



Year 1 Mathematics Yearly Overview

(Some terms may be longer; some units may vary in length of time due to AFL)

Mental/Oral Starters (based on AFL)					
	• Counting reliably to 20	* Say 1 more	* Say 1 less	* Know number bonds to 5	* 2D- shapes
Autumn 1	<p>Prior Learning</p> <ul style="list-style-type: none"> Development Matters (40-60+ months) Early Learning Goals 	<p>Prior Learning</p> <ul style="list-style-type: none"> Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. 	<p>Prior Learning</p> <ul style="list-style-type: none"> Finds the total number of items in two groups by counting all of them. In practical activities beginning to use the vocabulary involved in adding and subtracting. 	<p>Prior Learning</p> <ul style="list-style-type: none"> Orders two or three items by length or height. Orders two items by weight. 	
	<p>Transition</p> <ul style="list-style-type: none"> Children build on their experiences in the EYFS where they learn about, and use numbers up to 20. Early Learning Goal Number: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. <p>Early Learning Goal: Shape and measure: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Number and place value within 10</p> <ul style="list-style-type: none"> Count to 10, forwards and backwards, beginning with 0 or 1 or from any given number. Count, read, and write numbers to 10 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. <p>WR Autumn: Place Value</p> <p>NCETM Spine: 1.1 (comparison context) 1.3, (numbers 0-5) and 1.4 (numbers 6-10) <i>Note: part-whole shows up in 1.2 which could be used before 1.3</i></p>	<p>Addition and subtraction within 10</p> <ul style="list-style-type: none"> 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 and two-digit numbers to 10, including zero (using concrete objects and pictorial representations) <p>WR Autumn - Addition and Subtraction. (Steps 1-7) NCETM Spine: 1.2 (part whole model) 1.5, 1.6, 1.7</p>	<p>Measurement Length and Height</p> <ul style="list-style-type: none"> Measure and begin to record lengths and heights, using nonstandard and then manageable standard units (m and cm) within children's range of counting competence. Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). Solve practical problems for lengths and heights. <p>WR Spring – Measurement Length and Height. NCETM Spine: 1.1 (comparison context)</p>	

NCETM: <https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development> (Spine 1: Number, Add & Subtract, Spine 2: Multiplication and Division, Spine 3: Fractions)

White Rose Small Steps: <https://whiterosemaths.com/primary-sols/>

Mental/Oral Starters (based on AFL)

- Number facts about 6 and 7 (0+ 6, 1+5, 2+4, 3+3, 4+2, 5+1, 6+0)
- Doubles to numbers to 5 e.g. (4+4)
- add 1 subtract 1 from any 2-digit number
- Length and height
- Number facts about 8 and 9

Autumn 2	<p>Prior Learning</p> <ul style="list-style-type: none"> • Count, read and write numbers to 10, forwards and backwards, beginning with 0 or 1 or from any given number. 	<p>Prior Learning</p> <ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. 	<p>Prior Learning</p> <ul style="list-style-type: none"> • Beginning to categorise objects according to properties such as shape or size. 	<p>Prior Learning</p> <ul style="list-style-type: none"> • Part-whole model • Compare number bonds
	<p>Number and place value within 20</p> <ul style="list-style-type: none"> • Count to twenty forwards and backwards beginning with 0 or 1 from any given number. • Count, read and write numbers from 1 to 20 in numerals and words • To compare and order groups. • 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. • Solve problems and practical problems involving all of the above <p>WR: Autumn Number and place value within 20 NCETM Spine: 1.10 (TP 1 and 2)</p>	<p>Geometry – Properties of shape</p> <ul style="list-style-type: none"> • Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles • Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres • Recognise and create repeating patterns with objects and shapes. <p>WR: Autumn - Geometry Shape</p>	<p style="text-align: center;">Statistics</p> <ul style="list-style-type: none"> • Sort objects, numbers and shapes to a given criterion and their own • Present and interpret data in block diagrams using practical equipment • Ask and answer simple questions by counting the number of objects in each category • Ask and answer questions by comparing categorical data <p>(Addition and Subtraction skills needed)</p>	<p style="text-align: center;">Addition and subtraction within 10</p> <ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • Add and subtract one-digit and two-digit numbers to 10, including zero (using concrete objects and pictorial representations) • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ <p>Solve problems and practical problems involving all of the above</p> <p style="text-align: center;">WR Autumn - Addition and Subtraction. (Steps 8 to 15)</p> <p style="text-align: center;">NCETM Spine: 1.2 (part whole model) 1.5, 1.6, 1.7</p>

