Maths Planning Overview 2019-20

Year: 1 Term: Autumn

Week 1- 3 days

Week 2 Number and place value	Week 3 Number and place value	Week 4 Number and place value	Week 5 Calculating	Week 6 Calculating	Week 7 Calculating	Week 8 Number and place value
count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 20 in numerals; 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		given a number, identify one more and one less	represent and use number bonds and related subtraction facts to 10 NB- work on bonds of all numbers under 10, e.g. all ways of making 3, 4, 5… Then- number bond pairs that equal 10 NB- use part-part-whole model			Few days of odd and even to cover Could also cover ordinal numbers

Week 1 Number and place value	Week 2 Calculating	Week 3 Calculating	Week 4 Calculating	Week 5 Measure	Week 6 Measure	Week 7
count to and across 40, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 40 in numerals; 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, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs add and subtract one-digit and two-digit numbers to 20, including zero NB- roughly 1.5 weeks on addition and 1.5 on subtraction			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] - measure and begin to record the following: - lengths and heights - mass/weight - capacity and volume NB- each class to rotate and have 2 practical days on each measure, then complete ARE tasks at end.		Assessment Xmas performance

Maths Planning Overview 2019-20

Year: 1 Term: Spring

Week 1-2 Number and place value	Week 3 Geometry- properties of shape	Week 4 Geometry properties of shape	Week 4-6 Calculating
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; 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	recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] **Notes and guidance (non-statutory)** Every- day objects Different orientations Regular/irregular (i.e. not always similar) Patterns of shapes	recognise and name common 2-D and 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. **Notes and guidance (non-statutory)** Every- day objects Different orientations Regular/irregular (i.e. not always similar) Patterns of shapes	*represent and use number bonds and related subtraction facts to (within) 20 *read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs *add and subtract one-digit and two-digit numbers to 20, including zero

Week 1-3 Calculating	Week 4 Measure	Week 5 Measure	Week 6 + assessment Geometry- position and direction
* number bond pairs that equal 20 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as *7 = ? – 9.	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,	tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. time [for example, quicker, slower, earlier, later] time (hours, minutes, seconds)	describe position, direction and movement, including whole, half, quarter and three-quarter turns. **Notes and guidance (non-statutory)** 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. turns in both directions and connect turning clockwise with movement on a clock face

Maths Planning Overview 2019-20

Year: 1 Term: Summer

Week 1 Number and place value	Week 2-3 Calculating X	Week 4 Calculating ÷	Week 5 Calculating X ÷
count in multiples of twos, fives and tens Read and write numbers 1-20 in numerals and words	solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Grouping and sharing small quantities NB- REPEATED ADDITION Connections in arrays, number patterns, and counting in 2,5,10	solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Grouping and sharing small quantities Connections in arrays, number patterns, and counting in 2,5,10	**Notes and guidance (non-statutory)** Doubling and halving numbers and quantities Connections in arrays, number patterns, and counting in 2,5,10

NB- allow 1 week for healthy/safe theme week

Week 1 Measure- Money	Week 2 Number and place value	Week 3-4 Number Fractions	Week 5-6 Calculating	Week 7
recognise and know the value of different denominations of coins and notes	read and write numbers 1-20 in numerals and words 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; given a number, identify one more and one less count in multiples of twos, fives and tens (ongoing)	recognise, find and name a half and a quarter as one of two equal parts of an object, shape or quantity **Notes and guidance (non-statutory)** Connect halves and quarters to sharing and grouping of objects and to measures, as well as combining to make whole finding simple fractions of objects, numbers and quantities.	read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs 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.	Gap filling, assessment etc