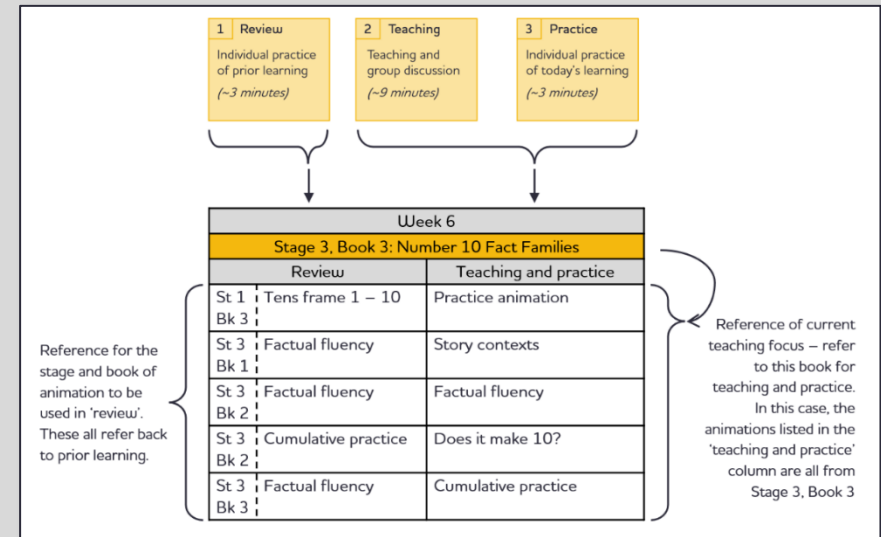
If you can't find any suitable main maths lessons to drop, decide on a subset of children to screen just using your number fact time that week – either a representative sample, or focused on children you feel may have gaps.

Year 1 Yearly Overview							
	UWeek 1	UWeek 2	UWeek 3	UWeek 4	UWeek 5	UWeek 6	UWeek 7
Autumn 1	Stage 1 Book 1 Subitising 1 - 5	Stage 1 Book 2 Subitising 6 - 10	Stage 1 Book 3 Subitising on tens frames	SCREENING WEEK	Gap teaching and consolidation	Make and Break 5	Stage 2 Book 2 Make and Break 4, 3 & 2
Autumn 2	Stage 2 Book 3 Make and Break 10	Stage 2 Book 4 Make and Break 6	Stage 2 Book 5 Make and Break 7	Stage 2 Book 6 Make and Break 8	Stage 2 Book 7 Make and Break 9		
Spring 1	Stage 3 Book 1 One More, One Less	Stage 3 Book 2 One More, One Less	Stage 3 Book 3 Two More, Two Less	Stage 3 Book 4 Two More, Two Less	Stage 3 Book 5 Number 10 Fact Families	Stage 3 Book 6 Number 10 Fact Families	
Spring 2	Stage 3 Book 4 Five and A Bit	Stage 3 Book 5 Five and A Bit	Stage 3 (first half)	Stage 3 (first half)	Stage 3 Book 6 Know About Zero	Stage 3 Book 7 Doubles and Near Doubles	
Summer 1	Stage 3 Book 6 Doubles and Near Doubles	Stage 3 Book 7 Number Neighbours	Stage 3 Book 8 Number Neighbours	Stage 3 Book 9 7 Tree & 9 Square	Stage 3 (second half) SCREENING WEEK (2 of 2)	Stage 3 (second half) Doubles and Near Doubles	
Summer 2	Stage 4 Book 1 Strategy Selection	Stage 4 Book 2 Ten and A Bit	Stage 4 Book 3 Ten and A Bit	Stage 4 Book 4 Ten and A Bit	SCREENING WEEK	Gap teaching and consolidation	Stages 3&4 Gap teaching and consolidation

There is a plan for each half term showing you how to move through the programme on a day by day basis.

