

Year 1 Fluency Focus: Number Facts Yearly Overview

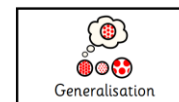
10-minute daily fluency session | Autumn, Spring and Summer

End-of-year expectation

By the end of Year 1, children should have secure and increasingly automatic recall of the five core Year 1 fact families: adding 0, adding 1, doubles, adding 2 and bonds to 10, together with their corresponding subtraction facts. Children should use these known facts to derive and use number bonds and related subtraction facts within 20. They should also fluently count forwards and backwards in 1s within 100 and count in 2s, 5s and 10s.

Teach facts as connected families. For example, if children know $2 + 6 = 8$, connect this to $6 + 2 = 8$, $8 - 2 = 6$ and $8 - 6 = 2$. The purpose is to help children see mathematical relationships rather than learn isolated calculations.

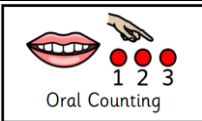
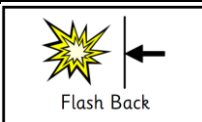
When introducing a new fact family, introduce and explicitly teach the related generalisation.



An anchor fact is a key number fact that we know well and use to help us work out other facts.



Structure of Fluency Focus!

Approx. time	Element		Purpose
2 mins	Oral Counting		Count forwards/backwards in the current focus. Use chanting, missing numbers, 'what comes next/before?' and pattern spotting.
4–5 mins	Current fact family		Explicit oral rehearsal of the current addition facts and corresponding subtraction facts. Encourage children to explain the relationship used.
2–3 mins	Flash Back		Mix previously taught facts so learning is retained. Include addition, subtraction, missing-number questions and quick-fire recall.

Autumn: weekly teaching sequence

Autumn introduces adding/subtracting 0 and 1, begins doubles and develops counting in 1s, 10s and then 2s.

Week	Counting focus	Current fact teaching	Generalisation	Cumulative retrieval
1	Count forwards and backwards in 1s within 20.	Adding 0: $n + 0 = n$ and $0 + n = n$.	When zero is added to a number, the number stays the same.	New learning only.
2	Count forwards and backwards in 1s within 30.	Subtracting 0: $n - 0 = n$.	When zero is subtracted from a number, the number stays the same.	Adding 0.
3	Count forwards and backwards in 1s within 50; vary the starting number.	Adding 1: $n + 1$ and $1 + n$.	Adding 1 gives one more.	Adding and subtracting 0.
4	Count forwards and backwards in 1s; begin crossing tens boundaries.	Subtracting 1: $n - 1$.	Subtracting 1 gives one less.	+ 0 and +1.
5	Count forwards and backwards in 1s within 100 from different starting numbers.	CONSOLIDATE +0 and +1		
6	Introduce counting forwards in 10s.	Begin doubles: 1+1, 2+2, 3+3.	When we double a number, we add the same number to itself.	+0 and +1.
7	Count forwards and backwards in 10s.	Doubles: 4+4 and 5+5; retrieve earlier doubles.	When we double a number, we add the same number to itself.	+0, +1 and earlier doubles.
8	Count forwards/backwards in 10s; include missing multiples of 10.	Corresponding subtraction facts from doubles: e.g. $6-3=3$, $8-4=4$.	When we subtract one part of a double, the other equal part is left.	Doubles plus +0 and +1.
9	Introduce counting forwards in 2s. Notice that counting in 2s from 0 lands on even numbers.	Secure doubles and their inverse facts.	Inverse operations do the opposite and can undo each other. When we count in 2s from 0, we land on the even numbers.	Mixed retrieval of all taught facts.
10	Count forwards and backwards in 2s.	CONSOLIDATE doubles and inverses.		
11	Mix counting in 1s, 2s and 10s; vary starting points where appropriate. Count in 2s and 10s from different appropriate multiples, not only from 0.	CONSOLIDATE all Autumn fact families.		
12	ASSESS AND RETRIEVE Autumn learning.			

Spring: weekly teaching sequence

Spring secures doubles, introduces adding/subtracting 2, begins bonds to 10 and develops counting in 2s, 10s and 5s.

