YEAR 1 MATHS OVERVIEW

Term 1	Topic	Skills/Objectives
	Number- Comparison of quantities and part-whole relationships (wk2-5) • Equality/ inequality symbols • Part part whole	• To explain that items can be compared using length and height • To explain that items can be compared using weight/mass and volume/ capacity
		• To count a set of objects • To compare sets of objects • **To use equality and inequality symbols to compare sets of objects** • **To use equality and inequality symbols to compare expressions**
		• To explain what a whole is • To explain that a whole can be split into parts • To explain that a whole can represent a group of objects • To identify a part of a whole group • To explain what a part-whole model is • To use a part-whole model to represent a whole partitioned into two parts
		• **To use a part-whole model to represent a whole partitioned into two parts** • To reason about part-whole models • To use a part-whole model to represent a whole partitioned into more than two parts
	Number - Numbers 0-5 (wk 6-7) • Missing part • One more/ one less • Bar model	• To explain that numbers can represent how many objects there are in a set • To explain that ordinal numbers show a position and not a set of objects • **To partition the numbers one to five in a systematic way** • To find a missing part when one part and the whole is known • To show one more and one less than a number using representations. Pupils describe this accurately.
		• To identify one more and one less than a given number *(NC not NCETM)* • To use a bar model to represent a whole partitioned into two parts
	Geometry - Recognise, compose, decompose and manipulate 2D and 3D shapes (wk 8 &Term 2 wk1) • Tangram • 3D shape	• To compose pattern block images • To copy, extend and develop repeating and radiating pattern block patterns • **To compose tangram images** • To investigate tetromino and pentomino arrangements • To investigate ways that four cubes can be composed into different 3D models • **To recognise and name 3D shapes (cuboid – including cubes, cylinders, spheres, pyramids, cones) *and know that they are not always similar to one another *added by RW**

Term 2	Topic	Skills/Objectives
	Recognise, compose, decompose and manipulate 2D and 3D shapes (continued) • Tangrams • 2D shape • 3D shape	• **To explore, discuss and compare 3D shapes** • **To name and recognise 2D shapes and know that they are not always similar to one another (added by RW)** • **To explore, discuss and compare 2D shapes** • To identify 2D shapes within 3D shape • To explore, discuss and identify circles/ triangles and rectangles and shapes that are not circles/ triangles and rectangles from shape cut-outs
		• To count a set of objects and match the spoken number to the written number and number name • **To represent the numbers 6 to 10 using a five and a bit structure**

	Number – Numbers 0-10 (wk 2-4) • 5 and a bit • Reason position of a numberline • Make and break 6-10 Number – addition Additive structures (wk5) • Commutativity	• To identify the whole and parts of the numbers 6 to 10 using the five and a bit structure • To explore the numbers 6 to 10 using the part whole model and the five and a bit structure • **To explain where 6, 7, 8 and 9 lie on a number line**
		• **To explain what odd and even numbers are and the difference between them** • **To explain how even and odd numbers can be partitioned**
		• **To partition numbers 6 to 10 in different ways** • To partition the numbers 6 to 10 in a systematic way • To identify a missing part when a whole is partitioned into two parts
		• To combine two or more parts to make a whole • To explain that addends can be represented in any order. This is called the commutative law.
		Consolidation
		Consolidation

Term 3	Topic	Skills/Objectives
	Number- addition Additive structures (wk 1-5) • Commutativity • Read, write an interpret mathematical statements using +, - and = • Inverse Number – addition and subtraction facts within 10 (wk 6 & Term 4) • Commutativity • Number bonds to 10	• Recap: To combine two or more parts to make a whole • Recap: To explain that addends can be represented in any order. This is called the commutative law. • **To explain that the = sign can be used to show that the whole and the sum of the parts are equal**
		• **To add parts to find the value of the whole and write the equation** • To find the missing addend in an equation • To explain how even and odd numbers can be partitioned • **To represent 'first, then, now' stories with addition equations**
		• To **represent 'first, then, now' stories with subtraction equations** • To represent different types of stories with subtraction calculations • **To make addition and subtraction stories, writing equations to match**
		• To work out the missing part of an addition story and equation if the other two parts are known • To work out the missing part of a subtraction story and equation if the other two parts are known
		• To explain that addition and subtraction are inverse operations • To use additive structures to think about addition and subtraction equations in different ways
		• To explain that addition is commutative • **To find pairs of numbers to 10** • To add and subtract 1 from any number (recap)

