Barrowby CE Primary School

Maths Curriculum

The Maths Curriculum for Year 1

	Autumn Term 1 – Year 1					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Unit	**Geometry – Positional Language Including Ordinal Numbers**	**Numbers to Ten – Finding Patterns in Numbers (including subitising)** **Numbers to Ten – Counting and Comparison (more, less, fewer)**	**Numbers to Ten – Estimating and ordering** **Numbers to Ten – Regrouping the whole**	**Numbers to Ten – Part Whole Addition and Subtraction**		**Numbers to Ten – Solving Problems Using Part or Whole Unknown**
	By the end of this unit children will be able to: • Describe position, direction and movement, including whole, half, quarter and three-quarter turns	By the end of this unit children will be able to: • 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 • Given a number, identify one more and one less	By the end of this unit children will be able to: • 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	By the end of this unit children will be able to: • Add and subtract one-digit and two-digit numbers to 20, including zero		By the end of this unit children will be able to: • Add and subtract one-digit and two-digit numbers to 20, including zero
Step	**LS1**	**LS2 and 3**	**LS4 and 5**	**LS6**		**LS7**
1	Positional language	Conservation of number	Ordering values	Regrouping within numbers to 10		Revising identifying the whole and the parts (where all parts and wholes are shown)
2	Turning	Conservation of number - rearranging	Ordering consecutive numbers	Exploring the language of addition		Story problems with unknown whole (addition)
3	Position – ordinal numbers	Subitising familiar patterns	Linking counting and sequencing	Exploring commutativity		Story problems with one unknown part (subtraction – take away model)

4	Position – ordinal numbers from left and right	Subitising numbers to ten	Represent numbers up to 10 in many ways through regrouping	Exploring counting on	Matching representations
5	Position – ordinal numbers within buildings	Counting varied representations of number	Matching values to mathematical models using increasingly complex regrouping	Exploring ways to make 5	Exploring statements focusing on language and proof
6	Position within a grid	Matching values to mathematical models and numerals		Using regrouping to make 5 and some more (think 5)	Finding all possibilities
7		Finding more and fewer		Subtraction by taking away	Exploring number sentences
8		Finding 1 more and 1 less		Explore the language of subtraction	
9		Representing one more and one less pictorially		Subtraction is not commutative	
10					
11					

The Maths Curriculum for Year 1

Autumn Term 2 – Year 1

	Week 7	Week 8	Week 9 and Week 10		Week 11	Week 12
Unit	**Numbers to Ten – Comparison**	**Numbers to Ten – Equality and Balance**	**Numbers to Twenty – Making 10 and Some More** **Numbers to Twenty – Estimating and Ordering, 1 More and 1 Less**		**Numbers to Twenty – Doubling and Halving** **Numbers to Twenty – Odd and Even Numbers**	**Geometry – Names and Properties of 2-D and 3-D Shape**
	By the end of this unit children will be able to: • Add and subtract one-digit and two-digit numbers to 20, including zero	By the end of this unit children will be able to: • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	By the end of this unit children will be able to: • Read and write numbers from 1 to 20 in numerals and words	By the end of this unit children will be able to: 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	By the end of this unit children will be able to: • 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	By the end of this unit children will be able to: • Recognise and name common 2-D and 3-D shapes, including: - 2-D shapes [for example, rectangles (including squares), circles and triangles] - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
Step	**LS8**	**LS9**	**LS10 and 11**		**LS12 and 13**	**LS14**
1	Using 1:1 correspondence to find how many more / fewer	Using language to express equivalent ways of making the same total	Benchmarks of 0, 5 and 10 and their relationship to the numbers 1-10		Building on part whole understanding where the parts are equal	Understand what a mathematical shape is

2	Introducing the language of difference	Using language to express equivalent ways of making the same total (using a tens frame)	Making greater than 10	Replace colours with numbers and quantities to explore equal parts of the whole further	Identifying 2-D shapes through their properties in an unfamiliar context
3	Understand difference as the distance between two numbers	Making equal values using symbols to record	Building numbers to 20	Making doubles and finding halves using tens frames	Classifying 3-D shapes
4	Finding difference in context	Making equivalent values using addition and subtraction	Links between the language of eleven to twenty and ten and χ more	Explore odd and even numbers through the use of tens frames	Exploring the shape of the faces on 3-D shapes
5		Bonds to 10	Ten and some more using place value, base-10, equipment	Explore the alternating pattern of odd and even in consecutive numbers using number rods	
6		Finding equivalents	Links between the language of eleven to twenty and the language of place value	Explore the odd and even number values on a number line	
7			Estimating and comparing smaller and larger quantities		
8			Estimating and comparing sets of different objects		
9			1 more / 1 less (fewer) - numbers ten to twenty		
10			1 more / 1 less (fewer) on a number line		
11			Comparing and ordering numbers on a blank number track		
12			Placing numbers 0-20 on a blank number line (number magnitude)		