Year 1 Spring 1					
UWeek 1		UWeek 2		UWeek 3	
Stage 3, Book 1: One More, One Less		Stage 3, Book 1: One More, One Less		Stage 3, Book 2: Two More, Two Less	
Review	Teaching and practice	Review	Teaching and practice	Review	Teaching and practice
St 2 : Story contexts with Bk 3 : picture prompts	One more	St 1 : Tens frame 1 – 10 Bk 3 : tens use	Practice animation	St 3 : Factual fluency Bk 1 :	Grid build-up Odd or even?
St 2 : Story contexts with Bk 4 : picture prompts	One less	St 1 : Tens frame 1 – 10 Bk 3 : fives use	Story contexts	St 3 : Factual fluency Bk 1 :	Counting forwards and backwards: odds
St 2 : Story contexts with Bk 5 : picture prompts	One more, one less	St 1 : Tens frame 1 – 10 Bk 3 :	Factual fluency	St 1 : Tens frame 1 – 10 Bk 3 :	Counting forwards and backwards: evens
St 2 : Story contexts with Bk 6 : picture prompts	Teaching add one and subtract one	St 1 : Tens frame 1 – 10 Bk 3 : with gaps	Factual fluency	St 3 : Factual fluency Bk 1 :	Showing two more two and less: odds
St 2 : Story contexts with Bk 7 : picture prompts	Teaching commutative addition	Small group gap teaching and consolidation		St 3 : Factual fluency Bk 1 :	Showing two more two and less: evens
UWeek 4		UWeek 5		UWeek 6	
Stage 3, Book 2: Two More, Two Less		Stage 3, Book 3: Number 10 Fact Families		Stage 3, Book 3: Number 10 Fact Families	
Review	Teaching and practice	Review	Teaching and practice	Review	Teaching and practice
St 3 : Factual fluency Bk 1 :	Knowing two more Knowing two less	St 3 : Factual fluency Bk 2 :	Stage 3 Book 2 final day: Cumulative practice	St 1 : Tens frame 1 – 10 Bk 3 :	Practice animation
St 3 : Factual fluency Bk 1 :	Teaching animation	St 3 : Factual fluency Bk 1 :	Grid build-up Bonds to 10 teaching	St 3 : Factual fluency Bk 1 :	Story contexts
St 1 : Subitising 1 – 10 Bk 2 :	Practice animation	St 3 : Factual fluency Bk 2 :	Bonds to 10 practice	St 3 : Factual fluency Bk 2 :	Factual fluency
St 3 : Factual fluency Bk 1 :	Story contexts	St 3 : Cumulative practice Bk 2 :	Bonds to 10 fluency	St 3 : Cumulative practice Bk 2 :	Does it make 10?
St 3 : Factual fluency Bk 1 :	Factual fluency	St 3 : Cumulative practice Bk 2 :	Teaching animation	St 3 : Factual fluency Bk 3 :	Cumulative practice

For each day we indicate one animation to use in the **review** section of the session, and a second animation to use in the **teaching and practice** parts of the session.



Stage 4 Book 1 Teaching Progression		
	The numbers 11 – 20 are made up of 'Ten and five'. Recognising and understanding the 'Ten and five' structure of these numbers enables easy calculation of addition and subtraction facts involving their constituent parts. eg $3 + 10 = 13$ , $17 - 7 = 10$ , $12 - 10 = 2$	
<p>In Stage 3 the children learn strategies for all of the number 10 facts. Stage 4 is much shorter – just one book – and starts teaching 'number 10' facts in Number Sense Maths so spend time teaching the children how to remember facts for these numbers that the standard English name (eg. fifteen, sixteen), and then after use call the 'structural' name (ten five) for fifteen and ten six for sixteen only. Children who are fluent in the structural name, then they will have a strong sense of the ten and a five within these numbers and as a result the Ten and a Five addition and subtraction calculations follow relatively easily.</p> <p>The number 10 facts taught in Stage 3 should be revisited in session starters every day, and our daily plans guide you to do this. This regular prompted retrieval practice will mean it takes less and less effort for children to remember and apply the Stage 3 strategies, and children, fluent in number 10 facts will continue to develop.</p> <p><b>Prior knowledge learning points</b> Children need to be able to recognise ten frames, arrangements of numbers on 10, grouped into tens, and ten-ones, which they have had plenty of practice doing now.</p>		
<p><b>Learning outcome 1:</b> Children understand and show an understanding of the structure of ten and five.</p>	<p><b>Animation 1: Grids build up</b> This animation visually summarises the facts children need to be fluent in, the facts they already have a strategy for (all of the number 10 facts), and the facts covered by this strategy. It gives children a sense they are building towards full fact fluency and shares why any on the journey towards that. This is the final set of facts they will teach in Year 1.</p>	
<p><b>Learning outcome 2:</b> Children can count forwards and backwards through tens numbers, using both English names and structural names.</p>	<p><b>Animation 2: Dual counting</b> This animation supports children to make a connection between the English name of numbers (eg. 'number 3') and the structure (ten, one) and used by touching two different ways to count through the tens numbers using both English names (eg. 'thirteen, sixteen') and also what we call the 'structural' name (ten three) for thirteen and ten six for sixteen).</p>	
<p><b>Learning outcome 3:</b> Children can identify the structure of ten and five in a ten and five structure.</p>	<p><b>Animation 3: 4 &amp; 6's: Connective relating with names and numbers. Other ten and a five results.</b> This animation supports children to be able to both use a name and write the number for ten and a bit numbers when shown a ten and a five structure. They suggest pupils to compare writing the structure (ten four) to the English name (fourteen) and also how the number '4' is the second number in the structure. This is the number used to represent one and a bit numbers.</p>	
<p><b>Learning outcome 4:</b> Children can identify missing parts or check a ten and a bit calculation.</p>	<p><b>Animation 4: Parts and wholes</b> This animation children's knowledge of the ten and a bit structure of numbers combine a ten and some ones, or partition a ten and a bit number into the ten and some parts.</p>	
<p><b>Learning outcome 5:</b> Children use their knowledge of the ten and a bit structure to solve calculations such as <math>10 + 5</math>, <math>5 + 10</math>, <math>15 - 5</math> and <math>10 - 5</math>.</p>	<p><b>Animation 5: 7, 8, 9 &amp; 10: Ten and a bit calculations.</b> These animations bring equations in for the first time. Like all of our strategy books, children have developed the understanding they need to add and subtract, now before meeting the equations. The equations are just used to represent something the children already know. The first two animations use models to make the link explicit. The first two animations provide practice writing equations in and out of context.</p>	

