Broadwood Primary School
Maths Yearly Overview: Year 1

Number Facts Target to be practised throughout the year:

Ready to Progress Criteria 1NF-1: Develop fluency in addition and subtraction facts within 10, 1NF-2: Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.

<table>
<tr><th colspan="7">Autumn 1</th></tr>
<tr><th colspan="3">Week 1</th><th colspan="2">Week 2</th><th colspan="2">Week 3</th></tr>
<tr><td colspan="3">Place Value
(within 10)</td><td colspan="2">Addition and Subtraction
(within 10)</td><td colspan="2">Shape
(then revisit regularly in key skills sessions)</td></tr>
<tr>
<td colspan="3">• count forwards and backwards to 10 from any given number
• count, read and write numbers to 10 in numerals and words
• count to indicate ordinality (e.g. 1st, 2nd, 3rd…)
• count to indicate cardinality (i.e. how many in a set)
• identify one more and one less
• identify and represent numbers using objects and pictorial representations including the number line,
• compare numbers to 10 supported by objects and pictorial representations
• use the language of: equal to, more than, less than (fewer), most, least
• develop recognition of the odd and even number pattern
• recognise and create growing patterns (e.g. 1-10 staircase)</td>
<td colspan="2">• Links to Ready to Progress criteria 1As-1: Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.
• add and subtract numbers to 10, including zero
• solve one-step problems using concrete objects and pictorial representations, and missing number problems e.g. 7 = ? – 9
• use relationships to reason within 10 (e.g. fact families to relate known and derived facts)
• understand the effect of adding or subtracting zero</td>
<td colspan="2">• Links to Ready to Progress criteria 1G-1: Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.
• compare similarities and differences between 2D shapes
• identify essential features of 2D shapes
• handle 3-D shapes and relate to them to everyday objects
• compare similarities and differences between 3D shapes
• identify essential and non-essential features of 3D shapes</td>
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Autumn 2						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Place Value (within 20)			Addition and Subtraction within 20 (revisit frequently in key skills sessions during terms 2 & 3)	*Assessment*	Addition and Subtraction within 20 (revisit frequently in key skills sessions during terms 2 & 3)	
• Links to Ready to Progress criteria 1NPV-2: Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = • identify and represent numbers using representations including the number line • compare numbers to 20 using representations to support • use the language of: equal to, more than, less than (fewer), most, least • count within 20, forwards and backwards, from any given number • read and write teens numbers in numerals and words • count to indicate cardinality (i.e. how many in a set) using manipulatives to support understanding of 'a group of 10 and some ones' • count in multiples of two to 20 • identify one more and one less within 20 • Recognise and create number patterns (e.g. growing number patterns, odds and evens)			• Links to Ready to Progress criteria 1AS-2: Read, write and interpret equations containing +, - and = symbols, and relate additive expressions and equations to real-life contexts. • solve addition and subtraction problems as an augmentation model • solve addition and subtraction problems as an aggregation model • read, write and interpret mathematical statements understanding what the addition (+), subtraction (–) and equals (=) signs represent • use relationships to reason about facts to 20 (e.g. representing fact families) using concrete objects and pictorial representations when crossing 10 • understand the effect of adding or subtracting zero • solve one-step problems using concrete objects and pictorial representations including missing number problems		• solve addition and subtraction problems to 20 as an aggregation model using concrete objects and pictorial representations when crossing 10 • use relationships to reason about facts to 20 (e.g. representing fact families) using concrete objects and pictorial representations when crossing 10 • understand the effect of adding or subtracting zero • solve one-step problems using concrete objects and pictorial representations including missing number problems • read, write and interpret mathematical statements understanding what the addition (+), subtraction (–) and equals (=) signs represent	

