

**Year 1 – Yearly Overview**

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | | **Week**  **5** | **Week 6** | | **Week 7** | | **Week**  **8**  **HT** | **Week**  **9** | **Week**  **10** | **Week 11** | **Week 12** | **Week 13** | | **Week 14** | **Week 15** | | **Week**  **16** |
| **Autumn** | **Place value (Within 10)** | | | | | **Addition & Subtraction (Within 10)** | | | | |  | **Addition and subtraction** | | **Number: place value (within 20)** | | | | | **Shape –**  **Geometry** | |  |
| **Spring** | **Addition and subtraction (within 20)** | | | | **Number – place value (within 50)** | | | | |  | **Place**  **Value**  **(Within 50)** | | **Measurement:**  **Length and height**  **Weight and Volume** | | | |  | | | | |
| **Summer** | **Number -Multiplication and division** | | | | **Fractions** | | |  | | | **Measurement:**  **Money** | | **Geometry –**  **Position and direction** | **Number: place value – Within 100** | | | **Measurement:**  **Time**  **Money** | | |  | |

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| **Autumn** | **Spring** | **Summer** |
| **Number – Place Value (Within 10)**  Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.  Count, read and write numbers to 10in numerals and words.  Given a number, identify one more or one less.  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.  (Use representations of coins here)  Recognise and know the value of different denominations of coins and notes. | **Addition & Subtraction (Within 20)**  Represent and use number bonds and related subtraction facts within 20  Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.  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 | **Multiplication & Division**  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. |
| **Addition & Subtraction (Within 10)**  Represent and use number bonds and related subtraction facts within 10    Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.  Add and subtract one digit numbers to 10, including zero.  Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. | **Number – Place Value (Within 50)**    Count to **50** forwards and backwards, beginning with 0 or 1, or from any number.  Count, read and write numbers to **50** in numerals.  Given a number, identify one more or one less.  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. (Use representations of coins here)  Recognise and know the value of different denominations of coins and notes. | **Fractions**  Recognise, find and name a half as one of two equal parts of an object, shape or quantity.  Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.  Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.  Describe position, direction and movement, including whole, half, quarter and three quarter turns |
| **Number – Place Value (Within 20)**  Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.  Count, read and write numbers to 20 in numerals and words.  Given a number, identify one more or one less.  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. (Use representations of coins here)  Recognise and know the value of different denominations of coins and notes. | **Measurement**  Measure and begin to record lengths and heights.  Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)  Measure and begin to record mass/weight, capacity and volume.  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] | **Number – Place Value**  Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.  Count, read and write numbers to 100 in numerals.    Given a number, identify one more and one less.    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. (Use representations of coins here)  Recognise and know the value of different denominations of coins and notes. |
| **Shape**  Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]  Recognise 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. |  | **Shape**  Describe position, direction and movement, including whole, half, quarter and three quarter turns.  **Measurement**  Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]  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.  Recognise and know the value of different denominations of coins and notes |

**Each of the following objectives will be covered multiple times throughout the year within other curriculum areas, through homework and through morning tasks.**

* Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)
* Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)
* Recognise and know the value of different denominations of coins and notes.
* Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
* Measure and begin to record time (hours, minutes, seconds)
* Describe position, direction and movement, including whole, half, quarter and threequarter turns. Use clockwise and anticlockwise to describe direction.

Each item listed below should be covered a **MINIMUM** of once per half term. This may be through homework or a morning task. When this has been covered, please highlight or tick off. This table will ensure that key concepts are covered a minimum of 6 times a year and will ensure that it becomes stuck in long-term memory.

Using your own professional judgement, you should fill other pieces of homework and morning tasks with the number work from the curriculum that you feel your children need to revisit.

Times tables as appropriate/daily counting practice MUST be done daily and at various points throughout EVERY DAY the children need to read the time and talk about time periods before other lessons etc. They also need to recognise key times within the school day (What time break time starts and ends and lunch time)

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| **Daily routines** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Telling the time  (o clock)  Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.  Daily counting practice. | Given a number, identify one more or one less.  Count in multiples of twos, fives and tens.  Number bonds to 10  Name 2d shapes  Name 3d shapes | Given a number, identify one more or one less.  Count in multiples of twos, fives and tens.  Number bonds to 10  Name 2d shapes  Name 3d shapes | Given a number, identify one more or one less.  Count in multiples of twos, fives and tens.  Number bonds to 10  Name 2d shapes  Name 3d shapes | Given a number, identify one more or one less.  Count in multiples of twos, fives and tens.  Number bonds to 10  Name 2d shapes  Name 3d shapes | Given a number, identify one more or one less.  Count in multiples of twos, fives and tens.  Number bonds to 10  Name 2d shapes  Name 3d shapes  Use positional language.  Turns – quarter, half, ¾, full. | Given a number, identify one more or one less.  Count in multiples of twos, fives and tens.  Number bonds to 10  Name 2d shapes  Name 3d shapes  Use positional language.  Turns – quarter, half, ¾, full. |