

**Year 1 Maths – Term 1 Overview**

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| **Term 1 Numeracy Block** |
| Numeracy Block OverviewWarm up 10 minutes- cover concepts previously taught and include worded problemMental Maths Strategy focus - 15 -20 minExplicit teaching – I do , We do , You doFocus lesson – 35 -40 minutesReflection and Plenary – 10 minutesMaths rotations – consolidate, review , interleaf learning. |

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| **Term 1** | **Vocabulary** | **Mental Maths Strategy** | **Teaching Focus** | **Cross Curric Links** |
| **Week 1** | Is more than, is less than, forwards, backwards, number line, order | Imagine a number line: Counting on | Recognise, model, read, write and order numbers to at least 100. Recognise these numbers on a number line. Begin ordering numbers in this range. |  |
| **Week 2** | number line, hundred square, numeral, starting point | Imagine a number line: Counting back | Recognise, model, read, write and order numbers to at least 100. Recognise these numbers on a number line.Begin ordering numbers in this range.Using 100s chart to assist with counting and ordering |  |
| **Week 3** | partition, split, tens place, ones place, is equal to, equal, count on, count back, numeral, parts | Imagine a number line: Skip counting | Count collections to 100 by partitioning numbers using place valueBegin partitioning numbers into groups i.e. 12 is 10 and 2Friends of ten - looking at groupings first within 10 i.e. 1 and 9, 2 and 8 etc. Move on to groupings within 20  |  |
| **Week 4** | addition, add, plus, count on, equals, sum, number, total | Basic factsThose number facts that a student knows the answer without a strategy. | Represent & solve simple + & - problemsIntroduce language and symbols of additionUse counting on as a strategy to solve addition problems, understand this will give the same result as counting the entire collection again. Solve simple addition facts to 10 then beyond using manipulatives |  |
| **Week 5** | subtraction, take, minus, less, count back | Partitioning Part part whole. Numbers are made up of parts to make a whole. It is helpful to know the partitions for numbers 5,10, 20, 50 and 100. (ten frames etc)Can also partition numbers in ones and tens. | Represent & solve simple + & - problemsIntroduce the language and symbols of subtractionUse counting on and counting back to solve simple subtraction to 10, model with manipulatives.  |  |
| **Week 6** | day/night, days of the week, morning, afternoon, today, yesterday, tomorrow, wek, weekdays, weekend | Compatible numbersGive some from one number to another to make multiples of 10.e.g 36 + 49 =(36 -1 = 35) + (49 + 1 =50) = 85(Remember to compensate to the number that is closest to a multiple of ten) | Describe duration using months, weeks, days and hours Name the days of the week, months of the year and seasonsConnect durations to familiar situations i.e. how long until we next come to schoolEstimate and measure the duration of an event i.e. how many times can you clap while your teacher writes your name. |  |
| **Week 7** | square, circle, rectangle, triangle, rhombus, parallelogram, hexagon, pentagon, octagon, trapezium, corner, flat,  | Number families(inverse) 3+5=85+3=88-5=38-3=5 | Recognise & classify familiar two dimensional shapes Identify shapes including square, circle, rectangle, triangle, rhombus, parallelogram, hexagon, pentagon, octagon and trapeziumIdentify shapes embedded in an arrangement of shapes or a designDescribe items in the environment that can be represented as 2D shapes |  |
| **Week 8** | big/bigger/biggest, compare, empty, full, half, high, higher, highest, long, longer, longest, measure, measurement, short, shorter, shortest, small, smaller, smallest, tall, taller, tallest, holds more, holds less | DoublingWhen you double a number you add the number to itself.  | Measure & compare the lengths and capacities of pairs of objects using uniform informal units Review measurement starting points and language of measurementMeasure items by length or capacity using informal units i.e. hand spans, paperclips, block, cups, spoons etcCompare the lengths and capacities of two items using these units. |  |
| **Week 9** | Greater, maybe, might/will/won’t happen most likely, probably, sometimes | HalvingWhen you halve a number your break it into 2 equal parts. It is easy half even numbers. | Chance identify outcomes of familiar events Use familiar language to describe chance events eg might happen, will happen, won’t happen, certain and impossibleDescribe familiar events as possible or impossible |  |



**Year 1 Maths – Term 2 Overview**

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| **Term 2 Numeracy Block** |
| Numeracy Block OverviewWarm up 10 minutes- cover concepts previously taught and include worded problemMental Maths Strategy focus - 15 -20 minExplicit teaching – I do , We do , You doFocus lesson – 35 -40 minutesReflection and Plenary – 10 minutesMaths rotations – consolidate, review , interleaf learning. |

