



Autumn Term 1		Autumn Term 2		
Number & Place Value	Addition & Subtraction	Geometry - Shape	Number & Place Value	Addition & Subtraction
<p>-Identify and represent numbers to 20 using concrete objects, pictorial representations and the number line.</p> <p>-Begin to use the language of: equal to, more than, less than (fewer), most and least.</p> <p>-Read and write numbers to 20 in numerals.</p> <p>-Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>-Given a number, identify 1 more and 1 less with numbers up to 20.</p>	<p>-Represent and use number bonds and related subtraction facts to 10 (e.g. $5 + 5 = 10$; $10 - 5 = 5$, $4 + 6 = 10$; $10 - 6 = 4$).</p> <p>-Add and subtract one-digit numbers to 10 (e.g. $5 + 4 = 9$, $10 - 4 = 6$), including zero, using concrete objects and pictorial representation.</p> <p>-Read and write simple mathematical statements to 10, involving addition (+), subtraction (-) and equals (=) signs.</p> <p>-Solve simple one-step problems that involve addition and subtraction with numbers to 10, using concrete objects and pictorial representations.</p>	<p>-Recognise and name common 2-D and 3-D shapes, including:</p> <p>-2-D shapes (e.g. rectangles (including squares), circles and triangles).</p> <p>-3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).</p>	<p>-Identify and represent numbers to 20 using concrete objects, pictorial representations and the number line.</p> <p>-Begin to use the language of: equal to, more than, less than (fewer), most and least.</p> <p>-Given a number, identify 1 more and 1 less with numbers up to 20.</p> <p>-Read and write numbers from 1 to 10 in words.</p> <p>-Count to 20 in different multiples, including ones and twos.</p> <p>-Use place value and number facts to solve simple concrete and pictorial problems, involving all of the above.</p>	<p>-Represent and use number bonds and related subtraction facts to 10 (e.g. $5 + 5 = 10$; $10 - 5 = 5$, $4 + 6 = 10$; $10 - 6 = 4$).</p> <p>- Add and subtract one-digit numbers to 10 (e.g. $5 + 4 = 9$, $10 - 4 = 6$), including zero, using concrete objects and pictorial representation.</p> <p>-Read and write simple mathematical statements to 10, involving addition (+), subtraction (-) and equals (=) signs.</p> <p>-Solve simple one-step problems that involve addition and subtraction with numbers to 10, using concrete objects and pictorial representations.</p>
<p>Vocabulary:</p> <p>Number: numeral zero one, two, three ... twenty teens numbers, eleven, twelve ... twenty twenty-one, twenty-two ... one hundred none how many ...? count, count (up) to, count on (from, to), count back (from, to) forwards backwards count in ones, twos, fives, tens equal to equivalent to is the same as more, less, most, least, many odd, even, multiple of, few , pattern, pair</p> <p>Place value ones tens digit the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more one less, ten less equal to one more, ten more one less, ten less compare order size first, second, third... twentieth last, last but one before, after next between half-way between above, below</p>	<p>Vocabulary:</p> <p>addition add, more, and make, sum, total altogether double near double half, halve one more, two more ... ten more how many more to make ...? how many more is ... than ...? how much more is ...? subtract take away how many are left/left over? how many have gone? one less, two less, ten less ... how many fewer is ... than ...? how much less is ...? difference between equals is the same as number bonds/pairs missing number</p>	<p>Vocabulary:</p> <p>Properties of shape: shape, pattern flat curved, straight round hollow, solid sort make, build, draw size bigger, larger, smaller symmetry, symmetrical, symmetrical pattern pattern, repeating pattern pattern match</p> <p>2-D shape corner, side point, pointed rectangle (including square) circle triangle</p> <p>3-D shape face, edge, vertex, vertices cube, cuboid pyramid sphere cone cylinder</p>	<p>Vocabulary:</p> <p>See Autumn Term 1</p>	<p>Vocabulary:</p> <p>See Autumn Term 1</p>

Spring Term 1			Spring Term 2		
Number & Place Value	Addition & Subtraction	Multiplication & Division	Fractions	Measurement - Money	Measurement – Length/Height
<p>-Identify and represent numbers to 50 using concrete objects, pictorial representations and the number line.</p> <p>-Use the language of: equal to, more than, less than (fewer), most and least in context.</p> <p>-Read and write numbers to 50 in numerals.</p> <p>-Read and write numbers from 1 to 15 in words.</p> <p>-Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>-Given a number, identify 1 more and 1 less with numbers up to 50.</p> <p>-Count to 50 in different multiples, including ones, twos and tens.</p> <p>-Use place value and number facts to solve simple concrete and pictorial problems, involving all of the above.</p>	<p>-Represent and use number bonds and related subtraction facts to 20 (e.g. $14 + 6 = 20$; $20 - 6 = 14$, $3 + 17 = 20$; $20 - 17 = 3$).</p> <p>-Add and subtract one-digit and two-digit numbers to 20 (e.g. $9 + 9 = 18$, $20 - 9 = 11$), including zero, using concrete objects and pictorial representation.</p> <p>-Read and write simple mathematical statements to 20, involving addition (+), subtraction (-) and equals (=) signs.</p> <p>-Solve simple one-step problems that involve addition and subtraction with numbers to 20, using concrete objects and pictorial representations.</p>	<p>-Use written and mental strategies to double and halve one and two-digit numbers.</p> <p>Double and halve one and two-digit numbers using concrete objects and pictorial representation.</p> <p>-Solve simple one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>-Recognise and name a half as one of two equal parts of an object or shape, making the connection to equal sharing.</p> <p>-Recognise and name a quarter as one of four equal parts of an object or shape, making the connection to equal sharing.</p>	<p>-Recognise and know the value of different denominations of coins and notes (including counting coins).</p> <p>-Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p>	<p>-Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/ half).</p> <p>-Measure and begin to record: lengths and heights.</p>
<p>Vocabulary:</p> <p>See Autumn Term 1</p>	<p>Vocabulary:</p> <p>See Autumn Term 1</p>	<p>Vocabulary:</p> <p>Odd, even Count in twos, threes, fives Count in tens (forwards from/backwards from) How many times? Lots of, groups of Once, twice, three times, five times Multiple of, times, multiply, multiply by Repeated addition Array, row, column Double, halve Share, share equally Group in pairs, threes, etc. Equal groups of Divide, divided by, left, left over</p>	<p>Vocabulary:</p> <p>Whole Equal parts, four equal parts One half, two halves A quarter, two quarters</p>	<p>Vocabulary:</p> <p>Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as How much?, how many? Total</p>	<p>Vocabulary:</p> <p>Length, width, height, depth Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest Low, wide, narrow, deep, shallow, thick, thin Far, near, close Metre, ruler, metre stick</p>