Week	Counting focus	Current fact teaching	Generalisation	Cumulative retrieval
1	Revisit counting forwards/backwards in 1s within 100 from different starting numbers.	Secure doubles to 5+5 and inverse facts.	When we double a number, we add the same number to itself.	Retrieve +0 and +1.
2	Secure counting forwards/backwards in 2s.	Adding 2: $n + 2$ where the total is within 10.	When we add 2, the number becomes two more.	+0, +1 and doubles.
3	Count forwards/backwards in 2s; use missing numbers.	Adding 2: include commutative form $2 + n$.	Changing the order of the addends does not change the sum.	Mix +2 with earlier addition facts.
4	Count forwards/backwards in 1s, crossing tens boundaries.	Subtracting 2: $n - 2$ where appropriate.	Subtracting 2 gives two less.	+2, +0, +1 and doubles.
5	Mix counting in 1s and 2s from varied starting points.	CONSOLIDATE +2		
6	Revisit counting forwards/backwards in 10s.	Begin bonds to 10: explore pairs that combine to make 10.	Number bonds to 10 are pairs of numbers that combine to make 10.	Earlier fact families.
7	Count forwards/backwards in 10s; include missing numbers.	Bonds to 10: 0+10, 1+9, 2+8.		Earlier facts plus taught bonds.
8	Introduce counting forwards in 5s.	Bonds to 10: 3+7, 4+6, 5+5. Use known bonds to 10 to derive bonds within 20, e.g. $7 + 3 = 10 \rightarrow 17 + 3 = 20$.	Changing the order of the addends does not change the sum. A known bond to 10 can help us derive a related bond within 20.	All taught bonds plus earlier facts.
9	Count forwards/backwards in 5s; make links between 5s and 10s.	Corresponding subtraction from 10 for taught bonds. Derive related subtraction facts within 20 from known bonds, e.g. $20 - 3 = 17$.	Known addition facts can help us derive related subtraction facts within 20.	Mixed bonds, doubles and +0/1/2.
10	Mix counting in 2s, 5s and 10s. Count in 2s, 5s and 10s from different appropriate multiples.	CONSOLIDATE bonds to 10 and related subtraction.		

11	Count forwards/backwards in 1s within 100 and in 2s, 5s and 10s.	CONSOLIDATE Spring learning. Include missing-number equations with the unknown in different positions.
12	Mixed counting with changing starting points and missing numbers.	ASSESS AND RETRIEVE Spring learning.

Summer: weekly teaching sequence

Summer secures bonds to 10 and all corresponding subtraction facts, while moving increasingly towards mixed retrieval and automatic recall.

Week	Counting focus	Current fact teaching	Generalisation	Cumulative retrieval
1	Revisit counting forwards/backwards in 1s within 100 from different starting numbers.	Secure bonds to 10: 0+10, 1+9, 2+8, 3+7, 4+6, 5+5. Use these automatic bonds to derive related bonds within 20.	Number bonds to 10 are pairs of numbers that combine to make 10. Known bonds to 10 can be used as anchor facts for related facts within 20.	Retrieve +0, +1, +2 and doubles.
2	Count forwards/backwards in 2s.	Secure commutative forms of bonds to 10.	Changing the order of the addends does not change the sum.	Bonds plus earlier fact families.
3	Count forwards/backwards in 5s.	Secure subtraction facts from 10: 10-0/10, 10-1/9, 10-2/8. Include related subtraction facts within 20.	Addition and subtraction are inverse operations.	Mixed bonds and addition facts.
4	Count forwards/backwards in 10s.	Secure subtraction facts from 10: 10-3/7, 10-4/6, 10-5.		Mixed subtraction and earlier facts.
5	Mix counting forwards/backwards in 2s, 5s and 10s.	CONSOLIDATE all bonds to 10 and corresponding subtraction facts. CONSOLIDATE deriving and using number bonds and related subtraction facts within 20.		
6	Count in 1s within 100 from unfamiliar starting numbers; cross tens boundaries.	Mixed Year 1 facts: adding/subtracting 0 and 1.	Use the number sequence and known relationships efficiently.	Doubles, +2 and bonds to 10.
7	Count in 2s with missing numbers and changing starting points. Include identifying odd/even numbers while counting in 2s.	Mixed Year 1 facts: doubles and doubles-derived subtraction.	A known double can be used to derive a related fact.	+0, +1, +2 and bonds.
8	Count in 5s and 10s; explicitly compare the patterns. Count in 5s and 10s from different appropriate multiples as well as from 0.	Mixed Year 1 facts: adding/subtracting 2.	Use two more/two less and known relationships.	All earlier facts.

9	Mix counting in 2s, 5s and 10s forwards and backwards.	Mixed Year 1 facts: bonds to 10 and inverses.	Use fact families to connect addition and subtraction.	All Year 1 facts. Include missing-number equations such as $7 + \square = 10$, $\square + 3 = 10$, $10 - \square = 6$ and $7 = 10 - \square$.
10	Mixed counting from varied starting points; include missing numbers.	CONSOLIDATE all five Year 1 fact families. Include derived number bonds and related subtraction facts within 20.		
11	Final mixed counting review. Review counting in 2s, 5s and 10s from varied appropriate starting multiples.	ASSESS AND SECURE end-of-year fluency.		