

MATHS	2020-2021	Year 1 objectives
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><u>Autumn 1 -30 days plus 5 problem solving days</u> <u>Addition and subtraction</u> -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. <u>Number and place value</u> -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 <u>Geometry</u> -1 day -Identify and handle common 3-D shapes –relate to everyday objects –identifying 3d shapes in the classroom <u>Addition and subtraction</u> -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 <u>Number and place value</u> -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) <u>Measurement</u> -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 <u>Addition and subtraction</u> -4/5 days -read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p>	<p><u>Spring 1</u> -25 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 –(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 <u>Measurement</u> -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 <u>Addition and subtraction</u> -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 <u>Measurement</u> -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. <u>Addition and subtraction</u> -5 days -represent and use number bonds and related subtraction facts within 20 ^[10]_[5p] -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = \square - 9. ^[10]_[5p] –important to now include different terms such as altogether, total, take away</p>	<p><u>Summer 1</u> -30 days plus 5 problem solving days <u>Measurement</u> -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 <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 50) in numerals and words -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 (KPI)^[10]_[5p]–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 = \square - 9. ^[10]_[5p] –important to now include different terms such as altogether, total, take away <u>Measurement</u> -2 days -recognise and know the value of different denominations of coins and notes –show different combinations of coins worth the same value <u>Measurement</u> -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</p>

<p>-represent and use number bonds and related subtraction facts within 20</p> <ul style="list-style-type: none"> -finding pairs of numbers with make 10 (20 if ready) -also as missing number sums e.g $6 + \underline{\quad} = 9$ -buying items with pennies -simple addition of two amounts with 1p, 2p, 5p <p><u>Autumn 2 -30 days plus 5 problem solving day</u></p> <p><u>Number and place value -5 days</u></p> <ul style="list-style-type: none"> -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. <p><u>Addition and subtraction -5 days</u></p> <ul style="list-style-type: none"> -represent and use number bonds and related subtraction facts within 20 ^[1]_[SEP] -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ ^[1]_[SEP] -important to now include different terms such as more than, less than, total <p><u>Geometry -2/3 days</u></p> <ul style="list-style-type: none"> -recognise and name common 3d shapes (KPI)–relate to shapes in the environment, recognise in different orientations and sizes. <p><u>Number and place value-3 days</u></p> <ul style="list-style-type: none"> -count in 2's (KPI) -identify odd and even numbers -ordinal numbers <p><u>Measurement -4 days</u></p> <ul style="list-style-type: none"> -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 	<p><u>Number and place value -4 days</u></p> <ul style="list-style-type: none"> -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 <p><u>Geometry -2 days</u></p> <ul style="list-style-type: none"> -describe position –left, right, top, middle, bottom, on top of, in front of, above, between etc <p><u>Spring 2 -25 days plus 5 problem solving days</u></p> <p><u>Number and place value -4 days</u></p> <ul style="list-style-type: none"> -count, read and write numbers to 100 in numerals (KPI) -ordinal numbers -odd and even numbers <ul style="list-style-type: none"> -identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to etc <p><u>Addition and subtraction -4 days</u></p> <ul style="list-style-type: none"> -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 $7 = \square - 9$ ^[1]_[SEP] <p><u>Fractions -2 days</u></p> <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 <p><u>Geometry -1 day</u></p> <ul style="list-style-type: none"> -recognise and name common 3d shapes (KPI) <p><u>Measurement -2 days</u></p> <ul style="list-style-type: none"> -compare, describe and solve practical problems for capacity and volume (full/ empty, more than, half full) (KPI) -measure and begin to record capacity and volume <p><u>Addition and subtraction -4 days</u></p>	<p>everyday over the next few weeks)</p> <ul style="list-style-type: none"> -compare, describe and solve practical problems for time -quicker, slower, earlier, later (KPI) -measure and begin to record times –hours, minutes, seconds <p><u>Fractions -2/3 days</u></p> <ul style="list-style-type: none"> -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 <p><u>Multiplication / division 3 days</u></p> <ul style="list-style-type: none"> -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 <p><u>Number and place value -4 days</u></p> <ul style="list-style-type: none"> -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) <p><u>Geometry -2/3 days</u></p> <ul style="list-style-type: none"> -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 <p><u>Summer 2 -30 days plus 5 problem solving days</u></p> <p><u>Number and place value -3 days</u></p> <ul style="list-style-type: none"> -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
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<p><u>Geometry -3 days</u> -recognise and name common 2d shapes (KPI) –relate to shapes in the environment, recognise in different orientations and sizes.</p> <p><u>Addition and subtraction -3 days</u> -represent and use number bonds and related subtraction facts within 20 ^[1]_[SEP] -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = <input type="checkbox"/> - 9. ^[1]_[SEP] -important to now include different terms such as more than, less than, total</p> <p><u>Statistics -2 days</u> -Pictograms / Tally Charts – Linked to Topic lesson (Traffic Survey)</p>	<p>-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 = <input type="checkbox"/> - 9. ^[1]_[SEP]</p> <p><u>Geometry -3 days</u> -recognise and name common 2d shapes (KPI) -describe direction and position including whole, half, quarter and three quarter turns</p> <p><u>Measurement -2 days</u> -tell the time to the hour and half past and draw hands on a clock face to show these times (KPI)</p> <p>2 days left</p>	<p>shapes.</p> <p><u>Addition and subtraction -4 days</u> -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 = <input type="checkbox"/> - 9. ^[1]_[SEP]</p> <p><u>Measurement -2/3 days</u> -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</p> <p><u>Fractions -2/3 days</u> -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</p> <p><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</p> <p><u>Geometry -2 days</u> -recognise and name common 3d shapes (KPI) -bring in sorting and patterning</p> <p><u>Addition and subtraction -4 days</u> -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 = <input type="checkbox"/> - 9. ^[1]_[SEP]</p> <p><u>Measurement -2 days</u> -recognise and know the value of different denominations</p>
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		of coins and notes -show different combinations of coins worth the same value 5 days left
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