Summer Term 1			Summer Term 2		
Number & Place Value	Fractions	Measurement - Time	Geometry – Position/Direction	Number: The 4 operations	Measurement – Weight/Mass/Capacity/Volume
<p>-Identify and represent numbers beyond 50 using concrete objects, pictorial representations and the number line.</p> <p>-Confidently use the language of: equal to, more than, less than (fewer), most and least in other mathematical concepts with examples.</p> <p>-Begin to recognise the place value of two-digit numbers (tens and ones to 20) with concrete and pictorial representation.</p> <p>- Read and write numbers to 100 in numerals.</p> <p>-Read and write numbers from 1 to 20 in words (not necessarily spelt correctly).</p> <p>-Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>-Given a number, identify 1 more and 1 less with numbers up to 100.</p> <p>-Count in different multiples, including ones, twos, fives and tens.</p> <p>-Use place value and number facts to solve simple concrete and pictorial problems, involving all of the above.</p>	<p>-Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>-Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p>	<p>-Sequence events in chronological order using language (e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).</p> <p>-Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>-Compare, describe and solve practical problems for: time (e.g. quicker, slower, earlier, later).</p> <p>-Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>-Measure and begin to record the following: time (e.g. hours, minutes, seconds).</p>	<p>-Describe position, direction and movement, including whole, half, quarter and three quarter turns.</p>	<p>-Add and subtract one-digit and two-digit numbers to 20 (e.g. $9 + 9$, $18 - 9$), including zero, using abstract representation.</p> <p>-Represent and use number bonds and related subtraction facts within 20.</p> <p>-Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>-Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems (e.g. $4 + ? = 9$, $7 = ? - 9$).</p> <p>-Use written and mental strategies to double and halve one and two-digit numbers.</p> <p>-Solve simple one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>-Compare, describe and solve practical problems for: mass or weight (e.g. heavy/light, heavier than, lighter than).</p> <p>-Measure and begin to record: mass/weight.</p> <p>-Compare, describe and solve practical problems for: capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter).</p> <p>-Measure and begin to record:</p>

<p>Vocabulary:</p> <p>See Autumn Term 1</p>	<p>Vocabulary:</p> <p>See Spring Term 2</p>	<p>Vocabulary:</p> <p>Time Days of the week: Monday, Tuesday, etc. Seasons: spring, summer, autumn, winter Day, week, month, year, weekend Birthday, holiday Morning, afternoon, evening, Bedtime, dinnertime, playtime Today, yesterday, tomorrow Before, after Next, last Now, soon, early, late Quick, quicker, quickest, quickly , fast, faster, fastest, slow, slower, slowest, slowly Old, older, oldest, new, newer, newest Takes longer, takes less time Hour, o'clock, half past Clock, watch, hands How long ago?, How long will it be until..?</p>	<p>Vocabulary:</p> <p>Position Over, under, underneath, above, below, top, bottom, side on, in, outside, inside around, in front, behind Front, back Before, after Beside, next to, Opposite Apart Between, middle, edge, centre Corner Direction Journey Left, right, up, down, forwards, backwards, sideways Across Close, far, near Along, through To, from, towards, away from Movement Slide, roll, turn, whole turn, half turn Stretch, bend</p>	<p>Vocabulary:</p> <p>See Autumn/Spring Term</p>	<p>Vocabulary:</p> <p>Full, half full, empty Holds Container Weigh, weighs, balances Heavy, heavier, heaviest, light, lighter, lightest Scales</p>
--	--	--	---	---	---

Fluency Memory Joggers:

Within the daily maths session, 5/10 minutes is used to ensure the children have varied and fluent practise of basic skills. Previous maths domains are visited.

Mini Maths Meet:

A daily 10 minute focus (outside of the maths session) on a specific aspect of maths/ basic skills/ problem solving/ reasoning which is explored in depth. Eg. 6×3 .

Problem Solving & Reasoning:

PSR takes place within sessions & also in a discrete PSR session once a week.

Year 1 Skills:

	Skills
Problem Solving	Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract).
	Independently choose to scaffold thinking using concrete and pictorial representations, if required.
	Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate.
	Begin to independently find a starting point to break into a problem.
	Use trial and improvement strategy.
	Independently find possibilities.
	With support (adult, peer) check work (.e.g. look for other possibilities, repeats, missing answers and errors).
	Independently pattern spot and copy and continue a pattern (objects, shapes, numbers, spatial) predicting what will come next.
With support, investigate statements.	

	Skills
Reasoning	Describe and explain with reasons.
	Listen to others' explanations and try to make sense of them.