NCETM: <https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development> (Spine 1: Number, Add & Subtract, Spine 2: Multiplication and Division, Spine 3: Fractions)

White Rose Small Steps: <https://whiterosemaths.com/primary-sols/>

Mental/Oral Starters (based on AFL)

- Order a set of random numbers to 100.
- Recall doubles and halves of numbers to 10
- Properties of shapes
- Statistics: How many more than....?
- Recall addition and subtraction facts for each number up to 10.

Spring 1	Prior Learning	Prior Learning	Prior Learning	Prior Learning
	<ul style="list-style-type: none"> • Count, read and write to twenty forwards and backwards beginning with 0 or 1 from any given number. 	<ul style="list-style-type: none"> • Beginning to use everyday language related to money. 	<ul style="list-style-type: none"> • Uses everyday language related to time. 	<ul style="list-style-type: none"> • Compares two groups of objects, saying when they have the same number. • They solve problems, including doubling, halving and sharing.
	Number Place value within 50	Money	Time	Multiplication and Division
	<ul style="list-style-type: none"> • 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 odd and even numbers linked to counting in twos from 0 and 1 • Count in multiples of twos, fives and tens. • 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. <p>WRH: Spring – Place value within 50. NCETM Spine: 1.9, 2.1</p>	<ul style="list-style-type: none"> • Recognise and know the value of different denominations of coins and notes. • Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. <p style="text-align: center;">(Addition and Subtraction skills needed)</p> <p>WRH: Summer – Money</p>	<ul style="list-style-type: none"> • Sequence events in chronological order using language such as: 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. • Measure and begin to record time (hours, minutes, seconds). <p>WRH: Summer – Time (Small steps 1-2)</p>	<ul style="list-style-type: none"> • Count in multiples of twos, fives and tens • Make connections between arrays, number patterns and counting in 2s, 5s, and 10s • Understand sharing. • 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 • <i>Solve problems and practical problems involving all of the above</i> <p>WRH: Summer – Multiplication and Division (Small steps 1-3)</p> <p>NCETM Spine: 2.1 (TP 1-3) could also ref back to 1.8 TP 2</p>

NCETM: <https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development> (Spine 1: Number, Add & Subtract, Spine 2: Multiplication and Division, Spine 3: Fractions)

White Rose Small Steps: <https://whiterosemaths.com/primary-sols/>

Mental/Oral Starters (based on AFL)

- **Properties of 2d and 3d shapes.**
- **Count on and back in multiples of 2, 5 and 10.**
- **Recall addition and subtraction facts for each number up to 20.**
- **Recall doubles and halves of numbers to 1**
- **Money (Totals and change)**

Spring 2	Prior Learning	Prior Learning	Prior Learning
	<ul style="list-style-type: none"> • Solve problems, including doubling, halving and sharing. • Division Finding halves up to 10 	<ul style="list-style-type: none"> • Can describe their relative position such as 'behind' or 'next to'. • Children use everyday language to talk about position. 	<p>Represent and use number bonds and related subtraction facts within 10</p>
	<p>Fractions of a shape and quantity</p> <ul style="list-style-type: none"> • Understand that a fraction can describe part of a whole • Understand that a unit fraction represents one equal part of a whole • Recognise, find and name a half as one of two equal parts of an object shape or quantity (including measure) • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure) <p>WRH: Summer – Fractions NCETM: Key Stage 1 – 3.1. 3.2</p>	<p>Geometry Position and Direction</p> <ul style="list-style-type: none"> • Describe movement, including whole, half, quarter and three-quarter turns • Describe position and direction <p>WRH: Summer Geometry position and direction.</p>	<p>Addition and Subtraction within 20</p> <ul style="list-style-type: none"> • 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 (using concrete objects and pictorial representations) <p>WRH: Spring – Addition and Subtraction within 20 (Small steps 1-4) NCETM Spine: 1.10 (TP 5), 1.11 (TP 5 and 6)</p>

NCETM: <https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development> (Spine 1: Number, Add & Subtract, Spine 2: Multiplication and Division, Spine 3: Fractions)

White Rose Small Steps: <https://whiterosemaths.com/primary-sols/>

Mental/Oral Starters (based on AFL)

- Read and write numbers to 100 in figures and words
- Recall addition and subtraction facts for each number up to 20.
- Identify odd and even numbers linked to counting in twos from 0 and 1.
- Geometry position and direction.
- Fractions recognising halves and quarters.

