



Newtown School Year 1 Maths Curriculum Overview

Autumn

	Number - Place value (within 10) Weeks 1-6 (approximately)	Number – Addition and subtraction (within 10) Weeks 7-12 (approximately)
Small steps: Whole class teaching	<ul style="list-style-type: none">• Sort objects• Count objects• Count objects from a larger group• Represent objects• Recognise numbers as words• Count on from any number• 1 more• Count backwards within 10• 1 less• Compare groups by matching• Fewer, more, same• Less than, greater than, equal to• Compare numbers• Order objects and numbers• The number line	<ul style="list-style-type: none">• Introduce parts and wholes• Part-whole model• Write number sentences• Fact families - addition facts• Number bonds within 10• Systematic number bonds within 10• Number bonds to 10• Addition - add together• Addition - add more• Addition problems• Find a part• Subtraction - find a part• Fact families - the eight facts• Subtraction - take away/cross out (How many left?)• Subtraction - take away (How many left?)• Subtraction on a number line• Add or subtract 1 or 2
National Curriculum	<ul style="list-style-type: none">• Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.• Count, read and write numbers to 10 in numerals and words.• Given a number, identify one more or one less.• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	<ul style="list-style-type: none">• Represent and use number bonds and related subtraction facts within 10.• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.• Add and subtract one digit numbers to 10, including zero.• Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.
Small steps: Taught through continuous	Geometry - Shape <ul style="list-style-type: none">• Recognise and name 3-D shapes• Sort 3-D shapes• Recognise and name 2-D shapes• Sort 2-D shapes• Patterns with 2-D and 3-D shapes	Geometry – Position and direction <ul style="list-style-type: none">• Describe turns• Describe position - left and right• Describe position - forwards and backwards• Describe position - above and below• Ordinal numbers
National Curriculum	<ul style="list-style-type: none">• Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles).• Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres).	<ul style="list-style-type: none">• Describe position, direction and movement, including whole, half, quarter and three-quarter turns



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Spring

	Spring		
	Small step: Whole class teaching	National Curriculum	Small steps: Continuous provision
	Number – Place value (within 20) Weeks 1-4 (approximately) <ul style="list-style-type: none"> Count within 20 Understand 10 Understand 11, 12 and 13 Understand 14, 15 and 16 Understand 17, 18 and 19 Understand 20 1 more and 1 less The number line to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20 	Number - Addition and subtraction (within 20) Weeks 5-8 (approximately) <ul style="list-style-type: none"> Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Doubles Near doubles Subtract ones using number bonds Subtraction - counting back Subtraction - finding the difference Related facts Missing number problems 	Number – Place Value (within 50) Weeks 9-11 (approximately) <ul style="list-style-type: none"> Count from 20 to 50 20, 30, 40 and 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less
	Measurement – Length and height Compare lengths and heights <ul style="list-style-type: none"> Measure length using objects Measure length in centimetres 	Measurement – Mass and volume <ul style="list-style-type: none"> Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity Compare capacity 	
	Measurement: Length and Height Measure and begin to record lengths and heights. <ul style="list-style-type: none"> Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). 	Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. <ul style="list-style-type: none"> Compare, describe and solve practical problems for mass/weight:[for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]. 	



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Summer

Small Steps: Whole Class Maths lessons	Number – Multiplication and division Weeks 1-4 (approximately)	Number – Fractions Weeks 5-7 (approximately)	Number – Place Value (within 100) Weeks 8-10 (approximately)	Time Week 11 (approximately)	Weeks 12 (approximately)
	<ul style="list-style-type: none"> Count in 2s Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups - grouping Make equal groups – sharing 	<ul style="list-style-type: none"> Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find a half of a quantity Recognise a quarter of an object or a shape Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity 	<ul style="list-style-type: none"> Count from 50 to 100 Tens to 100 Partition into tens and ones The number line to 100 1 more, 1 less Compare numbers with the same number of tens Compare any two numbers 	<ul style="list-style-type: none"> Tell the time to the hour Tell the time to the half hour 	<i>Consolidation</i>
National Curriculum	<ul style="list-style-type: none"> Count in multiples of twos, fives and tens. 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. 	<ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]. 	<ul style="list-style-type: none"> 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. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. 	<ul style="list-style-type: none"> Read the time on a clock 	
Small Steps: Taught through continuous Provision	<div> <div> Measurement – Money <ul style="list-style-type: none"> Unitising Recognise coins Recognise notes Count in coins </div> <div> Measurement – Time <ul style="list-style-type: none"> Before and after Days of the week Months of the year Hours, minutes and seconds </div> </div>				



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National Curriculum	<ul style="list-style-type: none">• Know the value of different coins.• Read the time on a clock
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