

## Year 1 Maths Overview 2017-2018

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	Number: Place Value (Within 10)				Number: Addition and Subtraction (Within 10)				Geometry: Shape	Number: Place Value (Within 20)		Measures: Time
<b>Spring</b>	Number: Addition and subtraction (within 20)				Number: Place value (within 50, multiples of 2,5 and 10 to be inc.)		Measures: Length and Height			Measures: Weight and Volume		Measures: Money
<b>Summer</b>	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be inc.)			Number: Fractions		Geometry: Position and Direction	Number: Place Value (Within 100)		Measures: Money	Measures: Time		Consolidation

Some terms will be longer than 12 weeks so use this time for consolidation and assessment of previous learning.

## Term by Term Objectives - Autumn

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	<p><u>Number: Place Value (within 10)</u></p> <p>Count to <b>ten</b>, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to <b>10</b> in numerals and words. Given a number, identify one more or one less.</p> <p>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.</p>				<p><u>Number: Addition and Subtraction (within 10)</u></p> <p>Represent and use number bonds and related subtraction facts <b>within 10</b></p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one digit numbers <b>to 10</b>, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>				<p><u>Geometry: Shape</u></p> <p>Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)</p> <p>Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)</p>	<p><u>Number: Place Value (within 20)</u></p> <p>Count to <b>twenty</b>, forwards and backwards, beginning with 0 or 1, from any given number.</p> <p>Count, read and write numbers to <b>20</b> in numerals and words.</p> <p>Given a number, identify one more or one less.</p> <p>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.</p>	<p><u>Measures: Time</u></p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p>	

Any remaining weeks should be used for consolidation and assessment.

## Term by Term Objectives - Spring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Spring</b>	<p><u>Number: Addition and Subtraction (within 20)</u> Represent and use number bonds and related subtraction facts within 20</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></p>				<p><u>Number: Place Value (within 50, multiples of 2,5 and 10 to be inc.)</u></p> <p>Count to <b>50</b> forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to <b>50</b> in numerals.</p> <p>Given a number, identify one more or one less.</p> <p>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. <b>Count in multiples of twos, fives and tens.</b></p>			<p><u>Measures: Length and Height</u></p> <p>Measure and begin to record lengths and heights.</p> <p><b>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</b></p>		<p><u>Measures: Weight and Volume</u></p> <p>Measure and begin to record mass/weight, capacity and volume.</p> <p><b>Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter</b></p>		<p><u>Measures: Money</u></p> <p>Recognise and know the value of different denominations of coins and notes.</p>

Any remaining weeks should be used for consolidation and assessment.

## Term by Term Objectives - Summer

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Summer</b>	<p><u>Number: Multiplication and Division</u></p> <p>Count in multiples of twos, fives and tens.</p> <p>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.</p>			<p><u>Number: Fractions</u></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p><b>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</b></p> <p><b>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]</b></p>		<p><u>Geometry: Position and Direction</u></p> <p>Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p><u>Number: Place Value (within 100)</u></p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals.</p> <p>Given a number, identify one more and one less.</p> <p>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.</p>	<p><u>Measures: Money</u></p> <p>Recognise and know the value of different denominations of coins and notes.</p>	<p><u>Measure: Time</u></p> <p>Revisit sequencing events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>Revisit recognising and use of language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]</p> <p>Measure and begin to record time (hours, minutes, seconds)</p>	<p><u>Consolidation</u></p>		

Any remaining weeks should be used for consolidation and assessment.