**Gothic Mede Academy**

**Year 1 Mathematics Overview**

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| **Term** | **Strand**  | **National Curriculum 2014 Objectives** | **Focus** | **Small Step** | **Ready to progress criteria (June 2020)** |
| Autumn 1 | Number: place value  | * 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 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 (fewer), most, least
 | Numbers to 10 | * Sort objects
* Count objects
* Represent objects
* Count, read and write forwards from any number 0-10
* Count, read and write backwards from any number 0-10
* Count one more
* Count one less
* One-to-one correspondence to start to compare groups
* Compare groups using language such as equal, more/greater, less/fewer
* Introduce <, > and = symbol
* Compare numbers
* Order groups of objects
* Order numbers
* Ordinal numbers (1st, 2nd, 3rd…)
* The number line
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| Autumn 1/Autumn 2 | Number: addition and subtraction  | * Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
* Represent and use number bonds and related subtraction facts within **10**
* Add and subtract one-digit and two-digit numbers to **10**, including zero
* Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations
 | Addition and subtraction (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
* Subtraction – taking away, how many left? Crossing out
* 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
 | * AS-1
* AS-1
* NF-1, AS-2
* NF-1, AS-1
* NF-1, AS-1
* NF-1, AS-1
* NF-1, AS-1
* NF-1, AS-2
* NF-1, AS-2
* NF-1, AS-1
* NF-1, AS-2
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* NF-1, AS-2
* NF-1, AS-2
* NF-1, AS-2
* NF-1, AS-2
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| Autumn 2 | Geometry – Shape | * Recognise and name common 2-D shapes, including, (for example: rectangles (including squares), circles and triangles)
* Recognise and name common 3-D shapes, including, (for example, cuboids (including cubes), pyramids and spheres)
 | Shape | * Recognise and name 3-D shapes
* Sort 3-D shapes
* Recognise and name 2-D shapes
* Sort 2-D shapes
* Patterns with 3-D and 2-D shapes
 | * G-1
* G-1
* G-1
* G-1
* G-1
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| Autumn 2 | Number – Place value  | * Count to **twenty**, forwards and backwards, beginning with 0 or 1, or from any given number
* Count, read and write numbers to **20** in numerals and words
* 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 (fewer), most, least
 | 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
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* NPV-1
* NPV-1
* NPV-1
* NPV-2
* NPV-2
* NPV-2
* NPV-2
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| Spring 1 | Number – Addition and subtraction  | * Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
* Represent and use number bonds and related subtraction facts within 20
* Add and subtract one-digit and two-digit numbers to 20, including zero
* Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations
 | Addition and subtraction (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
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| Spring 1/Spring 2 | Number – Place value  | * Count to **50**, forwards and backwards, beginning with 0 or 1, or from any given number
* Count, read and write numbers to **50** in numerals
* **Count in multiples of twos, fives** and tens from 0
* 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 (fewer), most, least
 | Place value (within 50) | * Counting to 50 by making 10s activity
* Numbers to 50
* Counting forwards and backwards within 50
* Tens and ones
* Represent numbers to 50
* One more one less
* Compare objects within 50
* Compare numbers within 50
* Order numbers within 50
* Count in 2’s
* Count in 5’s
 | * NPV-1
* NPV-1
* NPV-1
* NPV-1
* NPV-1
* NPV-1
* NF-2
* NF-2
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| Spring 2 | Measurement – length and height | * **Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short,** double/half
* Measure and begin to record length/height
 | Length and height | * Compare lengths and heights
* Measure length (1) (non-standard units)
* Introduce the ruler
* Measure length (2)
* Adding length problems
* Subtracting length problems
 | * NPV-2
* NPV-2
* NPV-2
* NPV-2
* NPV-2
* NPV-2
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| Spring 2 | Measurement – weight and volume | * **Compare, describe and solve practical problems for: mass/weight e.g. heavy/light, heavier than, lighter than; capacity and volume e.g. full/empty, more than, less than**, half, half full, quarter
* Measure and begin to record: mass/weight, capacity and volume
 | Weight  | * Introduce weight and mass
* Measure mass
* Compare mass
* Introduce capacity and volume
* Measure capacity
* Compare capacity
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| Summer 1 | Number – multiplication and division | * Count in multiples of twos, fives and tens from 0
* 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
 | Multiplication and division | * Count in 10s
* Make equal groups
* Add equal groups
* Make arrays
* Make doubles
* Make equal groups – grouping
* Make equal groups - sharing
 | * NF-2
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| Summer 1 | Number – fractions | * 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 e.g.** long/short, longer/shorter, tall/short, **double/half**
* **Compare, describe and solve practical problems for: mass/weight e.g.** heavy/light, heavier than, lighter than; capacity and volume e.g. full/empty, more than, less than, **half, half full, quarter**
 | Fractions | * Find a half (1)
* Find a half (2)
* Find a quarter (1)
* Find a quarter (2)
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| Summer 1 | Geometry – position and direction | * Describe position, direction and movement, including whole, half, quarter and three-quarter turns
 | Position and direction | * Describe turns
* Describe position (1)
* Describe position (2)
 | * G-2
* G-2
* G-2
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| Summer 2 | Number – Place value | * 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 (fewer), most, least
 | Place value (within 100) | * Counting to 100
* Counting forwards and backwards within 100
* Introducing the 100 square
* Partitioning numbers
* Comparing numbers (1)
* Comparing numbers (2)
* Ordering numbers
* One more, one less
 | * NPV-1
* NPV-1
* NPV-1
* NPV-1
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| Summer 2 | Measurement – money | * Recognise and know the value of different denominations of coins and notes
 | Money | * Recognising coins
* Recognising notes
* Counting in coins
 | * NF-2
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| Summer 2 | Measurement – time | * Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later
* Measure and begin to record time (hours, minutes, seconds)
* Sequence events in chronological order using language e.g. 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
 | Time | * Before and after
* Dates
* Time to the hour
* Time to the half hour
* Writing time
* Comparing time
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