Class 1 –Curriculum Overview R

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn 13 weeks	*Place Value*				*Addition and Subtraction*			*Multiplication & Division*			*Shape – 2D and 3D*	
Spring 12 weeks	*Place Value*		*Money*		*Multiplication & Division Number:*				*Fractions*		*Position & direction*	
Summer 13 weeks	*Time*		*Number: four operations*				*Measurement: Length and Height*		*Measurement: Weight & Volume, Temperature*		*Consolidation and application*	

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	Week 1 – 4 ***Place Value***	***Week 5-7*** ***Addition & Subtraction***	***Week 8-10*** ***Multiplication & Division***	***Week 11–12*** ***Shape (2D and 3D)*** ***Statistics - Graphs***
Autumn Term 13 weeks	*Recognise some numerals of personal significance* *Recognises numerals 1 to 10 (understand the composition of each number)* *Subitise up to 5.* *Counts up to 3 objects by saying one number name for each item.* *Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.* *Selects the correct numeral to represent 1 to 5, then 1 to 10* *Counts out up to 10 objects from a larger group.* *Says the number that is one more than a given number.* *Finds one more or one less from a group of 5 objects.* *Counts actions and objects which cannot be moved.* *Counts objects to 10, & beginning to count beyond 10.* *Counts an irregular arrangement of up to ten objects.* *Uses the language of 'more' & 'fewer' to compare two sets of objects.*	*Beginning to use the vocabulary of adding & subtracting.* *Uses the language of 'more' & 'fewer' to compare two sets of objects.* *Finds the total number of items in 2 groups by counting all of them* *Begins to identify own mathematical problems based on own interests & fascinations.* *Records, using marks that they can interpret and explain•.*	*Uses familiar objects and common shapes to create and recreate patterns and build models.* *Starts to recognise patterns in objects* *Starts to recognise patters in numbers* *Recognise a half is two equal parts* *Begins to find half of a number to 10* *Begins find half of a number to 20* *Begins to double numbers to 10*	*Can identify shapes in the environments* *Beginning to use mathematical names for 'flat' 2D shapes, & mathematical terms to describe shapes.* *Selects a particular named shape.* *Uses familiar objects & common shapes to create & recreate patterns & build models.* *Can identify 3D shapes in the environment* *Beginning to use mathematical names for 'solid' 3D shapes, & mathematical terms to describe shapes.* *Selects a particular named shape*

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	Week 1 – 2 ***Place Value***	***Week 3-4*** ***Money***	***Week 5-7*** ***Multiplication & Division***	***Week 8-10*** ***Fractions***	***Week 11-12*** ***Position & Direction***
Spring Term 12 weeks	*Can count reliably with numbers from 1 to 20.* *Can place them in order* *Can say which number is one more or one less than a given number.* *Uses the language of 'more' & 'fewer' to compare two sets of objects.*	*Know the different coins of the UK monetary system* *Use money in a practical context.* *Beginning to use everyday language related to money.*	*Can double numbers to 20* *Can identify a pattern of numbers* *Can count in groups of 2* *Can count in groups of 5* *Can count in groups of 10* *Can solve problems, including doubling, halving and sharing.* *Can solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.*	*Recognises that a half is two equal parts* *Can cut shapes in half.* *Can find a matching half.* *Can solve problems involving fractions.*	*Can describe their relative position such as 'behind' or 'next to'.* *Can recognise left and right* *Can follow simple verbal instructions involving position and direction* *Can programme a BeeBot to move forwards, backwards, left and right.* *Starting to understand half and whole turn.*

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	Week 1 – 2 ***Time***	***Week 3-6*** ***Four Operations***	***Week 7-8*** ***Measurement – Length & Height***	***Week 9-10*** ***Measurement – Weight, volume, temperature***	***Week 11-12*** ***Consolidation & Application***
Summer Term 13 weeks	*Orders and sequences familiar events* *Recognises the days of the week* *Can sequence the school day chronologically* *Uses everyday language related to time* *Measures short periods of time in simple ways* *Recognises what we use to tell the time.* *Recognises how we measure time.*	*Estimates how many objects they can see and checks by counting them* *Finds the total number of items in two groups by counting all of them* *In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting* *Can solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.*	*Compares height and length in a practical context.* *Orders items by height* *Understands shorter, taller, longer, smaller.* *Orders two or three items by length or height.* *Solve problems involving height and length* *Starts to measure length and height of objects using non standard units*	*Compares the weight of objects in a practical context.* *Understand heavier, lighter and equal* *Can compare objects and order them according to their weight.* *Can visually represent heavier and lighter using models and images.* *Orders two or three items by weight or capacity* *Compares the volume/capacity of objects in a practical context.* *Understand empty, full, more and less.* *Compare containers and order according to their capacity.*	*Follow own fascinations in mathematics using investigative learning.*

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