Broadwood Primary School
Maths Yearly Overview: Year 1

This term the following objectives will be taught through maths meets, regular discussions and physical exploration

Naming 2d and 3d shapes – describing some of their properties

Memorising number bonds to 10

Autumn 1						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Place Value (within 10)					Addition and Subtraction (within 10)	
Count to 10, forwards and backwards, beginning with zero or 1, or from any given number Count, read and write numbers to 10 in numerals and words Identify and represent numbers using • objects • pictorial representations • number line Use the language of: equal to, more than, less than (fewer), most, least Compare numbers using < > and = signs Identify one more and one less Recognise and create growing patterns (e.g. 1-10 staircase)					Identify and represent numbers using • objects • pictorial representations • number line Use the language of: equal to, more than, less than (fewer), most, least Read, write and interpret mathematical statements involving • addition (+), • subtraction (–) • equals (=) signs Represent and use number bonds and related subtraction facts within 10 Add and subtract 1-digits including zero	

Autumn 2						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Addition and Subtraction within 10			Place value - Within 20		*Assessment*	Intervention and Extension
Identify and represent numbers using • objects • pictorial representations • number line Use the language of: equal to, more than, less than (fewer), most, least Read, write and interpret mathematical statements involving • addition (+), • subtraction (−) • equals (=) signs Represent and use number bonds and related subtraction facts within 10 Add and subtract 1-digits including zero			Count to 20, forwards and backwards, beginning with zero or 1, or from any given number Count, read and write numbers 11-20 in numerals and words Identify and represent numbers using • objects • pictorial representations • number line Use the language of: equal to, more than, less than (fewer), most, least Compare numbers using < > and = signs Identify one more and one less Understand the place value of the ten and twenty in numbers 11-20 Develop recognition of the odd and even number pattern		Through assessment – identify any child who • is not secure counting, reading or writing numbers to 20 • is not secure with addition and subtraction within 10 • is not secure with finding one more or one less than a given number to 20 Children to embed number bonds to 10 by automaticity.	

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Time – to the hour, half past the hour as well as days/months/years

Spring 1					
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Addition and Subtraction Within 20			Place Value Within 50		
Identify and represent numbers using • objects • pictorial representations • number line Use the language of: equal to, more than, less than (fewer), most, least Read, write and interpret mathematical statements involving • addition (+), • subtraction (–) • equals (=) signs Represent and use number bonds and related subtraction facts within 10 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.			Count to 50, forwards and backwards, beginning with zero or 1, or from any given number Count, read and write numbers 21-50 Identify and represent numbers using • objects • pictorial representations • number line Use the language of: equal to, more than, less than (fewer), most, least Compare numbers using < > and = signs Identify one more and one less Understand the place value of each digit in numbers to 50 Identify odd and even numbers Count in multiples of 2s, 5s, and 10s		

Spring 2				
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**
Length and Height		Mass and Volume		*Assessment*
Compare, describe and solve practical problems for: Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]		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]		Through assessment – identify any child who • is not secure counting, reading or writing numbers to 50 • is not secure with addition and subtraction within 20 • is not secure with finding one more or one less than a given number Children to embed number bonds to 10 by automaticity.

This term the following objectives will be taught through maths meets, regular discussions and physical exploration

Money - Recognise and know the value of different denominations of coins and notes

Summer 1					
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Multiplication and Division			Fractions		Consolidate
Use the array model to make connections with counting in 2s, 5s and 10s (using objects and pictorial representations to support) Use resources and pictorial representations to understand doubling Use resources to divide small quantities by sharing between a given number Use resources to divide small quantities into groups of a given number Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects Apply counting in 2s, 5s and 10s to the context of money to find totals of coins of the same denomination			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.		Through assessment – identify any child who • is not secure with X and / • is not secure with fractions Additional reasoning and problem solving tasks for children secure.

Summer 2					
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6 - 7**
Place Value (within 100)		Position and Direction _Assessment_	Measurements Money/Time/Shape Evidence		Ready to Progress:
Count to 100, forwards and backwards, beginning with zero or 1, or from any given number

Count, read and write numbers 0-100

Identify and represent numbers using
 - objects
 - pictorial representations
 - number line

Use the language of: equal to, more than, less than (fewer), most, least

Compare numbers using < > and = signs

Identify one more and one less

Understand the place value of each digit in numbers to 100

Identify odd and even numbers

Count in multiples of 2s, 5s, and 10s | | Describe position, direction and movement, including whole, half, quarter and three-quarter turns. | Recognise and know the value of different denominations of coins and notes

Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Name common 2d and 3d shapes | | Teacher Assessment,

Intensive intervention for any children who are not secure with

 - numbers to 100
 - Number bonds to 10
 - addition and subtraction

Fill gaps for any other area. |