

AUTUMN TERM MATHEMATICS OVERVIEW – YEAR 1

Daily Mathematics Lesson – 1 hour (one lesson each week to be a discrete arithmetic lesson)

Daily Mastering Number – 15 minutes

BLOCKS	NATIONAL CURRICULUM OBJECTIVES Key objectives	SMALL STEPS	READY TO PROGRESS CRITERIA	Linked Step	
Place Value (within 10) 5 weeks	❖ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ❖ count numbers to 100 in numerals; count in multiples of 2s, 5s and tens ❖ identify and represent numbers using objects and pictorial representations ❖ read and write numbers to 100 in numerals ❖ read and write numbers from 1 to 20 in numerals and words ❖ given a number, identify one more and one less	• Sort Objects • Count objects • Count objects from a larger group • Represent objects • Recognise numbers as words • Count on from any number • 1 more • Count backwards within 10 • 1 less • Compare groups by matching • Fewer, more, same • Less than, greater than, equal to • Compare numbers • Order objects and numbers • The number line	1NPV-1 Count within 100, forwards and backwards, starting with any number. 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	• Count on from any number • Fewer, more, same • Less than, greater than, equal to • Compare numbers • Order objects and numbers • The number line	End of block assessment
Addition & Subtraction (within 10) 5 weeks	❖ 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 $7 = \square - 9$	• Introduce parts and wholes • Part-whole model • Write number sentences • Facts families – addition facts • Number bonds within 10 • Systematic number bonds within 10 • Number bonds to 10 • Addition – add more • Addition problems • Find a part • Subtraction – find a part • Fact families – the eight facts • Subtraction – take away/cross out • Take away • Subtraction on a number line • Add or subtract 1 or 2	1NF-1 Develop fluency in addition and subtraction facts within 10 1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers 1AS-2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	• Facts families – addition facts • Number bonds within 10 • Systematic number bonds within 10 • Number bonds to 10 • Addition – add more • Addition problems • Find a part • Subtraction – find a part • Fact families – the eight facts • Subtraction – take away/cross out • Take away • Subtraction on a number line	End of block assessment

Geometry 1 week	❖ recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] ❖ recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	• Recognise and name 3D shapes • Sort 3D shapes • Recognise and name 2D shapes • Sort 2D shapes • Patterns with 2D and 3D shapes	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. 1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	• Recognise and name 3D shapes • Sort 3D shapes • Recognise and name 2D shapes • Sort 2D shapes • Patterns with 2D and 3D shapes	End of block assessment
Consolidation 1 week					