The Maths Curriculum for Year 1

	Spring Term 1 – Year 1					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Unit	**Measures – The Language of Comparing Length, Height, Mass and Speed.**	**Sequencing Events – Days of the Week and Months of the Year.**	**Numbers to Twenty – Adding using 'Think 10'**	**Numbers to Twenty – Subtraction using 'Think 10'**	**Numbers to Twenty – Equality and Balance**	**Numbers to Twenty – Part or Whole Unknown.**
	By the end of this unit children will be able to: Compare, describe and solve practical problems for: - lengths and heights (for example, long / short, longer / shorter, tall / short, double / half) - mass / weight (for example, heavy / light, heavier than, lighter than) - time (quicker, slower)	By the end of this unit children will be able to: • Recognise and use language relating to dates, including days of the week, weeks, months and years	By the end of this unit children will be able to: • Add and subtract one-digit and two-digit numbers to 20, including zero	By the end of this unit children will be able to: • Add and subtract one-digit and two-digit numbers to 20, including zero	By the end of this unit children will be able to • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	By the end of this unit children will be able to: Compare, describe and solve practical problems for: • Represent and use number bonds and related subtraction facts within 20
Step	**LS15**	**LS16**	**LS17**	**LS18**	**LS19**	**LS20**
1	Using comparative language in the context of length and height	Days of the week	Make 10 and using think 5 recap	Counting back from twenty	Explore different ways to total the same value (numbers 11 to 20)	Identifying the part and whole
2	Using comparative language in the context of mass	Events during the week	Think 10 by regrouping the second addend	Subtracting 1-digit numbers from 2-digit numbers, below twenty, without crossing 10	Exploring different ways to make the same total, including + and - (numbers 11 to 20)	Identify if a part or the whole is missing
3	Compare the mass of items using pan balances	Months and seasons of the year	Think 10 by regrouping the first addend	Subtracting 1-digit numbers from numbers between 10 - 20 crossing the benchmark 10	Bonds to 20	Part whole relationships using +, - and = symbols
4	Using comparative language in the context of time		Think 10 when regrouping a two-digit number to aid addition	Subtracting 1-digit numbers from numbers between 10 - 20 by		Numbers to twenty - part or whole unknown

				regrouping and taking from the 10		
5	Ordinal numbers used to order timed events		Using think 15			
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The Maths Curriculum for Year 1

Spring Term 2 – Year 1

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit	**Numbers to Twenty – Language and Problem Solving (part or whole unknown)**	**Numbers to Twenty – Comparison (difference, more, less, fewer) including Statistics**	**Measures – Coins and Combinations to 20p, Ordering and Comparing**	**Counting in 2s, 5s and 10s**	**Measures – Non-standard Measures and Introducing Simple Standard Measures**	**Sp**
	By the end of this unit children will be able to: Compare, describe and solve practical problems for: • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = χ - 9	By the end of this unit children will be able to: Compare, describe and solve practical problems for: • Add and subtract one-digit and two-digit numbers to 20, including zero	By the end of this unit children will be able to: • Recognise and know the value of different denominations of coins and notes	By the end of this unit children will be able to: • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	By the end of this unit children will be able to: • Measure and begin to record the following: • lengths and heights • mass / weight • capacity and volume	
Step	**LS21**	**LS22**	**LS23**	**LS24**	**LS25**	
1	The language of problem solving (the whole as the result)	Comparing values using 1:1 and familiar structures	Recognising the value of coins using a proportional representation	Counting in 2s and spotting patterns	Comparing volumes in containers of the same size	
2	The language of problem solving (a part as the result)	Finding the difference between values	Comparing the value of coins using a proportional model	Counting in 5s and spotting patterns	Comparing what the same volume looks like in different shaped containers	