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Spring 1						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Place Value (within 50)		Multiplication and Division (To include Money)			Measures (length and height)	Time: calendar (then revisit regularly in key skills session)
• count forwards and backwards to 50 beginning from any given number – placing emphasis on tens • use number lines to support understanding of position and order • read and write numbers to 50 in numerals • identify one more and one less within 50 • identify and represent numbers to 50 using objects and pictorial representations to recognise place value • count for cardinality (identifying how many) using groupings of 2s, 5s or 10s to move on from counting in 1s • compare numbers to 50 using objects to support • use the language of: equal to, more than, less than (fewer), most, least		• Use the array model to make connections with counting in 2s, 5s and 10s (using objects and pictorial representations to support) • Use resources and pictorial representations to understand doubling • Use resources to divide small quantities by sharing between a given number • Use resources to divide small quantities into groups of a given number • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects • recognise and know the value of different denominations of coins and notes • apply counting in 2s, 5s and 10s to the context of money to find totals of coins of the same denomination			• measure lengths and heights using standard and non-standard units • begin to use a ruler • compare lengths and heights using language of long/short, longer/shorter, tall/short, double/half • solve practical problems involving lengths and heights	• sequence events in chronological order • use language of: before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening • recognise and use language relating to dates, including days of the week, weeks, months and years • describe time using later/earlier

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Spring 2					
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Place Value (within 50)	Fractions: halves		Time: clock (then revisit regularly in key skills session)	*Assessment*	Measures (weight and volume)
• count forwards and backwards to 50 beginning from any given number – placing emphasis on tens • use number lines to support understanding of position and order • read and write numbers to 50 in numerals • identify one more and one less within 50 • identify and represent numbers to 50 using objects and pictorial representations to recognise place value • count for cardinality (identifying how many) using groupings of 2s, 5s or 10s to move on from counting in 1s • compare numbers to 50 using objects to support • use the language of: equal to, more than, less than (fewer), most, least	• recognise, find and name a half as one of two equal parts of an object, shape or quantity • understand half as a 'fraction of' by solving problems using shapes, objects and quantities e.g. find half a length, quantity, set of objects or shape. connect halves to the equal sharing and grouping of sets of objects and to measures • combining halves as parts of a whole.		• measure and begin to record time using second, minutes, hours • compare and describe time using quicker, slower • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times • use language of o'clock and half past		• Begin to use weighing scales and containers for standard measures • Compare and describe weight using heavier than, lighter than • Compare and describe capacity using full, empty, more than, less than, half full, ***quarter***???

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Summer 1				
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**
Place Value (within 100)		Multiplication and Division (To include Money)		Fractions with Position and Direction: Quarters
• count to and across 100, forwards and backwards from any given number (links to Ready to Progress criteria 1NPV-1) • count, read and write numbers to 100 in numerals • practise ordinal counting (1st, 2nd, 3rd) • solve simple concrete problems involving counting for cardinality • compare numbers up to 100, supported by objects and pictorial representations • recognise place value in numbers beyond 20 • use the language of: equal to, more than, less than (fewer), most, least • identify one more and one less of any given number within 100 • identify and represent numbers using objects and pictorial representations including the number line • recognise and create patterns number patterns, e.g. growing patterns, odds and evens, multiples of 2s, 5s, 10s • count in multiples of twos, fives and tens		• Use the array model to make connections with counting in 2s, 5s and 10s (using objects and pictorial representations to support) • Use resources and pictorial representations to understand doubling • Use resources to divide small quantities by sharing between a given number • Use resources to divide small quantities into groups of a given number • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects • recognise and know the value of different denominations of coins and notes • apply counting in 2s, 5s and 10s to the context of money to find totals of coins of the same denomination		• 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 • use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside • make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face

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Summer 2					
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6 - 7**
Place Value (within 100)	Geometry: Shape	Open questions: Problem solving with all four operations		*Assessment*	Ready to Progress:
• count to and across 100, forwards and backwards from any given number (links to Ready to Progress criteria 1NPV-1) • count, read and write numbers to 100 in numerals • practise ordinal counting (1st, 2nd, 3rd) • solve simple concrete problems involving counting for cardinality • compare numbers up to 100, supported by objects and pictorial representations • recognise place value in numbers beyond 20 • use the language of: equal to, more than, less than (fewer), most, least • identify one more and one less of any given number within 100 • identify and represent numbers using objects and pictorial representations including the number line • recognise and create patterns number patterns, e.g. growing patterns, odds and evens, multiples of 2s, 5s, 10s • count in multiples of twos, fives and tens	• Ready to Progress criteria 1G-2: Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. • compose and decompose 2D and 3D shapes	Revisit objectives from multiplication and division with 2s, 5s and 10s in a problem solving context (incorporating application of measures e.g. money, counting scales) Revisit objectives from addition and subtraction within 20 in a problem solving context (incorporating application of measures e.g. finding lengths/heights, totalling coins)			Teacher Assessment, Planning in response to cohort need