



MATHS COMPOSITE KNOWLEDGE COVERAGE KEY STAGE 1

Intent:

At Tor View School, we aim to instil in our students a fundamental understanding of how Mathematics links to the wider world. Mathematics equips students with a uniquely powerful set of tools to understand and change the world in which they live. Learning basic principles of maths is essential to functioning independently within the world. In everyday life we are faced with numbers, from getting the right bus, counting money in a shop to employment. Students understand and make connections in different areas of maths so they can apply skills to solve problems in a range of contexts.

At Tor View School, Maths is delivered using a spiral curriculum model to develop Mastery through revisiting learning to ensure learners have a deep understanding of concepts and their functional uses.

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	TAUGHT THROUGHOUT THE YEAR
A u t u m n	1	NUMBER – PLACE VALUE <ul style="list-style-type: none"> Count to and across 100, beginning with 0 or 1, or from any given number. 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. 				NUMBER – ADDITION <ul style="list-style-type: none"> Solve one-step problems that involve addition...using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$. Add...one-digit and two-digit numbers to 20, including zero. 		MEASUREMENT <ul style="list-style-type: none"> 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
	2	NUMBER – SUBTRACTION <ul style="list-style-type: none"> Subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve...subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$. Represent and use number bonds and related subtraction facts within 20. 	GEOMETRY – PROPERTIES OF SHAPE <ul style="list-style-type: none"> Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles]. 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 			NUMBER – PLACE VALUE <ul style="list-style-type: none"> <i>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</i> 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. 		

S p r i n g	1	<p>NUMBER – ADDITION</p> <ul style="list-style-type: none"> Solve one-step problems that involve addition...using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$. Add...one-digit and two-digit numbers to 20, including zero. Read, write and interpret mathematical statements involving addition (+) and equals (=) signs. 	<p>NUMBER – SUBTRACTION</p> <ul style="list-style-type: none"> Subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve...subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$. Represent and use number bonds and related subtraction facts within 20. Read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs. 	<p>NUMBER – PLACE VALUE</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. 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. 	<p>MEASUREMENT</p> <ul style="list-style-type: none"> 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
	2	<p>NUMBER – PLACE VALUE</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. 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. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. 	<p>MEASUREMENT – LENGTH & HEIGHT</p> <ul style="list-style-type: none"> 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...lengths and heights. 	<p>MEASUREMENT – WEIGHT AND CAPACITY</p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: <ul style="list-style-type: none"> 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] measure and begin to record the following: <ul style="list-style-type: none"> mass/weight capacity and volume 	<p>MEASUREMENT</p>

S u m m e r	1	<p>NUMBER – MULTIPLICATION & DIVISION</p> <ul style="list-style-type: none"> 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. 	<p>NUMBER – FRACTIONS</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>GEOMETRY – POSITION & DIRECTION</p> <ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and threequarter turns. 	<ul style="list-style-type: none"> 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
	2	<p>NUMBER – PLACE VALUE</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. 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. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Read and write numbers from 1 to 20 in numerals and words. 	<p>MEASUREMENT – MONEY</p> <ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes. 	<p>MEASUREMENT - TIME</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for...time [for example, quicker, slower, earlier, later]. Measure and begin to record...time (hours, minutes, seconds). Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	