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| **Term 2** | **Vocabulary** | **Mental Maths Strategy** | **Teaching Focus** | **Cross Curric Links** |
| **Week 1** | place value, group, grouping, digits, 2 digit, tens place, ones place, fractions, part, whole | Front loading Partition numbers in hundreds, tens and ones and then add the numbers to calculate the answer.128+145 =100+20+8+100+40+5100 +100= 20020+40=608+5=13=273 | Place value + Fractions (smaller than)Revise groupings within 10 and 20.State the place value of digits in 2 digit numbers i.e. the 3 in 32 represents 30 or 3 tens.Introduce the idea of fractions as part of a whole |  |
| **Week 2** | skip count, sequence, forwards, backwards, before, after,  | Imagine a number line: Counting on | Develop confidence with number sequences to and from 100. Skip counting by twos, fives, tensCount in sequence, forwards and backwards in the range 0-100Identify the number before and after a given number in the range 0-100Orally skip count sequences forwards by twos, fives and tens |  |
| **Week 3** | next number, number pattern, repeat, repeating part, repeating patterns, skip counting patterns | Imagine a number line: Counting back | Number patterns/patterns with objects Examine the patterns in our counting system, 1-9, teen numbers, decades, hundredsCreate patterns with objects and describe the patternsBegin to create number patterns and describe them i.e. odds, evens, numbers ending in 5 |  |
| **Week 4** | equal parts, half, halves, halved, halving, one half, part, whole  | Imagine a number line: Skip counting | Fractions (one half)Recognise and describe a half as one of two equal parts of a wholeIdentify halves of whole objectsIntroduce the language of fractions and the symbol 1/2 |  |
|  **Week 5** | day/night, days of the week, morning, afternoon, today, yesterday, tomorrow, wek, weekdays, weekend, hour, minute, second, takes more time, takes less time, takes longer to, is faster to | Basic factsThose number facts that a student knows the answer without a strategy. | Describe duration using months, weeks, days and hours Introduce the terms hour, minute and secondEstimate and measure the durations of familiar eventsOrder simple activities by their duration - use language such as takes more time, takes less time, takes longer to, is faster to  |  |
| **Week 6** | clock, hands, face, hour, hour hand, minute hand, o’clock, on the hour, time | Partitioning Part part whole. Numbers are made up of parts to make a whole. It is helpful to know the partitions for numbers 5,10, 20, 50 and 100. (ten frames etc)Can also partition numbers in ones and tens. | Time to the hourExamine features of an analogue clockIntroduce language of time i.e o’clockDescribe the position of the hands at o’clock timesRead o’clock times on an analogue clock |  |
| **Week 7** | holds more, holds less, capacity, measure, compare, estimate, empty, full, half full | Compatible numbersGive some from one number to another to make multiples of 10.e.g 36 + 49 =(36 -1 = 35) + (49 + 1 =50) = 85(Remember to compensate to the number that is closest to a multiple of ten) | Measure and compare capacities – informal units Compare capacities of objects by using language such as holds more, holds lessMeasure capacity in informal units such as cups, spoons, smaller containers |  |
| **Week 8** | cents, notes, dollar, money, coinsymbols for cents and dollars | Number families(inverse) 3+5=85+3=88-5=38-3=5 | Recognise, describe and order coins according to their value Link to addition and subtractionIntroduce coins and notes and their valuesIntroduce signs for dollars $ and cents c Sort money into cents and dollarsOrder money based on it’s value |  |
| **Week 9** | cents, notes, dollar, money, coinsymbols for cents and dollars | DoublingWhen you double a number you add the number to itself.  | Recognise, describe and order coins according to their value Link to addition and subtraction Sort money into cents and dollarsOrder money based on it’s valueCount small collections of money - link to additionDetermine whether there is enough money to make a simple purchase i.e. You have $3 can you purchase milk for $2 - link to subtraction |  |
| **Week 10** | count, data, different, display, fewer, fewest, graph, group, list, least/most popular, pictograph, picture graph, result, table, tally chart, vote | HalvingWhen you halve a number your break it into 2 equal parts. It is easy half even numbers. | Choose simple questions, gather responses and make simple inferences + Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays Determine which questions will gather appropriate responses for a simple investigationPose questions about situations using everyday language eg. what colour hair do most people in our class haveOrganise actual objects or pictures of the objects into a data display |  |
| **Week 11** | equal parts, half, halves, halved, halving, one half, part, whole  | Front loadingPartition numbers in hundreds, tens and ones and then add the numbers to calculate the answer.128+145 =100+20+8+100+40+5100 +100= 20020+40=608+5=13=273 | FractionsShare collections equally to identify halvesUnderstand that the portions must be equal to be halves.  |  |



**Year 1 Maths – Term 3 Overview**

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| **Term 3 Numeracy Block** |
| Numeracy Block OverviewWarm up 10 minutes- cover concepts previously taught and include worded problemMental Maths Strategy focus - 15 -20 minExplicit teaching – I do , We do , You doFocus lesson – 35 -40 minutesReflection and Plenary – 10 minutesMaths rotations – consolidate, review , interleaf learning. |

