Newtown School Year 1 Maths Curriculum Overview

Autumn

Small steps: Whole class teaching	**Geometry – Shape** **Measurement – Length and height, mass and volume** Week 1 (approximately)	**Number - Place value (within 10)** Weeks 2-6 (approximately)	**Number – Addition and subtraction (within 10)** Weeks 7-12 (approximately)
	Introduction to geometry and measurement to build foundational skills for children to develop during continuous provision	• 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	• 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	See **Geometry - Shape** See **Measurement – Length and height, mass and volume**	• 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.	• 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	**Geometry - Shape** • 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** • Describe turns • Describe position - left and right • Describe position - forwards and backwards • Describe position - above and below • Ordinal numbers
National Curriculum	• 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).		• Describe position, direction and movement, including whole, half, quarter and three-quarter turns

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Spring

Small step: Whole class teaching	**Number – Place value (within 20)** Weeks 1-4 (approximately)	**Number - Addition and subtraction (within 20)** Weeks 5-8 (approximately)	**Number – Place Value (within 50)** Weeks 9-11 (approximately)
	• 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	• 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	• 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
National Curriculum	• 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.	• 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.	• Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. • Count, read and write numbers to 50 in numerals. • 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. • Count in multiples of twos, fives and tens.
Small steps: Continuous provision	**Measurement – Length and height** • Compare lengths and heights • Measure length using objects • Measure length in centimetres		**Measurement – Mass and volume** • Heavier and lighter • Measure mass • Compare mass • Full and empty • Compare volume • Measure capacity • Compare capacity
National Curriculum	• Measurement: Length and Height Measure and begin to record lengths and heights. • 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. • 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)
	• 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	• 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	• 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	• Tell the time to the hour • Tell the time to the half hour	*Consolidation*
National Curriculum	• 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.	• 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].	• 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.	• Read the time on a clock	

Small Steps: Taught through continuous Provision	**Measurement – Money** • Unitising • Recognise coins • Recognise notes • Count in coins	**Measurement – Time** • Before and after • Days of the week • Months of the year • Hours, minutes and seconds
National Curriculum	• Know the value of different coins.	• Read the time on a clock