**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 | * NPV-1 * NPV-1 * NPV-1 * NPV-1 * NPV-1 * NPV-1 * NPV-1 * NPV-1 * NPV-2 * NPV-2 * NPV-2 * NPV-2 * NPV-2 * NPV-2 * NPV-2 |
| 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 * NF-1, AS-2 * NF-1, AS-2 * NF-1, AS-2 * NF-1, AS-2 * NF-1, AS-2 * NF-1, AS-2 |
| 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 |
| 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 | * NPV-1 * NPV-1 * NPV-1 * NPV-1 * NPV-2 * NPV-2 * NPV-2 * NPV-2 |
| 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 |  |
| 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 |
| 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 |
| 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 |  |
| 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 |
| 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) |  |
| 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 |
| 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 |
| 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 |
| 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 |  |