

**Year 1 Maths – Term 1 Overview**

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| **Term 1 Numeracy Block** |
| Numeracy Block Overview  Warm up 10 minutes- cover concepts previously taught and include worded problem  Mental Maths Strategy focus - 15 -20 min  Explicit teaching – I do , We do , You do  Focus lesson – 35 -40 minutes  Reflection and Plenary – 10 minutes  Maths 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 value  Begin partitioning numbers into groups i.e. 12 is 10 and 2  Friends 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 facts  Those number facts that a student knows the answer without a strategy. | Represent & solve simple + & - problems  Introduce language and symbols of addition  Use 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 + & - problems  Introduce the language and symbols of subtraction  Use 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 numbers  Give 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 seasons  Connect durations to familiar situations i.e. how long until we next come to school  Estimate 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=8  5+3=8  8-5=3  8-3=5 | Recognise & classify familiar two dimensional shapes  Identify shapes including square, circle, rectangle, triangle, rhombus, parallelogram, hexagon, pentagon, octagon and trapezium  Identify shapes embedded in an arrangement of shapes or a design  Describe 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 | Doubling  When 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 measurement  Measure items by length or capacity using informal units i.e. hand spans, paperclips, block, cups, spoons etc  Compare the lengths and capacities of two items using these units. |  |
| **Week 9** | Greater, maybe, might/will/won’t happen most likely, probably, sometimes | Halving  When 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 impossible  Describe familiar events as possible or impossible |  |



**Year 1 Maths – Term 2 Overview**

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| **Term 2 Numeracy Block** |
| Numeracy Block Overview  Warm up 10 minutes- cover concepts previously taught and include worded problem  Mental Maths Strategy focus - 15 -20 min  Explicit teaching – I do , We do , You do  Focus lesson – 35 -40 minutes  Reflection and Plenary – 10 minutes  Maths 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+5  100 +100= 200  20+40=60  8+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, tens  Count in sequence, forwards and backwards in the range 0-100  Identify the number before and after a given number in the range 0-100  Orally 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, hundreds  Create patterns with objects and describe the patterns  Begin 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 whole  Identify halves of whole objects  Introduce 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 facts  Those 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 second  Estimate and measure the durations of familiar events  Order 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 hour  Examine features of an analogue clock  Introduce language of time i.e o’clock  Describe the position of the hands at o’clock times  Read o’clock times on an analogue clock |  |
| **Week 7** | holds more, holds less, capacity, measure, compare, estimate, empty, full, half full | Compatible numbers  Give 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 less  Measure capacity in informal units such as cups, spoons, smaller containers |  |
| **Week 8** | cents, notes, dollar, money, coin  symbols for cents and dollars | Number families  (inverse)  3+5=8  5+3=8  8-5=3  8-3=5 | Recognise, describe and order coins according to their value Link to addition and subtraction  Introduce coins and notes and their values  Introduce signs for dollars $ and cents c  Sort money into cents and dollars  Order money based on it’s value |  |
| **Week 9** | cents, notes, dollar, money, coin  symbols for cents and dollars | Doubling  When 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 dollars  Order money based on it’s value  Count small collections of money - link to addition  Determine 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 | Halving  When 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 investigation  Pose questions about situations using everyday language eg. what colour hair do most people in our class have  Organise actual objects or pictures of the objects into a data display |  |
| **Week 11** | equal parts, half, halves, halved, halving, one half, 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+5  100 +100= 200  20+40=60  8+5=13  =273 | Fractions  Share collections equally to identify halves  Understand 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 Overview  Warm up 10 minutes- cover concepts previously taught and include worded problem  Mental Maths Strategy focus - 15 -20 min  Explicit teaching – I do , We do , You do  Focus lesson – 35 -40 minutes  Reflection and Plenary – 10 minutes  Maths 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 review  Rewrite numbers as addition of other numbers i.e. 35 is 20 and 15  Skip 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 review  Use 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 | Chance  Justify that some events are certain or impossible  Recognise and describe the element of chance in a familiar activity i.e. I MIGHT play with friends after school  Describe 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 facts  Those number facts that a student knows the answer without a strategy. | Give and follow directions to familiar locations  Interpret and follow directions around familiar locations  Give and follow simple directions using a diagram or description  Describe 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 past  Link times to everyday events i.e. I start school at half past 8.  Read half past times on an analogue clock  Connect 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 numbers  Give 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  Discuss activities that take one hour, less than an hour or more than an hour  Order 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=8  5+3=8  8-5=3  8-3=5 | Data representation and interpretation  Organise actual objects or pictures into a data display using one to one correspondence  Interpret and describe displays by identifying categories with the greatest or least number of objects  Explain 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 | Doubling  When you double a number you add the number to itself. | Measure and compare length  Measure items length using uniform informal units such as blocks, paperclips, popsticks  Compare lengths and order two or more items  Begin 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 | Halving  When 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 100  Order 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 loading  Partition numbers in hundreds, tens and ones and then add the numbers to calculate the answer.  128+145 =  100+20+8+100+40+5  100 +100= 200  20+40=60  8+5=13  =273 | Front loading  Problem solving  Word problems |  |



**Year 1 Maths – Term 4 Overview**

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| **Term 4 Numeracy Block** |
| Numeracy Block Overview  Warm up 10 minutes- cover concepts previously taught and include worded problem  Mental Maths Strategy focus - 15 -20 min  Explicit teaching – I do , We do , You do  Focus lesson – 35 -40 minutes  Reflection and Plenary – 10 minutes  Maths 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 connectors  Sort 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 objects  Identify and name common 3D objects such as cone, cube, cylinder, sphere and prism  Use everyday words such as corners, sides, faces and edges to describe geometric features  Compare and discuss the features of 3D objects and 2D shapes  Make models of 3D objects  Sorts 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/money  States the place value of digits in numbers - connect to the value of money  Order 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 facts  Those number facts that a student knows the answer without a strategy. | Measure and compare capacities  Measure capacities using counting cubic units i.e. blocks in rectangular containers  Estimate capacity using appropriate informal units  Examine 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 problems  Count 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 numbers  Give 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 problems  Count 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=8  5+3=8  8-5=3  8-3=5 | Give and follow directions to familiar locations  Represent data/describe displays  Use drawings to represent the position of objects using everyday language such as left and right  Describe the positions of objects in models, photographs and drawings  Interpret 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 | Doubling  When 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 clocks  Read half past and o’clock times on an analogue and a digital clock  Record in words the times on analogue and digital clocks |  |
| **Week 9** | round, nearest, estimate  Pull out key vocabulary from problem solving questions and worded problems | Halving  When you halve a number your break it into 2 equal parts. It is easy half even numbers. | Problem solving  Worded problems  Rounding to the nearest 10 when estimating |  |
| **Week 10** | round, nearest, estimate  Pull out key vocabulary from problem solving questions and worded problems | 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+5  100 +100= 200  20+40=60  8+5=13  =273 | Problem solving  Worded problems  Rounding to the nearest 10 when estimating |  |