

# Year 1 Maths

## Annual Overview, Breath of Study, Planning and Resources

Year 1 Annual Overview												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	Number Place Value (Within 10)				Number Addition and Subtraction				Geometry Shape	Number Place Value (Within 20)		Autumn Assessment
<b>Spring</b>	Number Addition and Subtraction (Within 20)				Number Place Value (Within 50, multiples of 2,5 and 10)			Measure Length and Height		Measure Weight and Volume		Spring Assessment
<b>Summer</b>	Number Multiplication and Division (Reinforce multiples of 2,5 and 10)			Number Fractions		Geometry Position and Direction	Number Place Value (Within 100)		Measure Money	Measure Time		Summer Assessment

Number Fluency	Mental Maths
<ul style="list-style-type: none"> <li>• Number Bonds to 10</li> <li>• Adding and subtracting 1/2/3 to any number under 10</li> <li>• Doubles of 1-5</li> <li>• Near doubles of 1-5</li> <li>• Adding any numbers within 10</li> <li>• Adding/subtracting 10 to any number to 20</li> <li>• 1 digit missing number problems</li> </ul>	<ul style="list-style-type: none"> <li>• Number Bonds to 100</li> <li>• Number Bonds to 20</li> <li>• Counting in 5's</li> <li>• Counting in 2's</li> <li>• Adding 0</li> </ul>

### Spoken Language

The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.



#### Unicef RRS Article 13

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.



#### Unicef RRS Article 29

Every child has the right to an education that should help them to use and develop their talents and abilities.



#### Unicef RRS Article 32

Every child has the right to find out things and share what they think of others, by talking, drawing, writing or in any other way unless it harms or offends other people.

## Year 2 Termly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
<b>Autumn</b>	<b>Block 1</b>				<b>Block 2</b>				<b>Block 3</b>	<b>Block 4</b>			<b>A U T U M N  A S S E S S M E N T</b>
	<b>Number</b> Place Value (Within 10)				<b>Number</b> Addition and Subtraction				<b>Geometry</b> Shape	<b>Number</b> Place Value (Within 20)			
	<p><i>Count to ten, forwards and backwards, beginning with 0 or 1 from any given number.</i></p> <p><i>Count, read and write numbers to 10 in numerals and words.</i></p> <p><i>Given a number, identify one more or one less.</i></p> <p><i>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</i></p>				<ul style="list-style-type: none"> <li>• <i>Represent and use number bonds and related subtraction facts within 10.</i></li> <li>• <i>Read, write and interpret mathematical statements involving addition, subtraction and equals signs.</i></li> <li>• <i>Add and subtract one digit numbers to 10, including zero.</i></li> <li>• <i>Solve on step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</i></li> </ul>				<ul style="list-style-type: none"> <li>• <i>Recognise and name common 2-D shapes, including: rectangles, circles and triangles.</i></li> <li>• <i>Recognise and name common 3-D shapes, including: cuboids, pyramids and spheres.</i></li> </ul>	<p><i>Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.</i></p> <p><i>Count, read and write numbers to 20 in numerals and words.</i></p> <p><i>Given a number, identify one more or one less.</i></p> <p><i>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</i></p>			
<b>Vocabulary</b>	<p><i>Number: Count, before, after, more, less, many, fewer, least, smallest, greater, equal to, odd, even, above, below, units, ones, tens, number line, value, halfway between</i></p> <p><i>Geometry: Group, sort, cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square, shape, flat, curved, straight, round, hollow, solid, corner (point, pointed) face, side, edge, make, build, draw</i></p>												

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Spring	<b>Block 1</b>				<b>Block 2</b>			<b>Block 3</b>					S P R I N G A S S E S S M E N T
	<b>Number</b> Addition and Subtraction (Within 20)				<b>Number</b> Place Value (Within 50, multiples of 2,5 and 10)			<b>Measure</b> Length and Height		<b>Measure</b> Weight and Volume			
	<ul style="list-style-type: none"> <li>• Represent and use number bonds and related subtraction facts within 20</li> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>• Add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \quad - 9</math>.</li> </ul>				<p>Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>Count, read and write numbers to 50 in numerals.</p> <p>Given a number, identify one more or one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</p> <p>Count in multiples of twos, fives and tens.</p> <p>Recognise odd and even numbers</p>			<p>Measure and begin to record lengths and heights.</p> <p>Compare, describe and solve practical problems for: lengths, heights (for examples long/short, longer/shorter, tall/short, double/half.)</p>		<p>Measure and begin to record mass/weight, capacity and volume.</p> <p>Compare, describe, and solve practical problems for mass/weight: for example heavy/light, heavier than, lighter than, capacity, and volume for example full/empty, more than, less than, half full, quarter full.)</p>			
Vocabulary	<p>Number - Addition and Subtraction: Number bonds, number line, add, more, plus, make, sum, total, altogether, double, near double, half, equals, is the same as, difference between</p> <p>Measure - Length and Height: Length, width, height, depth Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest, low, wide, narrow, deep, shallow, thick, thin</p> <p>Measure - Weight and Volume: Full, half full, empty, holds, container, weigh,, balances, heavy, heavier, heaviest, light, lighter, scales</p>												

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Summer	Block 1			Block 2		Block 3	Block 4		Block 5	Block 6		S U M M E R  A S S E S S M E N T
	Number Multiplication and Division			Number Fractions		Geometry Position and Direction	Number Place Value		Measure Money	Measurement Time		
	<ul style="list-style-type: none"> <li>Count in multiples of two, fives and tens.</li> <li>Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul>			<ul style="list-style-type: none"> <li>Recognise find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>Recognise find and name a quarter as one of four equal parts of an object, shape or quantity.</li> <li>Compare describe and solve practical problems for: lengths and heights (for example long/short, longer/shorter, tall/short, double/half)</li> <li>Compare, describe and solve practical problems for: mass/weight (for example: heavy/ light, heavier than, lighter than) capacity (for example: full/empty, more than less than, half, half full, quarter.)</li> </ul>		<ul style="list-style-type: none"> <li>Describe position, direction and movement, including whole, half, quarter and three quarter turns.</li> </ul>	<ul style="list-style-type: none"> <li>Count to an across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>Count, read and write numbers to 100 in numerals.</li> <li>Given a number, identify one more and one less.</li> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than, most, least.</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events in chronological order using language (before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.)</li> <li>Recognise and use language, relating to dates, including days of the weeks, months and years.</li> <li>Tell the time to the hour and half past the hour and draw hands on a clock face to show these times.</li> <li>Compare, describe and solve practical problems for time (quicker, slower, earlier, later.</li> <li>Measure and begin to record time (hours, minutes, seconds</li> </ul>		
Vocabulary	<p><b>Number</b> - Multiplication and Division: Array, row, column, double, halve, share, divide, left, left over, count, multiple of, times, multiply, multiply, repeated addition</p> <p><b>Geometry:</b> Over, under, underneath, above, below, top, bottom, outside, inside, around, front, back, before, after, beside, next to, opposite, between, middle, edge, centre, corner, forwards, backwards, sideways, across, close, far, near, along, through, towards, away from, roll, turn, whole turn, half turn</p> <p><b>Measurement</b> - Time : Morning, afternoon, evening, night, midnight ,today, yesterday, tomorrow, before, after, next, last, now, soon, early, late, quick, fast, slow, old, new, clock, watch, hands</p>											

