



Maths Year 1 Long Term Overview

| | <u>Autumn 1</u> | | | | | | | |
|-----------------|--|---|--|--|---|--|---|---|
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| Main teaching | 3 day week Assessment week – counting, making numbers | 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 and least Given a number, identify one more and one less | Read, write and interpret mathematical statements involving addition and equal signs Add one digit and two digit numbers to 20 including 0. | Read, write and interpret mathematical statements involving subtraction and equal signs Subtract one digit and two digit numbers to 20 including 0. | Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations including missing number problems such as $7 = ___ - 9$ | Represent and use number bonds and related subtraction facts within 20 | Solve one step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with support of the teacher | Solve one step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with support of the teacher |
| Practical Maths | | | I can identify and name common 2D shapes. | I can describe properties of 2D shapes. | I can name and describe properties of 3D shapes. | I can recognise and name common 2D and 3D shapes. | | |

| | <u>Autumn 2</u> | | | | | | |
|-----------------|---|---|--|--|---|--|--|
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Main Teaching | Solve one step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with support of the teacher | 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 4 equal parts of an object, shape or quantity | Assessment sheet – all topics covered Nrich tasks and reasoning | 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 and least Given a number, identify one more and one less | Read, write and interpret mathematical statements involving addition and equal signs Add one digit and two digit numbers to 20 including 0. | Christmas problem solving linked to AfL need within each class |
| Practical Maths | | I can understand and use language to describe position. | I can give and follow directions. | I can give and follow directions. | I can give and follow directions. | | |

| | <u>Spring 1</u> | | | | | |
|-----------------|---|--|---|--|--|--|
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Main teaching | <p>Read, write and interpret mathematical statements involving subtraction and equal signs</p> <p>Subtract one digit and two digit numbers to 20 including 0.</p> | <p>Solve on step problems that involve addition and subtraction using concrete objects and pictorial representations including missing number problems such as $7 = _ - 9$</p> | <p>Represent and use number bonds and related subtraction facts within 20</p> | <p>Solve one step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with support of the teacher</p> | <p>Solve one step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with support of the teacher</p> | <p>Solve one step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with support of the teacher</p> |
| Practical Maths | <p>I can sequence the days of the week.</p> <p>I can sequence events.</p> | <p>I can order the months of the year.</p> | <p>I can tell the time.</p> | <p>I can draw the hands on a clock to tell the time.</p> | <p>I can problem solve.</p> | |

| | <u>Spring 2</u> | | | | | |
|-----------------|---|--|--|---|--|---|
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Main teaching | 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 4 equal parts of an object, shape or quantity | Assessment sheet – all topics covered Nrich tasks and reasoning | 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 and least Given a number, identify one more and one less | Read, write and interpret mathematical statements involving addition and equal signs Add one digit and two digit numbers to 20 including 0. | Easter problem solving linked to AfL need within each class |
| Practical Maths | | I can order lengths from shortest to longest. | I can measure using non standard measures. I can measure using a ruler. | I can find objects that are taller and shorter than a given object. | I can measure objects. | |

| | <u>Summer 1</u> | | | | |
|-----------------|---|--|---|--|--|
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
| Main teaching | <p>Read, write and interpret mathematical statements involving subtraction and equal signs</p> <p>Subtract one digit and two digit numbers to 20 including 0.</p> | <p>Solve on step problems that involve addition and subtraction using concrete objects and pictorial representations including missing number problems such as $7 = _ - 9$</p> | <p>Represent and use number bonds and related subtraction facts within 20</p> | <p>Solve one step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with support of the teacher</p> | <p>Solve one step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with support of the teacher</p> |
| Practical Maths | <p>I can recognise coins and notes of different values.</p> | <p>I can recognise coins and notes of different values.</p> | <p>I can make totals to and within 20p.</p> | <p>I can solve problems involving money.</p> | |

| | <u>Summer 2</u> | | | | | | | |
|-----------------|---|---|---|--|---|---|---------------------------------------|--|
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | |
| Main teaching | Solve one step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with support of the teacher | 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 4 equal parts of an object, shape or quantity | Assessment sheet – all topics covered Nrich tasks and reasoning | Year 2 Working Towards statement – partition a 2 digit number into tens and ones to demonstrate an understanding of place value practically | Year 2 Working Towards statement – partition a 2 digit number into tens and ones to demonstrate an understanding of place value practically | AfL – summer activities based on need | |
| Practical Maths | I can describe what is heavier and lighter. | I can compare and weigh objects. | I can say which container will hold the most (using language full, half full, less =, more) | I can measure the capacity of various objects. | I can begin to measure using standard units. | | | |