MATHS

Year 1 Objectives

Autumn	Spring	Summer
Autumn 1 -30 days plus 5 problem solving days Addition and subtraction -3 days -add and subtract 1, 2 and 5 from numbers up to 10 then 20 including adding zero –encourage mental but use of equipment and pictorial representations as needed. Number and place value -3 days -count forwards and backwards 0-10 then 0-20 -counting objects –counting in two's -read and write numbers 0-10 then 0-20 -given a number, identify one more and one less Geometry -1 day -Identify and handle common 3-D shapes –relate to everyday objects –identifying 3d shapes in the classroom Addition and subtraction -4/5 days -read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs -add and subtract with 1 digit amounts –up to 10 first then crossing 10 barrier. -solve problems –use practical equipment and pictorial representations Number and place value -3 days -count forwards and backwards 0-20 -counting objects –counting in two's -read and write numbers 0-20 in numerals and words -given a number, identify one more and one less (KPI) Measurement -4 days -naming coins –understanding they have a value –buying items with pennies -knowing there is 2p, 5p, 10p -showing how many pennies are the same value. -introducing language of time -events in a day, sequencing events –before, after, morning, afternoon, evening -days of the week, months of the year Addition and subtraction -4/5 days -read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	**Spring 1** -25 days plus 5 problem solving days Number and place value -3 days -count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number –(might start up to 50) -counting objects –counting in two's, fives and ten's -read and write numbers 1-20 (then up to 50) in numerals and words -given a number, identify one more and one less Measurement -4 days -compare, describe and solve practical problems for mass and weight (heavy/ light, heavier than, lighter than) (KPI) -feeling to difference between objects -moving onto bucket scales / beamer balances -measure and begin to record mass and weight -recognise and know the value of different denominations of coins and notes -show different combinations of coins worth the same value Addition and subtraction -4 days -read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs -represent and use number bonds and related subtraction facts within 20 Measurement -2 days -recognise and use language relating to dates, including days of the week, months of the year. -tell the time to the hour and half past. Addition and subtraction -5 days -represent and use number bonds and related subtraction facts within 20 SEP -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9. SEP -important to now include different terms such as altogether, total, take away	**Summer 1** -30 days **plus 5 problem solving days** Measurement -2/3 days -sequence events in chronological order -telling the time throughout the day -recognise and use language relating to dates, including days of the week, weeks, months and years (may extend to bring in every week this half term as necessary) -o'clock and half past –but relate to events of the day Number and place value -3 days -count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -counting objects –counting in two's, fives and ten's -read and write numbers 1-20 (then up to 50) in numerals and words -recognise and create repeating patterns with objects and shapes. Addition and subtraction -5 days -represent and use number bonds and related subtraction facts within 20 (KPI) SEP-also keep bringing this in starter activities over the next few weeks -add and subtract one digit and two digit numbers to 20 including zero -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9. SEP -important to now include different terms such as altogether, total, take away Measurement -2 days -recognise and know the value of different denominations of coins and notes -show different combinations of coins worth the same value Measurement -2/3 days -tell the time to the hour and half past the hour –draw hands on a clock face to show these times (again –keep referring to this element at suitable times of the day