3	Using the language of problem solving to solve problems with the whole unknown	Finding the difference in the context of statistics	Calculating coin combinations for values that do not have a designated coin below 10p	Counting in 10s and spotting patterns	Measuring lengths using Cuisenaire rods	
4	Using the language of problem solving to solve problems with a part unknown	Solving problems involving comparison and difference	Calculating coin combinations for values that do not have a designated coin between 11p and 20p	Counting with coins – 2p, 5p and 10p	Measuring lengths using centimetres	
5	Developing the skills of problem solving		Compare and order different combinations of coins		Weighing mass with non-standard units	
6	Finding all possibilities				Weighing mass with standard units	
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The Maths Curriculum for Year 1

	Summer Term 1 – Year 1					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Unit	**Multiplication and Division – Equal or Unequal Groups and Remainders**	**Multiplication – Repeated Addition and Arrays (number of groups and size of group) Multiplication – Problem Solving (identifying the number of groups and size of group)**	**Multiplication – Scaling and Counting in 2s to 24**	**Division – Sharing and Grouping Problems**	**Time – Telling the Time (O'Clock and Half Past)**	**Fractions – Sharing into Equal Groups**
	By the end of this unit children will be able to: • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial	By the end of this unit children will be able to: • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects,	By the end of this unit children will be able to: • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects,	By the end of this unit children will be able to: • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects,	By the end of this unit children will be able to: • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	By the end of this unit children will be able to: • 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

	representations and arrays with the support of the teacher	pictorial representations and arrays with the support of the teacher	pictorial representations and arrays with the support of the teacher	pictorial representations and arrays with the support of the teacher		four equal parts of an object, shape or quantity
Step	**LS26**	**LS27 and 28**	**LS29**	**LS30**	**LS31**	**LS32**
1	Sharing into equal groups	Counting and repeated addition	Exploring scaling	Sharing into equal groups	Clockwise and anticlockwise turns	Finding equal parts of a whole (halves)
2	Sharing into unequal groups	The language of multiplication	Twice as long	Solving sharing problems	The hands on a clock	Finding equal parts of a whole (quarters)
3	Equal or unequal groups?	Repeated addition and arrays (2s)	Twice as many - patterns	Division by grouping	Telling the time – o'clock	Finding half of an amount
4		Repeated addition and arrays (5s and 10s)	Twice as many - recipe	Solving grouping problems	Telling the time – half past	Finding a quarter of an amount
5		Finding the maths in a picture		Linking multiplication and division	Intervals of time	Finding halves and quarters of amounts in context
6		Multiplying the maths in a picture				
7		Multiplication and measure				
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The Maths Curriculum for Year 1

	Summer Term 2 – Year 1				
	Week 7	**Week 8**	**Week 9**	**Week 10**	**Week 11 and 12**
Unit	**Fractions – Equal or Unequal Parts of Shapes**	**Fractions – Of Continuous Quantities Including Capacity**	**Numbers to Twenty – Review**	**Numbers to One Hundred – Place Value and Digits, Making Tens and Some More**	**Place Value – Estimation, Ordering and Comparison**
	By the end of this unit children will be able to: • 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	By the end of this unit children will be able to: • 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	By the end of this unit children will be able to: • Represent and use number bonds and related subtraction facts within 20	By the end of this unit children will be able to: • 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	By the end of this unit children will be able to: • 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
Step	**LS33**	**LS34**	**LS35**	**LS36**	**LS37**
1	Identifying whether a shapes has been halved or not	Fractions in the context of capacity	Magnitude and key benchmark numbers	Counting in 10s to 100	Ordering and comparing lengths to 100
2	Identifying whether a shape has been quartered or not	Measuring capacity	Equality	Counting in 1s to and across 100	Ordering and comparing values to 100
3	Identifying and finding halves of an amount in the context of shapes	Fractions in the context of length	Inequality	Counting in 5s to 100	Ordering and comparing values in different representations to 100
4	Identifying and finding quarters of an amount in the context of shapes	Fraction of a turn using the context of a clock face	Using known addition facts to choose efficient calculation strategies	Counting in 2s to 100	Estimation and number magnitude
5			Strategies for calculating subtraction	‘Tens and some more’ – part whole	Using place value to estimate and order
6			Worded problems for + and -	Making ‘tens and some more’ with money	
7				Representing 2-digit numbers	

Any Remaining days should be review and close the gap sessions focusing upon high value learning.