

Maths Planning Overview 2023-24

Year: 1 Term: Autumn

Week 1-2.5 Number and place value	Week 2.5-4 Calculating	Week 5 Geometry- properties of shape 2D only	Week 6-7 Calculating Addition bonds only- will be revisited
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; NB- focus on teens to 20 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	Number bond pairs that equal 10 NB- use tens frames and part-whole model	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	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... NB- addition only, to include tens frames and part-whole model

Week 1-2 Number and place value	Week 3-4 Calculating	Week 5 Measure- Time order	Week 6 Number and place value	Week 7 Assessment/XMAS 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; 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 weeks on addition and 1 on subtraction (separate ARE) Build in understanding of value and composition of each teen number, ways to make 13 etc	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,	given a number, identify one more and one less	Few days of odd and even to cover (have done in EYFS only to 10) Could also cover ordinal numbers if time spare Assessments

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Year: 1 Term: Spring

Week 1-2 Calculating	Week 3 Geometry properties of shape Quick revisit of 2D, teach 3D	Week 4 Number and place value	Week 5-6 Calculating
represent and use number bonds and related subtraction facts to 10 Link to missing number problems which appear in end of term assessments	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	count in multiples of twos, fives and tens	*add and subtract one-digit and two-digit numbers to 20, including zero *read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs NB- same principles as Autumn 1 but now applying with the teen no's and using number lines Missing numbers

Weeks 1-2 Calculating	Week 3-4 Calculating	Week 5-6 Calculating X NB- Assessment during week 6
*represent and use number bonds and related subtraction facts to teen numbers below 20 (ie not the no bond that makes 20)	* 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. NB- make links between bonds to 10 and the corresponding bonds to 20	solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. NB- REPEATED ADDITION Connections in arrays, number patterns, and counting in 2,5,10

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Year: 1 Term: Summer

Week 1-2 Calculating ÷	Week 3 Calculating X ÷	Week 4 Measure- Money	Week 4-5 Number Fractions
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	Notes and guidance (non-statutory) Doubling and halving numbers and quantities Connections in arrays, number patterns, and counting in 2,5,10	recognise and know the value of different denominations of coins and notes NB- link back to recent counting in 2's, 5's and 10's	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.

Week 1 Measure- Time	Week 2-3 Measure NB- phonics screen usually in week 2 and measure works well here	Week 4 Geometry- position and direction	Week 5 Theme week	Week 6 Calculating	Week 7 Calculating
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)	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.	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		read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs NB- focus on looking at which operation is needed add and subtract one-digit and two-digit numbers to 20, including zero NB- Read and write numbers 1-20 in numerals and words when writing answers	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.