

# Maths Curriculum Yearly Overview -DRAFT/UNDER REVIEW

## Year 1

### AUTUMN

	National Curriculum	White Rose	Vocabulary
<b>Number - Number and Place Value</b>	<p>Count to and across 100 forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>Given a number, identify 1 more and 1 less.</p> <p>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> <p>Read and write numbers from 1 to 20 in numerals and words</p>	<p><b>Place Value WK 1-4 (to 10)</b></p> <ul style="list-style-type: none"> <li>- sort objects</li> <li>- count objects</li> <li>- represent objects</li> <li>- count, read and write forwards from any number 0-10</li> <li>- count, read and write backwards from any number 0-10</li> <li>- count 1 more</li> <li>- count 1 less</li> <li>- 1 to 1 correspondence to start to compare groups</li> <li>- compare groups using language, such as equal, more, greater, less and fewer</li> <li>- introduce &gt; and &lt; and = symbols</li> <li>- compare numbers</li> <li>- order groups of objects</li> <li>- order numbers</li> <li>- ordinal numbers</li> <li>- the number line</li> </ul> <p><b>Place Value WK 10 - 11 (to 20)</b></p> <p>Count forwards and backwards and write numbers to 20 in numerals and words</p> <p>Numbers from 11 to 20</p> <p>Tens and ones</p> <p>Count one more and one less</p> <p>Compare groups of objects</p> <p>Compare numbers</p>	<p>number, zero, one, two, three... to twenty and beyond</p> <p>zero, ten, twenty...</p> <p>none</p> <p>how many...?</p> <p>count, count (up) to</p> <p>count on (from, to)</p> <p>count back (from, to)</p> <p>count in ones, twos...</p> <p>tens...</p> <p>more, less, many, few</p> <p>odd, even</p> <p>every other</p> <p>how many times?</p> <p>pattern, pair</p> <p>units, ones</p> <p>tens</p> <p>digit</p> <p>'teens' number</p> <p>partition, part-whole diagram</p> <p>the same number as, as many as</p> <p>equal to</p>

		<p>Order groups of objects Order numbers</p>	<p>Of <b>two</b> objects/amounts: greater, more, larger, bigger less, fewer, smaller Of <b>three</b> or more objects/amounts: greatest, most, biggest, largest least, fewest, smallest one more, ten more one less, ten less compare order size first, second, third... tenth, eleventh... twentieth last, last but one before, after next between, half-way between above, below</p>
<p><b>Addition and Subtraction</b></p>	<p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Add and subtract one-digit and two-</p>	<p><b>Addition and Subtraction WK 5-8 (within 10)</b></p> <p>Part whole model Addition symbol Fact families - Addition facts Find number bonds for numbers within 10 Systematic methods for number bonds within 10 Number bonds to 10 Compare number bonds Addition: Adding together</p>	<p>Addition, add, more, plus make, sum, total altogether one more, two more... ten more how many more to make...? how many more is... than...? <i>how much more is...?</i></p>

	<p>digit numbers to 20, including 0.</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representation, including missing number problems {e.g. <math>4 + ? = 9</math>, <math>7 = ? - 9</math>}</p>	<p>Addition: Adding more Finding a part</p> <p>Subtraction: Taking away, how many left? Crossing out</p> <p>Subtraction: Taking away, how many left? Introducing the subtraction symbol</p> <p>Subtraction: Finding a part, breaking apart</p> <p>Fact families - The 8 facts</p> <p>Subtraction: Counting back</p> <p>Subtraction: Finding the difference</p> <p>Comparing addition and subtraction statements <math>a + b &gt; c</math></p> <p>Comparing addition and subtraction statements <math>a + b &gt; c + d</math></p>	<p>Subtraction, subtract, take (away), minus</p> <p>how many are left/left over? how many are gone?</p> <p>one less, two less, ten less...</p> <p>how many fewer is... than...?</p> <p>how much less is...?</p> <p>difference between =, equals, sign, is the same as</p> <p>Part- whole diagram</p>
<p><b>Geometry: Properties of Shape</b></p>	<p>Recognise and name common 2-D and 3-D shapes, including:</p> <p>2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <p>3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</p>	<p><b>Geometry: Shape WK 9</b></p> <p>Recognise and name 3D shapes</p> <p>Sort 3D shapes</p> <p>Recognise and name 2D shapes</p> <p>Sort 2D shapes</p> <p>Patterns with 3D and 2D shapes</p>	<p>shape, pattern, flat curved, straight</p> <p>round</p> <p>hollow, solid</p> <p>corner</p> <p>vertices</p> <p>face, side, edge, end</p> <p>sort</p> <p>make, draw</p> <p>circle, triangle, square, rectangle,</p> <p>cube, pyramid, sphere, cone, cuboid, cylinder,</p> <p>face, points, corners, vertices, solid</p>