Term 4	Topic	Skills/Objectives
	Number – addition and subtraction facts within 10 (wk1-2) • Number facts • Doubling and halving	• **lain what the difference is between consecutive numbers** • **To explain what happens when 2 is added to or subtracted from odd and even numbers** • **To explain what the difference is between consecutive odd and even numbers** • **To explain what happens when zero is added to or subtracted from a number**

	Number – Numbers 0 – 20 (wk3-5) • Place value tens and ones • 10 and a bit • Applying known facts	• **To explain what happens when a number is added to or subtracted from itself** • **To double numbers and explain what doubling means** • **To halve numbers and explain what halving means** • **To use knowledge of doubles and halves to calculate near doubles and halves** • To represent different types of stories with subtraction calculations • **To use knowledge and strategies to add 5 and 3 and 6 and 3**
		• **To explain that the digits in the numbers 11 to 19 express quantity** • **To explain that the digits in the numbers 11 to 19 express position on a number line** • **To identify the quantity shown in a representation of numbers 11 to 19** • **To use inequality symbols to compare numbers 0-20 (RW added this in)**
		• To use knowledge of '10 and a bit' to solve problems • To explore odd and even numbers within 20 • To double the numbers 6 to 9 and halve the result, explaining what doubling and halving is
		• To use knowledge of addition facts within 10 to add within 20 • To use knowledge of subtraction facts within 10 to subtract within 20 • To use knowledge of addition and subtraction facts within 10 to add and subtract within 20
	Measurement (wk6) • Estimate and measure -cm	• To measure one object with non-standard measures and record outcomes • To measure items using individual cm cubes (ones from 'tens and ones') • To measure length from zero cm using a ruler • To estimate length in cm • To estimate length, measure length and record these values in a table

Term 5	Topic	Skills/Objectives
	Fractions (wk 1-2) • Half – object, shape, quantity • Quarter- object, shape, quantity Unitising and coin recognition (wk 3-5) • Count in 2s, 5s and 10s • Coin recognition	• To recognise, find and name a half as one of two equal parts of an object • To recognise, find and name a half as one of two equal parts of a shape • To recognise, find and name a half as one of two equal parts of a quantity
		• To recognise, find and name a quarter as one of four equal parts of an object • To recognise, find and name a quarter as one of four equal parts of a shape • To recognise, find and name a quarter as one of four equal parts of a quantity
		• **To count efficiently in groups of two** • To calculate the total value of the coins in a set of 2p coins • **To count efficiently in groups of ten (Use tens and ones resource!)** • To calculate the total value of the coins in a set of 10p coins • **To count efficiently in groups of five** • To calculate the total value of the coins in a set of 5p coins
		• To explain the value of a 1p coin in pence • To recognise and explain the value of 2p, 5p and 10p coins • To explain that a single coin can be worth several pennies • To use knowledge of the value coins to solve problems • To compare sets of 2p, 5p and 10p coins. • To relate what I have learnt to real-life context
		• To work out how many coins are needed to make a value of 10p • To work out how many coins are needed to make a total value of 20p

		• To use knowledge of the value of coins to solve problems

Term 6	Topic	Skills/Objectives
	Number – multiplication and division (wk 1) Measurement - Time (wk 2) RTPs recap and Counting forwards and backwards within 100 (wk4-7)	• To identify and represent equal groups • To solve multiplication problems • To represent and interpret multiplication as arrays • To represent and interpret division as grouping • To represent and interpret division as sharing
		• To tell the time to o'clock • To draw the hands on a clock face to show o-clock times • To tell the time to half past the hour • To draw the hands on a clock face to show half past times
		• Position and direction (these objectives should have been covered in P.E)
		• **Yr 1 RTPS and Counting forwards and backwards to 100** • **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 https://www.coolmath4kids.com/manipulatives/base-ten-blocks
		• **Yr 1 RTPS and Counting forwards and backwards to 100**
		• **Yr 1 RTPS and Counting forwards and backwards to 100**
		• **Count forwards and backwards through the odd numbers**