Hamble Primary School Maths Overview

Year 1

This maths overview shows the key statements for our maths curriculum for Year 1 from which teachers work through addressing specific statements each term. The maps are recursive and weighted, meaning that each half term children spend roughly 2 weeks on selected statements from each of the grey highlighted sections and a week on the white sections.

Term	**Autumn 1** **Spring 1** **Summer 1**	**Autumn 2** **Spring 2** **Summer 2**
Unit	Number and Place Value	Multiplication and Division
	Addition and Subtraction	Fractions
	Geometry (shape)	Geometry (position and direction)
	Measures	Measures

Progression

These statements are organised in a progressive manner and year teams select the statements, with guidance from their Learning Leader and / or the maths coordinator to be taught each half term. To inform this, teams use their assessment from prior teaching and links between areas and other curriculum subjects to ascertain the best and most purposeful structure for a given class. Some statements, such as time, are taught incidentally and more frequency in order to further embed learning. Children also have daily arithmetic time to ensure quick recall and fluency of key mathematical operations.

Children revisit statements outside the maths lessons during revisit and enrich sessions and evidence of maths can be seen in other subjects, including our theme topics and Science.

In Year 1 in the autumn term, these statements are covered through continuous provision; this is part of the transition from Year R to Year 1. The length of this is cohort dependent and while the Year 1 curriculum is covered, the style of delivery is in keeping with the approach in Year R.

Fluency, Reasoning and Problem Solving

In the autumn term, there is a heavy focus on fluency based activities, with some reasoning and problem solving being introduced once the initial learning has taken place. As the year progresses, and children gain more knowledge, there is an increasing focus on reasoning and problem solving activities to consolidate and begin mastering the knowledge delivered within the year group. While our children are exposed to the same or similar problems, we scaffold their learning depending on individual needs and the levels of challenge required.

Number and Place Value

- 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 twos, fives and tens
- 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 (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

Addition and Subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- 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 = ☐ – 9.

Geometry (properties of shapes)

- recognise and name common 2-D and 3-D shapes, including:
- 2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Measures

Compare, describe and solve practical problems for:

- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- 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]
- time [for example, quicker, slower, earlier, later]
- sequence events in chronological order using language [for example, 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

Half Term

Multiplication and Division

- 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.

Fractions

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Geometry (position and direction)

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Measures *(continued)*

Measure and begin to record the following:

- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.