Within the Teaching Resources section of the Teacher Portal there is a teaching progression summary for each book.

This provides pedagogical guidance for the book, and outlines learning outcomes for the children, matched to the teaching animations. This tells you what to focus on as you progress through the teaching animations for each book.

To be ready to teach, we suggested you have printed out and to hand:

- The relevant half termly overview from these plans so you know what animations to use each day
- The progression summary for the book you are teaching that week so you know what mathematics to draw out of them.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Stage 1 Book 1	Stage 1 Book 2	Stage 1 Book 3	Stage 1	Stage 1	Stage 2 Book 1	Stage 2 Book 2
	Subitising 1 - 5	Subitising 6 - 10	Subitising on tens frames	SCREENING WEEK	Gap teaching and consolidation	Make and Break 5	Make and Break 4, 3 & 2
Autumn 2	Stage 2 Book 3	Stage 2 Book 4	Stage 2 Book 5	Stage 2 Book 6	Stage 2 Book 7		
	Make and Break 10	Make and Break 6	Make and Break 7	Make and Break 8	Make and Break 9		
Spring 1	Stage 3 Book 1	Stage 3 Book 1	Stage 3 Book 2	Stage 3 Book 2	Stage 3 Book 3	Stage 3 Book 3	
	One More, One Less	One More, One Less	Two More, Two Less	Two More, Two Less	Number 10 Fact Families	Number 10 Fact Families	
Spring 2	Stage 3 Book 4	Stage 3 Book 4	Stage 3 (first half)	Stage 3 (first half)	Stage 3 Book 5	Stage 3 Book 6	
	Five and A Bit	Five and A Bit	SCREENING WEEK (1 of 2)	Gap teaching and consolidation	Know About Zero	Doubles and Near Doubles	
Summer 1	Stage 3 Book 6	Stage 3 Book 7	Stage 3 Book 7	Stage 3 Book 8	Stage 3 (second half)	Stage 3 (second half)	
	Doubles and Near Doubles	Number Neighbours	Number Neighbours	7 Tree & 9 Square	SCREENING WEEK (2 of 2)	Gap teaching and consolidation	
Summer 2	Stage 3 Book 9	Stage 4 Book 1	Stage 4 Book 1	Stage 4 Book 1	Stage 4	Stages 3&4	Stages 3&4
	Strategy Selection	Ten and A Bit	Ten and A Bit	Ten and A Bit	SCREENING WEEK	Gap teaching and consolidation	Gap teaching and consolidation

