

SPRING 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 20) 3 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	• Count within 20 • Understand 10 • Understand 11, 12 and 13 • Understand 14, 15 and 16 • Understand 17, 18 and 19 • Understand 20 • 1 more and 1 less • The number line to 20 • Use a number line to 20 • Estimate on a number line to 20 • Compare numbers to 20 • Order numbers to 20	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 within 20 • The number line to 20 • Use a number line to 20 • Compare numbers to 20 • Order numbers to 20	End of block assessment
Addition & Subtraction (within 20) 3 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 $7 = \square - 9$	• Add by counting on within 20 • Add ones using number bonds • Find & make number bonds to 20 • Doubles • Near doubles • Subtract ones using number bonds • Subtraction – counting back • Subtraction – finding the difference • Related facts • Missing number problems	1NF-1 Develop fluency in addition and subtraction facts within 10 1AS-2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	• Add ones using number bonds • Subtract ones using number bonds • Add by counting on within 20 • Subtract ones using number bonds • Subtraction – counting back • Subtraction – finding the difference • Missing number problems	End of block assessment

Place Value (within 50) 2 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	• Count from 20 to 50 • 20, 30, 40 and 50 • Count by making groups of tens • Groups of tens and ones • Partition into tens and ones • The number line to 50 • Estimate on a number line to 50 • 1 more, 1 less	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 from 20 to 50 • Count by making groups of tens • The number line to 50	End of block assessment
Length and Height 2 weeks	• compare, describe and solve practical problems for lengths and heights • measure and begin to record lengths and heights	• Compare lengths and heights • Measure length using objects • Measure length in centimetres			End of block assessment
Mass and Volume 2 weeks	❖ compare, describe and solve practical problems for mass/weight, capacity & volume ❖ measure and begin to record the mass/weight, capacity and volume	• Heavier and lighter • Measure mass • Compare mass • Full and empty • Compare volume • Measure capacity • Compare capacity			End of block assessment