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| **Term 3** | **Vocabulary** | **Mental Maths Strategy** | **Teaching Focus** | **Cross Curric Links** |
| **Week 1** | place value, tens place, ones place, skip counting, addition, add, forward, backwards, same, equal to, part, value | Imagine a number line: Counting on | Place value/ skip counting reviewRewrite numbers as addition of other numbers i.e. 35 is 20 and 15Skip count forwards and backwards in the range 0-100 by twos, fives and tens.Demonstrates an understanding that repeated addition or skip counting will give the same result as counting by ones |  |
| **Week 2** | addition, add, plus, sum, subtraction, take, minus, count on, count back, solve, double, half, problem | Imagine a number line: Counting back | Addition and subtraction reviewUse counting on and counting back to solve simple addition and subtraction problems initially to 10 and then beyond. Solve addition problems involving doubles.Solve 10 and addition problems i.e. 10+4, 7+10 |  |
| **Week 3** | Greater, maybe, might/will/won’t happen most likely, probably, sometimes | Imagine a number line: Skip counting | ChanceJustify that some events are certain or impossibleRecognise and describe the element of chance in a familiar activity i.e. I MIGHT play with friends after schoolDescribe possible outcomes in everyday situations i,e, what might occur in a story before the ending of the book |  |
| **Week 4** | above, around, back/front, before/after, behind/in front, below, beside/next to, between, close, closer, down/up, forwards/backwards, from/to, in/out, inside/outside, left/right, near/far, on/off, over/under, top/bottom | Basic factsThose number facts that a student knows the answer without a strategy. | Give and follow directions to familiar locationsInterpret and follow directions around familiar locationsGive and follow simple directions using a diagram or descriptionDescribe the path from one location to another on a drawing |  |
|  **Week 5** | equal parts, half, halves, halved, halving, one half, part, whole  | Partitioning Part part whole. Numbers are made up of parts to make a whole. It is helpful to know the partitions for numbers 5,10, 20, 50 and 100. (ten frames etc)Can also partition numbers in ones and tens. | Fractions, Time (half hour)Review o’clock times, introduce half past times.Discuss the position of the hands on the clock at half pastLink times to everyday events i.e. I start school at half past 8. Read half past times on an analogue clockConnect fraction ½ to half hour - half way around the clock. |  |
| **Week 6** | day/night, days of the week, morning, afternoon, today, yesterday, tomorrow, wek, weekdays, weekend, hour, minute, second, takes more time, takes less time, takes longer to, is faster to | Compatible numbersGive some from one number to another to make multiples of 10.e.g 36 + 49 =(36 -1 = 35) + (49 + 1 =50) = 85(Remember to compensate to the number that is closest to a multiple of ten) | Describe durationDiscuss activities that take one hour, less than an hour or more than an hourOrder activities by duration describing how long they think the activity takes |  |
| **Week 7** | count, data, different, display, fewer, fewest, graph, group, list, least/most popular, pictograph, picture graph, result, table, tally chart, vote | Number families(inverse) 3+5=85+3=88-5=38-3=5 | Data representation and interpretationOrganise actual objects or pictures into a data display using one to one correspondenceInterpret and describe displays by identifying categories with the greatest or least number of objectsExplain interpretations of information presented in data displays eg More children like dogs because there are more dog pictures than cat pictures |  |
| **Week 8** | long, longer, longest, short, shorter, shortest, length, measure, estimate, unit of measurement | DoublingWhen you double a number you add the number to itself.  | Measure and compare lengthMeasure items length using uniform informal units such as blocks, paperclips, popsticksCompare lengths and order two or more itemsBegin to estimate length by visualising the repeated unit of measurement |  |
| **Week 9** | order, patterns, sequence, number sequence, first, second, third to 31st, number line, number chart | HalvingWhen you halve a number your break it into 2 equal parts. It is easy half even numbers. | Recognise, model, read, write and order numbers to 100Order numbers across the range.Compare whole numbers using the knowledge of the patterns in the number sequence and think of movements between numbers without actually or mentally representing the number as physical quantities (move from concrete to iconic to abstract)Reads and uses the ordinal names for numbers to at least thirty first e.g. when reading calendar dates. |  |
| **Week 10** | Pull out key vocabulary in problem solving tasks and word problems | Front loadingPartition numbers in hundreds, tens and ones and then add the numbers to calculate the answer.128+145 =100+20+8+100+40+5100 +100= 20020+40=608+5=13=273 | Front loadingProblem solvingWord problems |  |



**Year 1 Maths – Term 4 Overview**

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| **Term 4 Numeracy Block** |
| Numeracy Block OverviewWarm up 10 minutes- cover concepts previously taught and include worded problemMental Maths Strategy focus - 15 -20 minExplicit teaching – I do , We do , You doFocus lesson – 35 -40 minutesReflection and Plenary – 10 minutesMaths rotations – consolidate, review , interleaf learning. |