# Maths Curriculum Yearly Overview

## Year 1

### SPRING

	National Curriculum	White Rose	Vocabulary
<b>Addition and Subtraction</b>	<p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including 0.</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representation, including missing number problems {e.g. <math>4 + ? = 9</math>, <math>7 = ? - 9</math>}</p>	<p><b>Addition and Subtraction - WK 1 - 4 - (within 20)</b></p> <p>Add by counting on</p> <p>Find &amp; make number bonds</p> <p>Add by making 10</p> <p>Subtraction - Not crossing 10</p> <p>Subtraction - Crossing 10 (1)</p> <p>Subtraction - Crossing 10 (2)</p> <p>Related Facts</p> <p>Compare Number Sentences</p>	<p>+, addition, add, more, <i>plus</i></p> <p>make, sum, total</p> <p>altogether</p> <p>score, double, <i>near double</i></p> <p>one more, two more... ten more</p> <p>how many more to make...?</p> <p>how many more is... than...?</p> <p><i>how much more is...?</i></p> <p>-, subtraction, subtract, take (away), <i>minus</i></p> <p>how many are left/left over?</p> <p>how many are gone?</p> <p>one less, two less, ten less...</p> <p>how many fewer is... than...?</p> <p><i>how much less is...?</i></p> <p>difference between</p> <p><i>half, halve</i></p> <p>=, equals, sign, is the same as</p> <p>Part- whole diagram, inverse</p>

<b>Number - Number and Place Value</b>	<p>Count to and across 100 forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>Given a number, identify 1 more and 1 less.</p> <p>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> <p>Read and write numbers from 1 to 20 in numerals and words</p>	<p><b>Place value WK 5-7 (within 50)</b> <b>Multiples 2, 5, 10 to be included WK 5-7</b></p> <p>Numbers to 50 Tens and ones Represent numbers to 50 One more one less Compare objects within 50 Compare numbers within 50 Order numbers within 50 Count in 2s Count in 5s</p>	
<b>Measurement: Length and Height</b>	<p>Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half].</p> <p>Measure and begin to record lengths and heights.</p>	<p><b>Measurement: Length and Height WK 8-9</b></p> <p>Compare lengths and heights Measure length (1) Measure length (2)</p>	

<p><b>Measurement: Weight and Volume</b></p>	<p>Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than].</p> <p>Measure and begin to record mass/weight.</p> <p>Compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than/less than, half and half full, qtr]</p> <p>Measure and begin to record capacity and volume.</p>	<p><b>Measurement: Weight and Volume WK 10-11</b></p> <p>Introduce weight and mass  Measure mass  Compare mass  Introduce capacity  Measure capacity  Compare capacity</p>	
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## Maths Curriculum Yearly Overview Year 1

### SUMMER

	National Curriculum	White Rose	Vocabulary
<b>Number: Multiplication and Division</b>	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.	<b>Number: Multiplication and division WK 1-3 (Reinforce multiples of 2, 5, 10s to be included)</b> Count in 10s Make equal groups Add equal groups Make arrays Make doubles Make equal groups -grouping Make equal groups -sharing	
<b>Number - Number and Place Value</b>	Count to and across 100 forwards and backwards, beginning with 0 or 1, or from any given number.  Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s  Given a number, identify 1 more and 1 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	<b>Multiplication and Division WK 1-3 (Reinforce multiples of 2 5 10s to be included)</b> <b>Place value WK 7-8 (within 100)</b> Counting to 100 Partitioning numbers Comparing numbers (1) Comparing numbers (2) Ordering numbers One more, one less	

	(fewer), most, least.  Read and write numbers from 1 to 20 in numerals and words		
<b>Number: Fractions</b>	Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity  Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity	<b>Number: Fractions WK 4-5</b> Find a half (1) Find a half (2) Find a quarter (1) Find a quarter (2)	
<b>Geometry: Position and Direction</b>	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	<b>Geometry: Position and Direction WK 6</b> Describe turns Describe Position (1) Describe Position (2)	
<b>Measurement: Money</b>	Recognise and know the value of different denominations of coins and notes	<b>Measurement Money WK 9</b> Recognising coins Recognising notes Counting in coins	
<b>Measurement: Time</b>	Compare, describe and solve practical problems for time (hours, minutes, quicker, slower, earlier, later)  Measure and begin to record time	<b>Measurement: Time WK 10-11</b> Before and After Dates Time to the hour Time to the half hour Writing time Comparing time	



	<p>(hours, minutes, seconds)</p> <p>Sequence events in chronological order using language (for example before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>		
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