Summer 1	Prior Learning <ul style="list-style-type: none"> • Represent and use number bonds and related subtraction facts within 10 	Prior Learning <ul style="list-style-type: none"> • Count, read and write to 50 forwards and backwards, beginning with 0 or 1, or from any number. 	Prior Learning <ul style="list-style-type: none"> • Recognise and know the value of different denominations of coins and notes. 	Prior Learning <ul style="list-style-type: none"> • Orders two items by weight or capacity. • Children use everyday language to talk about size, weight, capacity
	Addition and Subtraction within 20 <ul style="list-style-type: none"> • 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 (using concrete objects and pictorial representations) • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ <p style="color: blue; font-size: 0.9em;">WRH: Spring – Addition and Subtraction within 20 (Small steps 5-8)</p>	Number Place value within 100 <ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • 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 • <i>Solve problems and practical problems involving all of the above.</i> <p style="color: blue; font-size: 0.9em;">WRH: Summer – Place Value within 100 NCETM Spine: 1.9</p>	Measurement Money <ul style="list-style-type: none"> • Recognise and know the value of different denominations of coins and notes • Combine knowledge of money with counting in 2s, 5s and 10s to count money efficiently • Use knowledge of place value to match coins with equivalent values 	Measurement Weight and Volume <ul style="list-style-type: none"> • Measure and begin to record mass/weight, using non-standard and then manageable standard units (kg/g) • Compare, describe and solve practical problems for mass/weight (for example, heavy/light, heavier than, lighter than) • Measure and begin to record capacity and volume using non-standard and then manageable standard units (litres/ml) <p style="color: blue; font-size: 0.9em;">WRH: Spring - Weight and Volume NCETM Spine: 1.1</p>

NCETM: <https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development> (Spine 1: Number, Add & Subtract, Spine 2: Multiplication and Division, Spine 3: Fractions)

White Rose Small Steps: <https://whiterosemaths.com/primary-sols/>

Mental/Oral Starters (based on AFL)

- Subtract 1 from any 2 digit number.
- Weight and volume
- Money adding and subtracting totals.
- Recall halves of even numbers to 20.
- Count on and back in multiples of 2, 5 and 10

Summer 2	Prior Learning	Prior Learning	Prior Learning	Prior Learning
	<ul style="list-style-type: none"> • To understand arrays and counting in groups. • Review: Count in multiples of twos, fives and tens 	<ul style="list-style-type: none"> • Understand that a fraction can describe part of a whole • Understand that a unit fraction represents one equal part of a whole. 	<ul style="list-style-type: none"> • Measure and begin to record time (hours, minutes, seconds). 	<ul style="list-style-type: none"> • Number bonds to 10 (Review)
	<p>Multiplication and Division</p> <ul style="list-style-type: none"> • Recall and use doubles of all numbers to 10 and corresponding halves • 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 • <i>Solve problems and practical problems involving all of the above</i> <p>WRH: Summer – Multiplication and Division. (small steps 5-7)</p>	<p>Fraction of a shape or quantity including measure</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 (including measure) (Review) • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure) (Review) • 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] 	<p>Time</p> <ul style="list-style-type: none"> • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later) • Measure and begin to record time (hours/minutes/seconds) within children's range of counting competence <p>WRH: Summer – Time (Small steps 3-6)</p>	<p>Addition and Subtraction within 20</p> <p>Secure and consolidate key facts, problem solve with bar models using real life context.</p> <ul style="list-style-type: none"> • 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 $7 = \square - 9$ • <i>Solve problems and practical problems involving all of the above.</i>

NCETM: <https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development> (Spine 1: Number, Add & Subtract, Spine 2: Multiplication and Division, Spine 3: Fractions)

White Rose Small Steps: <https://whiterosemaths.com/primary-sols/>