Week 1			Week 2			Week 3		
Stage 1, Book 1: Subitising 1 - 5			Stage 1, Book 2: Subitising 6 - 10			Stage 1, Book 3: Subitising with tens frames		
Review		Teaching and practice	Review		Teaching and practice	Review		Teaching and practice
		Structured arrangements	St 1 Bk 1	Structured arrangements	Five and a bit	St 1 Bk 2	Five and a bit	Tens frame 1 – 10 twos wise
St 1 Bk 1	Structured arrangements	How many?	St 1 Bk 1	Random arrangements	Dot arrangements	St 1 Bk 2	Dot arrangements	Tens frame 1 – 10 fives wise
St 1 Bk 1	Structured arrangements	Random arrangements	St 1 Bk 2	Five and a bit	Subitising 6 - 10	St 1 Bk 2	Subitising 6 - 10	Tens frame 1 – 10
St 1 Bk 1	Random arrangements	Random arrangements	St 1 Bk 2	Dot arrangements	Subitising 1 - 10	St 1 Bk 2	Subitising 1 - 10	Tens frame 1 – 10
St 1 Bk 1	Random arrangements	Real life stories	St 1 Bk 2	Subitising 6 - 10	Subitising 1 - 10	St 1 Bk 2	Subitising 1 - 10	Tens frame 1 – 10 with gaps

Weeks 4 and 5		Week 6		Week 7			
Stage 1: Screening, gap teaching and consolidation		Stage 2, Book 1: Make and Break 5		Stage 2, Book 1: Make and Break 4, 3, 2			
<p>It will take 3 hours to screen the whole class using our Stage 1 screener, which you can find in Stage 1 alongside the teaching materials.</p> <p>We suggest you do this in Week 4, using your number facts session time, plus two main maths lessons (dropping some of the many parts of the Year 1 curriculum which are less important than factual fluency). **</p> <p>Then, use your number fact sessions in Week 5 to gap teach. There is guidance on this in the screening pack.</p> <p>The Targeted Support and Screening section of the teacher portal provides additional information about supporting all children to make good progress.</p>		Review		Teaching and practice			
		St 1 Bk 2	Subitising 1 – 10	Arrangements of 5 dots*	St 1 Bk 3	Tens frame 1 – 10 twos wise	Arrangements of 4, 3 and 2 dots*
		St 1 Bk 3	Tens frame 1 – 10 twos wise	Story contexts for 5*	St 1 Bk 3	Tens frame 1 – 10 fives wise	Story contexts for 4, 3 and 2*
		St 1 Bk 3	Tens frame 1 – 10 fives wise	Story contexts with picture prompts	St 1 Bk 3	Tens frame 1 – 10	Story contexts with picture prompts
		St 1 Bk 3	Tens frame 1 – 10	Story contexts with tens frames	St 1 Bk 3	Tens frame 1 – 10 with gaps	Story contexts with tens frames
		Small group gap teaching and consolidation		Small group gap teaching and consolidation			

\*These animations are designed for discussion, but don't have one set right/wrong answer that children can indicate with their fingers during the individual practice at the end. Therefore we suggest for these sessions you extend the teaching discussion rather than spend the final 3 minutes on individual practice.

\*\*If you can't find any suitable main maths lessons to drop, decide on a subset of children to screen just using your number fact time that week – either a representative sample, or focused on children you feel may have gaps.

Week 1			Week 2			Week 3		
Stage 2, Book 3: Make and Break 10			Stage 2, Book 4: Make and Break 6			Stage 2, Book 5: Make and Break 7		
Review		Teaching and practice	Review		Teaching and practice	Review		Teaching and practice
St 1 Bk 2	Subitising 1 – 10	Arrangements of 10 dots*	St 1 Bk 3	Tens frame 1 – 10 twos wise	Arrangements of 6 dots*	St 1 Bk 2	Subitising 1 – 10	Arrangements of 7 dots*
St 1 Bk 3	Tens frame 1 – 10 twos wise	Story contexts for 10*	St 1 Bk 3	Tens frame 1 – 10 fives wise	Story contexts for 6*	St 1 Bk 3	Tens frame 1 – 10 twos wise	Story contexts for 7*
St 1 Bk 3	Tens frame 1 – 10 fives wise	Story contexts with picture prompts	St 1 Bk 3	Tens frame 1 – 10	Story contexts with picture prompts	St 1 Bk 3	Tens frame 1 – 10 fives wise	Story contexts with picture prompts
St 1 Bk 3	Tens frame 1 – 10	Story contexts with tens frames	St 1 Bk 3	Tens frame 1 – 10 with gaps	Story contexts with tens frames	St 1 Bk 3	Tens frame 1 – 10	Story contexts with tens frames
Small group gap teaching and consolidation			Small group gap teaching and consolidation			Small group gap teaching and consolidation		

