Year 1 MATHS Overview 2024 - 2025

Autumn Term

Wk 1 02/09	Wk 2 09/09	Wk 3 16/09	Wk 4 23/09	Wk 5 30/09	Wk 6 07/10	Wk 7 14/10	Wk 8 21/10	HALF TERM	Wk 1 04/11	Wk 2 11/11	Wk 3 18/11	Wk 4 25/11	Wk 5 02/12	Wk 6 09/12	Wk 7 16/12
Assessment Number and Geometry		**Number: Place-value (within 10)** Sort objects Count objects Represent objects Count, read and write forwards from any number 0 to 10 Count, read and write backwards from any number 0 to 10 Count one more/one less One-to-one correspondence to start to compare groups Compare groups using language such as equal, more/greater, less/fewer Introduce = symbol (Leave <, > for Y2) Compare numbers Order groups of objects Order numbers Ordinal numbers (1st, 2nd, 3rd…)			**Number: Add/ Subtract (Within 10)** Part-whole model Addition symbol Fact families – addition facts Find number bonds for numbers within 10 Systematic methods for number bonds within 10 Number bonds to 10 Compare number bonds Addition – adding together Addition – adding more Finding a part Comparing addition and subtraction statements a + b > c + d				**Number: Add/ Subtract (Within 10)** Subtraction – taking away, how many left? Subtraction – taking away, how many left? Introducing the subtraction symbol Subtraction – finding a part, breaking apart Fact families – the 8 facts Subtraction – counting back Subtraction – finding the difference Comparing addition and subtraction statements a + b > c		**Number: Place-value (within 20)** Count forwards and backwards and write numbers to 20 in numerals and words Numbers from 11 to 20 Tens and ones Count one more and one less Compare groups of objects Compare numbers Order groups of objects Order numbers		**Geometry (shape)** Recognise and name 3D shapes Sort 3D shapes Recognise and name 2D shapes Sort 2D shapes Patterns with 3D and 2D shapes	**Consolidation Week**
	Curriculum: Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. •Count, read and write numbers to 10 in numerals and words. •Given a number, identify one more or one less. •Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.				**Curriculum:** Represent and use number bonds and related subtraction facts within 10. •Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. •Add and subtract one digit numbers to 10, including zero. (cnt in Aut 2) Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.				**Curriculum:** •Count, read and write numbers to 20 in numerals and words. • identify one more or one less. •Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.		**Curriculum:** Rectangles (including squares), circles and triangles. •Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres).	

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Spring Term

Wk 1 06/01	Wk 2 13/01	Wk 3 20/01	Wk 4 27/01	Wk 5 03/02	Wk 6 10/02	HALF TERM	Wk 1 24/02	Wk 2 03/03	Wk 3 10/03	Wk 4 17/03	Wk 5 24/03	Wk 6 31/03
Number: Add/ Subtract (Within 20) Add by counting on Find and make number bonds Add by making 10 Subtraction – Not crossing 10 Subtraction – Crossing 10 (1) Subtraction – Crossing 10 (2) Related Facts Compare number sentences			**Number: Place-value (within 50)** Numbers to 50 Tens and ones Represent numbers to 50 One more one less Compare objects within 50 Compare numbers within 50 Order numbers within 50				**Measures: Length and height** Compare lengths and heights Measure length (1) Measure length (2)		**Measures: Weight and volume** Introduce weight and mass Measure mass Compare mass Introduce capacity and volume Measure capacity Compare capacity		**Number: Multiplication and division** Count in 2s Count in 10s Count in 5s Make equal groups Add equal groups Make arrays Make doubles	
Curriculum: Represent and use number bonds and related subtraction facts within 20. •Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. •Add and subtract one-digit and two-digit numbers to 20, including zero. •Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= ☐–9.			**Curriculum:** Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. •Count, read and write numbers to 50 in numerals. •Given a number, identify one more or one less. •Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.				**Curriculum:** Measurement: Length and Height Measure and begin to record lengths and heights. • Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).		**Curriculum:** Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. • 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, half full, quarter].		**Curriculum:** Count in multiples of twos, fives and tens. • 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.	

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Summer Term													
Wk 1 21/04	Wk 2 28/04	Wk 3 05/05	Wk 4 12/05	Wk 5 19/05	~~Wk 6~~ ~~26/06~~	HALF TERM	Wk 1 02/06	Wk 2 09/06	Wk 3 16/06	Wk 4 23/06	Wk 5 30/06	Wk 6 07/07	Wk 7 14/07
Number: Multiplication and division Make equal groups - grouping Make equal groups - sharing	**Number: Fractions** Find a half (1) Find a half (2) Find a quarter (1) Find a quarter (2) (2.5 weeks)		**Number: Place Value** ***(within 100 – if secure with numbers to 50)*** Counting to 100 Partitioning numbers Comparing numbers (1) Comparing numbers (2)				**Number: Place Value** Ordering numbers One more, one less		**Measures: Money** ***(coins – leave notes to Y2)*** Recognising coins Counting in coins		**Measures: Time** Before and after Dates Time to the hour Time to the half hour Writing time Comparing time		**Geometry - position and Direction** *(Link with Pirates)* Describe turns Describe Position (1) Describe Position (2)
Curriculum: • 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.	**Curriculum:** Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. •Compare, describe and solve practical problems for: lengths and heights (for example double/half) •Compare, describe and solve practical problems for: capacity and volume [for example, half, half full, quarter].		**Curriculum:** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals. • Given a number, identify one more and one less. • 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. 3.5 weeks this year as no week 6 in Summer 1. Start the place value unit in week 4.						**Curriculum:** Recognise and know the value of different denominations of coins (and notes.)		**Curriculum:** Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. • Measure and begin to record time (hours, minutes, seconds).		**Curriculum:** Describe position, direction and movement, including whole, half, quarter and three quarter turns

JC July 2024