


# Year 1 Yearly Overview for maths.



|                | <u>Autumn</u>  | <u>Spring</u>  | <u>Summer</u>   |
|----------------|--|--|---|
| Number / P. v. | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.<br>Count, read and write numbers to 100 in numerals; count in multiples of 2's, 5's and 10's.<br>Given a number, identify 1 more and 1 less.<br>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.<br>Read and write number from 1 to 20 in numerals and words. | —————→   | —————→  |
| +/-            | Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs<br>Represent and use number bonds and related subtraction facts within 20<br><b>I'm thinking of a number. I've added 7 and the answer is 18. What number was I thinking of? Explain how you know.</b>   | Add and subtract one-digit and two-digit numbers to 20, including zero<br>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ .   | —————→  |
| x/÷            |  |  | 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. <ul style="list-style-type: none"> <li>Ben had 5 football stickers. His friend Tom gave him 5 more, how many does he have altogether?</li> <li>Share 12 sweets between two children. How many do they each have?</li> <li>I think of a number and halve it. I end up with 9, what was my original number?</li> </ul> |
| Fractions      |  | Recognise, find and name a half as one of two equal parts of an object, shape or quantity<br>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity<br><b>Four Children share 12 strawberries into equal parts. How many strawberries will each child have?</b>  | Recognise, find and name a half as one of two equal parts of an object, shape or quantity<br>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.   |
| Measure        |  | Compare, describe and solve practical problems for:<br>Lengths and heights<br>Mass/weight<br>Capacity and volume   | Measure and begin to record the following:<br>Lengths and heights<br>Mass/weight<br>Capacity and volume   |
| Time           | Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]<br>Recognise and use language relating to dates, including days of the week, weeks, months and years  | Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times<br><br>Measure and begin to record the following:<br>Time (hours, minutes, seconds)  | Compare, describe and solve practical problems for:<br>Time [for example, quicker, slower, earlier, later]  |
| Money          |  | Recognise and know the value of different denominations of coins and notes.  |   |
| Geometry       | Recognise and name common 2-D and 3-D shapes, including:<br>2-D shapes [e.g. rectangles (including squares), circles and triangles]<br>3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].  | —————→<br>Describe position, direction and movement including whole, half, quarter and three-quarter turns.  | —————→  |
| Statistics     | Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.   | Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.   | Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.  |

Green: could be covered through topic work. Red: examples of questions. Blue: Links with other areas of maths.