Week 4			Week 5			Week 6		
Stage 2, Book 6: Make and Break 8			Stage 2, Book 7: Make and Break 9			Stage 1 and 2 additional teaching time		
Review		Teaching and practice	Review		Teaching and practice	The spare days and weeks are for you to use as you wish. You could: <ul style="list-style-type: none"> <li>- Do additional whole class number fact sessions, focused on areas children need more practice on</li> <li>- Work with a small targeted support group. Our Stage 1 and 2 keep up cards are an excellent resource for this.</li> <li>- Use other linked resources, e.g. watch and discuss a relevant Numberblocks episode (see mapping document in Teacher Portal) or use ideas from the 'small group classroom activities' or 'activities for home' sheets for a practical game or activity.</li> </ul> There is no Stage 2 screening pack because Stage 2 doesn't have any essential threshold knowledge for children to access Stage 3. However you still need to be noticing which children need additional practice on the subitising and partitioning in Stage 1 and 2.		
St 1 Bk 3	Tens frame 1 – 10 twos wise	Arrangements of 8 dots*	St 1 Bk 2	Subitising 1 – 10	Arrangements of 9 dots*			
St 1 Bk 3	Tens frame 1 – 10 fives wise	Story contexts for 8*	St 1 Bk 3	Tens frame 1 – 10 twos wise	Story contexts for 9*			
St 1 Bk 3	Tens frame 1 – 10	Story contexts with picture prompts	St 1 Bk 3	Tens frame 1 – 10 fives wise	Story contexts with picture prompts			
St 1 Bk 3	Tens frame 1 – 10 with gaps	Story contexts with tens frames	St 1 Bk 3	Tens frame 1 – 10	Story contexts with tens frames			
Small group gap teaching and consolidation			Small group gap teaching and consolidation					

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Week 1			Week 2			Week 3		
Stage 3, Book 1: One More, One Less			Stage 3, Book 1: One More, One Less			Stage 3, Book 2: Two More, Two Less		
Review		Teaching and practice	Review		Teaching and practice	Review		Teaching and practice
St 2 Bk 3	Story contexts with picture prompts	One more	St 1 Bk 3	Tens frame 1 – 10 twos wise	Practice animation	St 3 Bk 1	Factual fluency	<i>Grid build-up</i> Odd or even?
St 2 Bk 4	Story contexts with picture prompts	One less	St 1 Bk 3	Tens frame 1 – 10 fives wise	Story contexts	St 3 Bk 1	Factual fluency	Counting forwards and backwards: odds
St 2 Bk 5	Story contexts with picture prompts	One more, one less	St 1 Bk 3	Tens frame 1 – 10	Factual fluency	St 1 Bk 3	Tens frame 1 – 10	Counting forwards and backwards: evens
St 2 Bk 6	Story contexts with picture prompts	Teaching add one and subtract one	St 1 Bk 3	Tens frame 1 – 10 with gaps	Factual fluency	St 3 Bk 1	Factual fluency	Showing two more two and less: odds
St 2 Bk 7	Story contexts with picture prompts	Teaching commutative addition	Small group gap teaching and consolidation			St 3 Bk 1	Factual fluency	Showing two more two and less: evens

Week 4			Week 5			Week 6		
Stage 3, Book 2: Two More, Two Less			Stage 3, Book 3: Number 10 Fact Families			Stage 3, Book 3: Number 10 Fact Families		
Review		Teaching and practice	Review		Teaching and practice	Review		Teaching and practice
St 3 Bk 1	Factual fluency	Knowing two more Knowing two less	St 3 Bk 2	Factual fluency	Stage 3 Book 2 final day: Cumulative practice	St 1 Bk 3	Tens frame 1 – 10	Practice animation
St 3 Bk 1	Factual fluency	Teaching animation	St 3 Bk 1	Factual fluency	<i>Grid build-up</i> Bonds to 10 teaching	St 3 Bk 1	Factual fluency	Story contexts
St 1 Bk 2	Subitising 1 – 10	Practice animation	St 3 Bk 2	Factual fluency	Bonds to 10 practice	St 3 Bk 2	Factual fluency	Factual fluency
St 3 Bk 1	Factual fluency	Story contexts	St 3 Bk 2	Cumulative practice	Bonds to 10 fluency	St 3 Bk 2	Cumulative practice	Does it make 10?
St 3 Bk 1	Factual fluency	Factual fluency	St 3 Bk 2	Cumulative practice	Teaching animation	St 3 Bk 3	Factual fluency	Cumulative practice