-represent and use number bonds and related subtraction facts within 20 -finding pairs of numbers with make 10 (20 if ready) -also as missing number sums e.g 6 + ___ = 9 -buying items with pennies -simple addition of two amounts with 1p, 2p, 5p **<u>Autumn 2</u> -30 days plus 5 problem solving day** <u>Number and place value</u> -5 days -count, read and write numbers to 30 in numerals: Count in multiples of 2's (KPI) -estimate groups of numbers and check by counting. -order numbers to 20 (then 30) -begin to recognize place value in numbers beyond 20 -Recognise and create repeating patterns with objects and shapes. <u>Addition and subtraction</u> -5 days -represent and use number bonds and related subtraction facts within 20 -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9. -important to now include different terms such as more than, less than, total <u>Geometry -2/3 days</u> -recognise and name common 3d shapes (KPI)–relate to shapes in the environment, recognise in different orientations and sizes. <u>Number and place value</u>-3 days -count in 2's (KPI) -identify odd and even numbers -ordinal numbers <u>Measurement</u> -4 days -recognise and use language relating to dates, including days of the week. -events on the hour –introduce the analogue clockface -compare , describe and solve practical problems for lengths and heights –longer/ shorter etc -measure and begin to record lengths and heights	<u>Number and place value</u> -4 days -count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (KPI) -count, read and write numbers to 100 in numerals; count in multiples of 2's, 5's and 10's (KPI) -identify and represent numbers using objects and pictorial representations including the numberline, and use the language of equal to etc <u>Geometry</u> -2 days -describe position –left, right, top, middle, bottom, on top of, in front of, above, between etc **<u>Spring 2</u>** -25 days plus 5 problem solving days <u>Number and place value</u> -4 days -count, read and write numbers to 100 in numerals (KPI) -ordinal numbers -odd and even numbers -identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to etc <u>Addition and subtraction</u> -4 days -add and subtract one digit and two digit numbers to 20 including zero -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9. <u>Fractions</u> -2 days -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 <u>Geometry -1 day</u> -recognise and name common 3d shapes (KPI) <u>Measurement</u> -2 days -compare, describe and solve practical problems for capcity and volume (full/ empty, more than, half full) (KPI) -measure and begin to record capacity and volume <u>Addition and subtraction</u> -4 days	everyday over the next few weeks) -compare, describe and solve practical problems for time -quicker, slower, earlier, later (KPI) -measure and begin to record times –hours, minutes, seconds <u>Fractions</u> -2/3 days -recognise, find and name a half as one of two equal parts of an object, shape or quantity. (KPI) -recognise, find and name a quarter as one of four equal parts of an object, shape or quantity <u>Multiplication / division 3 days</u> -solve one-step problems by calculating the answer using concrete objects, pictorial representations and arrays with support of the teacher. -doubling numbers and quantities -grouping and sharing small quantities -make connections between arrays, number patterns, counting in two's, fives and tens <u>Number and place value</u> -4 days -count, read and write numbers to 100 in numerals (KPI) -ordinal numbers -odd and even numbers -identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to etc -given a number, identify one more and one less (KPI) <u>Geometry -2/3 days</u> -recognise and name common 2d shapes (KPI) -recognise from different orientations and sizes -describe direction and position including whole, half, quarter and three quarter turns **<u>Summer 2</u>** -30 days plus **5 problem solving days** <u>Number and place value</u> -3 days -count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -counting objects –counting in two's, fives and ten's -read and write numbers 1-20 (then up to 100) in numerals and words -compare numbers up to 100 -recognise and create repeating patterns with objects and

Geometry -3 days -recognise and name common 2d shapes (KPI) –relate to shapes in the environment, recognise in different orientations and sizes. Addition and subtraction -3 days -represent and use number bonds and related subtraction facts within 20 -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9. -important to now include different terms such as more than, less than, total Statistics -2 days -Pictograms / Tally Charts – Linked to Topic lesson (Traffic Survey)	-add and subtract one digit and two digit numbers to 20 including zero -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9. Geometry -3 days -recognise and name common 2d shapes (KPI) -describe direction and position including whole, half, quarter and three quarter turns Measurement -2 days -tell the time to the hour and half past and draw hands on a clock face to show these times (KPI) 2 days left	shapes. Addition and subtraction -4 days -add and subtract one digit and two digit numbers to 20 including zero -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9. Measurement -2/3 days -tell the time to the hour and half past the hour –draw hands on a clock face to show these times -compare, describe and solve practical problems for time -quicker, slower, earlier, later -measure and begin to record times –hours, minutes, seconds Fractions -2/3 days -recognise, find and name a half as one of two equal parts of an object, shape or quantity. (KPI) -recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Multiplication / division 3 days -solve one-step problems by calculating the answer using concrete objects, pictorial representations and arrays with support of the teacher. -doubling numbers and quantities -grouping and sharing small quantities -make connections between arrays, number patterns, counting in two's, fives and tens Geometry -2 days -recognise and name common 3d shapes (KPI) -bring in sorting and patterning Addition and subtraction -4 days -add and subtract one digit and two digit numbers to 20 including zero -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9. Measurement -2 days -recognise and know the value of different denominations

		of coins and notes -show different combinations of coins worth the same value 5 days left