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| **Term 4** | **Vocabulary** | **Mental Maths Strategy** | **Teaching Focus** | **Review** |
| **Week 1** | square, circle, rectangle, triangle, rhombus, parallelogram, hexagon, pentagon, octagon, trapezium, corner, flat, curved, straight, round, same/different, 2D shape, small, medium, large, sort | Imagine a number line: Counting on | 2D shapes Focus on geometric features using everyday words such as corners, sides Construct 2D shapes using a variety of materials including cardboard, straws and connectorsSort shapes by features and explain the classification |  |
| **Week 2** | ball, block, build, corner, cube, cone, cylinder, sphere, prism, curved, straight, make, 3D object, same, different, sort,  | Imagine a number line: Counting back | 3D objectsIdentify and name common 3D objects such as cone, cube, cylinder, sphere and prismUse everyday words such as corners, sides, faces and edges to describe geometric featuresCompare and discuss the features of 3D objects and 2D shapesMake models of 3D objectsSorts objects by attributes such as shape of faces and explain the classification  |  |
| **Week 3** | cents, notes, dollar, money, coin, cost, buy, sell, sold symbols for cents and dollars | Imagine a number line: Skip counting | Place value/moneyStates the place value of digits in numbers - connect to the value of moneyOrder money by value, count small collections of coins or notes.Determine if there is enough money to buy a particular item |  |
| **Week 4** | holds more, holds less, capacity, measure, compare, estimate, empty, full, half full | Basic factsThose number facts that a student knows the answer without a strategy. | Measure and compare capacitiesMeasure capacities using counting cubic units i.e. blocks in rectangular containersEstimate capacity using appropriate informal unitsExamine containers that have different shapes but the same capacity |  |
|  **Week 5** | addition, plus, add, sum, skip count, number problem, count forwards, count back, on the decade, off the decade, multiples | Partitioning Part part whole. Numbers are made up of parts to make a whole. It is helpful to know the partitions for numbers 5,10, 20, 50 and 100. (ten frames etc)Can also partition numbers in ones and tens. | Addition, skip counting, number problemsCount forwards and backwards by tens on and off the decade eg 40, 30, 20 (on the decade) 27, 37, 47 (off the decade)Recognises that using strategies other than counting by ones is more efficient to count collections Use multiples of 10 that add to 100 i.e. 30+70, 40+60 |  |
| **Week 6** | addition, plus, add, sum, skip count, number problem, count forwards, count back, on the decade, off the decade, multiples | Compatible numbersGive some from one number to another to make multiples of 10.e.g 36 + 49 =(36 -1 = 35) + (49 + 1 =50) = 85(Remember to compensate to the number that is closest to a multiple of ten) | Addition, skip counting and number problemsCount forwards and backwards by tens on and off the decade eg 40, 30, 20 (on the decade) 27, 37, 47 (off the decade)Recognises that using strategies other than counting by ones is more efficient to count collections Use multiples of 10 that add to 100 i.e. 30+70, 40+60 |  |
| **Week 7** | above, around, back/front, before/after, behind/in front, below, beside/next to, between, close, closer, down/up, forwards/backwards, from/to, in/out, inside/outside, left/right, near/far, on/off, over/under, top/bottom, fewer, fewest, least/most popular, result, more than, less than | Number families(inverse) 3+5=85+3=88-5=38-3=5 | Give and follow directions to familiar locations Represent data/describe displaysUse drawings to represent the position of objects using everyday language such as left and rightDescribe the positions of objects in models, photographs and drawingsInterpret data to find which type of direction was made most often i.e. there are more left turns than right turns |  |
| **Week 8** | clock, hands, face, hour, hour hand, minute hand, o’clock, on the hour, time, half hour, half past, analogue clock, digital clock | DoublingWhen you double a number you add the number to itself.  | Time (half hour)Review language of time and the meaning of the position of the hands on a clock.Introduce digital clocksRead half past and o’clock times on an analogue and a digital clockRecord in words the times on analogue and digital clocks |  |
| **Week 9** | round, nearest, estimatePull out key vocabulary from problem solving questions and worded problems | HalvingWhen you halve a number your break it into 2 equal parts. It is easy half even numbers. | Problem solvingWorded problemsRounding to the nearest 10 when estimating |  |
| **Week 10** | round, nearest, estimatePull out key vocabulary from problem solving questions and worded problems | Front loadingPartition numbers in hundreds, tens and ones and then add the numbers to calculate the answer.128+145 =100+20+8+100+40+5100 +100= 20020+40=608+5=13=273 | Problem solvingWorded problemsRounding to the nearest 10 when estimating |  |