Week 1			Week 2			Weeks 3 and 4
Stage 3, Book 4: Five and A Bit			Stage 3, Book 4: Five and A Bit			
Review		Teaching and practice	Review		Teaching and practice	<p>It will take 3 hours to screen the whole class using our Mid Stage 3 screener, which you can find in Stage 3 alongside the teaching materials.</p> <p>We suggest you do this in Week 3, using your number facts session time, plus two main maths lessons (dropping some of the many parts of the Year 1 curriculum which are less important than factual fluency).*</p> <p>Then, use your number fact sessions in Week 4 to gap teach. There is guidance on this in the screening pack.</p> <p>The Targeted Support and Screening section of the teacher portal provides additional information about supporting all children to make good progress.</p>
St 3 Bk 1	Factual fluency	<i>Grid build-up</i> Five and a bit hands	St 3 Bk 2	Factual fluency	Story contexts	
St 3 Bk 2	Factual fluency	Other five and a bit models	St 3 Bk 3	Factual fluency	Factual fluency	
St 3 Bk 3	Factual fluency	Five and a bit parts and wholes	St 3 Bk 4	Factual fluency	Cumulative practice	
St 3 Bk 3	Cumulative practice	Teaching animation	Small group gap teaching and consolidation of Stage 3 Books 1 - 4			
St 3 Bk 3	Cumulative practice	Practice animation	Small group gap teaching and consolidation of Stage 3 Books 1 - 4			

\*If you can't find any suitable main maths lessons to drop, decide on a subset of children to screen just using your number fact time that week – either a representative sample, or focused on children you feel may have gaps.

Week 5			Week 6		
Stage 3, Book 5: Know About Zero			Stage 3, Book 6: Doubles and Near Doubles		
Review		Teaching and practice			
St 3 Bk 2	Factual fluency	<i>Grid build-up</i> Teaching animation	St 3 Bk 2	Factual fluency	<i>Grid build-up</i> Seeing doubles and halves teaching
St 3 Bk 3	Factual fluency	Practice animation	St 3 Bk 3	Factual fluency	Seeing doubles practice
St 3 Bk 4	Factual fluency	Factual fluency	St 3 Bk 4	Factual fluency	Seeing halves practice
St 3 Bk 4	Cumulative practice	Cumulative practice	St 3 Bk 5	Cumulative practice	Doubles and halves fluency
			St 3 Bk 2	Factual fluency	Teaching doubles and halves calculations

			Week 1			Week 2		
Stage 3, Book 6: Doubles and Near Doubles			Stage 3, Book 7: Number Neighbours			Stage 3, Book 7: Number Neighbours		
Review		Teaching and practice	Review		Teaching and practice	Review		Teaching and practice
St 3 Bk 3	Factual fluency	Teaching near doubles calculations	St 3 Bk 6	Cumulative practice	<i>Grid build-up</i> Spot the neighbours	St 3 Bk 6	Cumulative practice	Factual fluency
St 3 Bk 4	Factual fluency	Practice animations	St 3 Bk 2	Factual fluency	Teaching difference of 1	St 3 Bk 7	Factual fluency	Cumulative practice
St 3 Bk 5	Cumulative practice	Story contexts	St 3 Bk 4	Factual fluency	Teaching difference of 2	Small group gap teaching and consolidation of Stage 3 Books 1 - 7		
St 3 Bk 5	Cumulative practice	Factual fluency	St 3 Bk 6	Factual fluency	Practice animation	Small group gap teaching and consolidation of Stage 3 Books 1 - 7		
St 3 Bk 6	Factual fluency	Stage 3 Book 6: Is it a half?	St 3 Bk 6	Cumulative practice	Story contexts	Small group gap teaching and consolidation of Stage 3 Books 1 - 7		

