FRONT STREET PRIMARY SCHOOL – MATHS OVERVIEW – YEAR GROUP: 1

Layered objectives (taught within other topics and also within other foundation subjects and curriculum areas):

- Begin to use measuring tools such as a ruler, weighing scales and containers.
- *Recognize and create repeating patterns with objects and with shapes.*
- Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in
- **Sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].**

Autumn Focus (taught discretely):

NUMBER AND PLACE VALUE

- **Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.**
- Practise counting as reciting numbers and enumerating objects and to identify order (1st, 2nd, 3rd…).
- **Read and write numbers from 1 to 20 in numerals and words.**
- **Count, read and write numbers to 100 in numerals.**
- **Identify and represent numbers using objects and pictorial representations including the number line.**
- **Given a number, identify one more and one less.**
- **Given a number** *within range pupils are working on,* **identify one more and one less,** *relating this to adding and subtracting one.*
- **Use the language of: equal to, more than, less than (fewer), most, least** *to compare and order numbers and quantities.*
- Begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations
- *Solve problems involving counting objects*
- **Count in multiples of twos, fives and tens** from different multiples to develop recognition of patterns.

Spring Focus:

NUMBER x and ÷

- **Count in multiples of two.**
- **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.**
- Use grouping and sharing small quantities, to show multiplication and division; doubling numbers and quantities; and *make connections with* finding simple fractions of objects, numbers and quantities
- Make connections between arrays, number patterns, and counting in twos, fives and tens.
- *Recall doubles of numbers to 10 and corresponding halves*

NUMBER – FRACTIONS

- *Experience* half and quarter as 'fractions of' discrete (*e.g. countables*) and continuous (*e.g. liquid*) quantities by solving problems using shapes, objects and quantities. For example, recognise and find half a length, quantity, set of objects or shape.
- Connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.
- **Recognize, find and name a half as one of two equal parts of an object, shape or quantity**
- **Recognize, find and name a quarter**

Summer Focus:

MEASURE

- **Compare, describe and solve practical problems for:**
- **lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]**
- **time [e.g. quicker, slower, earlier, later].**
- **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]**
- Move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units.
- Begin to use measuring tools such as a ruler, weighing scales and containers.
- **measure and begin to record the following:**
- **lengths and heights**
- **Recognize and know the value of different denominations of coins and notes.**
- **Recognize 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**

Continually Revisited Objectives

(Hi3/Maths Blast, Fluency Friday) :

- **Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.**
- **Read and write numbers from 1 to 20 in numerals and words.**
- **Count, read and write numbers to 100 in numerals.**
- **Given a number, identify one more and one less.**
- **Use the language of: equal to, more than, less than (fewer), most, least** *to compare and order numbers and quantities.*
- *Solve problems involving counting objects*
- **Count in multiples of twos, fives and tens** from different multiples to develop recognition of patterns.
- **Represent and use number bonds and related subtraction facts within 20**
- **Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.**
- *Recall doubles of numbers to 10 and corresponding halves*
- **Recognize and know the value of different denominations of coins and notes.**
- **Recognize 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.**
- **Recognize and name common 2-D and 3-D shapes,**

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• Recognise and create repeating patterns with objects and with shapes. • *Describe simple patterns and relationships involving numbers* **NUMBER + -** • **Represent and use number bonds and related subtraction facts within 20** *using concrete and pictorial representations* • Memorise and reason with number bonds to 10 and 20 in several forms (for example, 9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9). • *Make connections between bonds for 10 and 20 e.g. between 7 + 2= 9 and 17 + 2 = 19 supported by representations.* • **Add and subtract one-digit and two-digit numbers to 20, including zero** • Realise the effect of adding or subtracting zero. • **Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.** • Combine and increase numbers, counting forwards and backwards • **Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.** • Discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.	**as one of four equal parts of an object, shape or quantity** •	**on a clock face to show these times.** • Use the language of time, including telling the time throughout the day, first using o'clock and then half past. • Connect experiences of turning clockwise with movement of hands on a clock face. **GEOMETRY – shapes** **Recognize and name common 2-D and 3-D shapes, including:** • **2-D shapes [e.g. rectangles (including squares), circles and triangles]** • **3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].** • Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognize these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other • *Compare and sort common 2D and 3D shapes and everyday objects.* **GEOMETRY – position & direction** • **Describe position, direction and movement, including half, quarter and three-quarter turns.** • Make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.	