Week 4			Weeks 5 and 6	
Stage 3, Book 8: 7 tree and 9 square			End of Stage 3: Screening, gap teaching and consolidation	
Review		Teaching and practice		
St 3 Bk 2	Factual fluency	<i>Grid build-up</i> 7 tree and 9 square shapes	It will take 3 hours to screen the whole class using our End of Stage 3 screener, which you can find in Stage 3 alongside the teaching materials. We suggest you do this in Week 5, using your number facts session time, plus two main maths lessons (dropping some of the many parts of the Year 1 curriculum which are less important than factual fluency). Then, use your number fact sessions in Week 6 to gap teach. There is guidance on this in the screening pack. The Targeted Support and Screening section of the teacher portal provides additional information about supporting all children to make good progress.	
St 3 Bk 4	Factual fluency	7 tree and 9 square parts and wholes		
St 3 Bk 6	Factual fluency	Teaching animation		
St 3 Bk 7	Factual fluency	Practice animation		
St 3 Bk 7	Cumulative practice	Story contexts		

\*If you can't find any suitable main maths lessons to drop, decide on a subset of children to screen just using your number fact time that week – either a representative sample, or focused on children you feel may have gaps.

Week 1			Week 2			Week 3		
Stage 3, Book 9: Strategy selection			Stage 4, Book 1: Ten and A Bit			Stage 4, Book 1: Ten and A Bit		
Review		Teaching and practice	Review		Teaching and practice	Review		Teaching and practice
St 3 Bk 7	Cumulative practice	Stage 3 Book 8 final day: Factual fluency	St 3 Bk 9	Fact set A: Practice with strategy prompts only	Dual counting	St 3 Bk 9	Fact set A: Practice with strategy prompts only	Conceptual subitising with numerals
St 3 Bk 8	Factual fluency	<i>Grid build-up</i> Fact set A: Practice with prompts and models	St 3 Bk 9	Fact set B: Practice with strategy prompts only	Dual counting	St 3 Bk 9	Fact set B: Practice with strategy prompts only	Conceptual subitising with numerals
St 3 Bk 1	Factual fluency	Fact set A: Practice with strategy prompts only	St 3 Bk 9	Fact set C: Practice with strategy prompts only	Conceptual subitising with names	St 3 Bk 9	Fact set C: Practice with strategy prompts only	Other ten and a bit models
St 3 Bk 2	Factual fluency	Fact set A: Factual fluency	St 3 Bk 9	Fact set D: Practice with strategy prompts only	Conceptual subitising with names	Small group gap teaching and consolidation for children who need more teaching on recognising ten and a bit numbers and writing the numerals correctly		
St 3 Bk 3	Factual fluency	Fact set B: Practice with prompts and models	Small group gap teaching and consolidation for children who need more teaching on naming teens numbers			St 3 Bk 9	Fact set D: Practice with strategy prompts only	Ten and a bit parts and wholes

Week 4			Weeks 5 - 7		
Stage 4, Book 1: Ten and A Bit			Stage 3: Gap teaching and consolidation		
Review		Teaching and practice	Stage 4: Gap teaching and consolidation		
St 3 Bk 9	Fact set A: Practice with strategy prompts only	Teaching animation	It will take 3 hours to screen the whole class using our Stage 4 screener, which you can find in Stage 4 alongside the teaching materials.  We suggest you do this in Week 5, using your number facts session time, plus two main maths lessons (dropping some of the many parts of the Year 1 curriculum which are less important than factual fluency). * Then, use your number fact sessions in Weeks 6 and 7 to gap teach. There is guidance on this in the screening pack. The Targeted Support and Screening section of the teacher portal provides additional information about supporting all children to make good progress.  The children have practiced Stage 3 facts in every review session this half term, so should be increasing in fluency. However you will also want to continue Stage 3 consolidation and practice during this period for children identified in screening at the end of Summer 1. Typically children find Stage 3 facts harder to become fluent in that Stage 4 (there are a lot more facts and strategies!) The aim by the end of Year 1 is that children are fluent in the facts within 10 (Stage 3 facts) and the Ten and A Bit facts (Stage 4 facts).		
St 3 Bk 9	Fact set B: Practice with strategy prompts only	Practice animation			
St 3 Bk 9	Fact set C: Practice with strategy prompts only	Practice animation (a different part)			
St 3 Bk 9	Fact set D: Practice with strategy prompts only	Story contexts			
St 3 Bk 9	Any	Factual fluency			

\*If you can't find any suitable main maths lessons to drop, decide on a subset of children to screen just using your number fact time that week – either a representative sample, or focused on children you feel may have gaps.