



Maths Year 1 Annual Overview

Whitehouse Primary School

EYFS		
ELG Mathematics	Numbers	<ul style="list-style-type: none"> To count reliably with numbers from 1 to 20. To say which is one more or less than a given number from 1 to 20. To place numbers one to 20 in order. To add and subtract two single-digit numbers and count on back to find the answer using quantities and objects To solve problems, including doubling, halving and sharing
ELG Mathematics	Shape, Space and Measures	<ul style="list-style-type: none"> To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems. To explore characteristics of everyday objects and shapes and use mathematical language to describe them. To recognise, create and describe patterns.

	Autumn	Spring	Summer
Week 1	Number and Place Value: Numbers to 10	Calculation: Addition and Subtraction within 20	Calculation: Multiplication
Week 2	Number and Place Value: Numbers to 10	Geometry: position and direction: shapes and patterns	Calculation: Division
Week 3	Calculations: Addition and Subtraction	Measurement: Length and Height	Fractions: Fractions
Week 4	Calculations: Addition and Subtraction	Measurement: Length and Height	Number and Place Value: Numbers to 100
Week 5	Calculations: Addition and Subtraction	Reviews / Revision	Measurement: time
Week 6	Calculations: Addition and Subtraction	Reviews / Revision	Measurement: Time / Money
Week 7	Calculations: Addition and Subtraction	Reviews / Revision	Measurement: Money
Week 8	Geometry: position and direction: positions	Number and Place Value: Number to 40	Measurement: Volume and Capacity
Week 9	Number and Place Value to 20	Number and Place Value: Number to 40	Measurement: Mass
Week 10	Number and Place Value to 20	Calculation: Numbers to 40	Geometry: position and direction: space
Week 11	Calculation: Addition and Subtraction within 20	Calculation: Numbers to 40	Review / Revision
Week 12	Calculation: Addition and Subtraction within 20	Calculation: Multiplication	Review / Revision

Autumn Term

Strand	National Curriculum Objectives	Focus	Sequence
Number and Place Value	<ul style="list-style-type: none"> count to and across, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals Read and write numbers from 1 to 20 in numerals and words 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 Given a number, identify one more and one less. Count in multiples of twos, fives and tens. 	Numbers to 10	<ul style="list-style-type: none"> To be able to count numbers to 10 accurately – forward and backwards To be able to count similar objects up to 10 with accuracy and fluency To be able to write all numbers to 10 with numerals and in words; to count only objects of the same name in a group. To be able to understand what zero represents and use it when counting. To be able to compare different sets of objects and to be able to say which one has fewer, more or is equal. To be able to order numbers to 10 and to know which number is greater or lesser in value. To compare numbers using the terms 1 more and 1 less. To practice various concepts that were covered, from writing numbers I words to consolidate the correct value of digits.
Calculations: Addition and Subtraction	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20 	Number bonds to 10	<ul style="list-style-type: none"> To understand that a number is made up of other numbers to find as many ways possible to construct a number. To use number bonds for storytelling. To practice various concepts taught above to secure understanding.
Addition and subtraction	<ul style="list-style-type: none"> 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 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \underline{\quad} + 4$ 	Addition within 10	<ul style="list-style-type: none"> To be able to add two different numbers within 10. Children will become familiar with different vocabulary associated with addition. To add by counting on. To complete number sentences and gain an understanding of inverse operations To be able to make addition stories using correct vocabulary To be able to solve addition stories through pictures Consolidate understanding by revising above steps

Addition and Subtraction	<ul style="list-style-type: none"> • 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 • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$ 	Subtraction within 10	<ul style="list-style-type: none"> • To understand that subtraction can be done by crossing out or taking away. • To be able to subtract using number bonds • To be able to solve a subtraction equation by counting back, using a number line as a support • To make subtraction sentences • To be able to solve picture problems involving subtraction • To solve problems in the context of addition and subtraction and to find the corresponding number families. • To consolidate the learning of subtraction equations and fact families
Geometry Position and Direction	<ul style="list-style-type: none"> • Describe position, direction and movement, including whole, half, quarter and three quarter turns 	Position and Direction	<ul style="list-style-type: none"> • To learn the appropriate positional language (ordinal numbers) for up to 10 positions • To be able to name the positions in a queue • To be able to name positions including left and right • To consolidate the learning of positional language
Addition and Subtraction	<ul style="list-style-type: none"> • count to and across, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals • Read and write numbers from 1 to 20 in numerals and words • 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 • Given a number, identify one more and one less. • Count in multiples of twos, fives and tens. 	Numbers to 20	<ul style="list-style-type: none"> • To count numbers up to 20. • To recognise, read and write numbers up to 20 in words and numerals • To use the terms, 'greater than', or 'less than' to compare numbers within 20. • To be able to arrange numbers up to 20 in ascending and descending order • To look for patterns with numbers up to 20, focusing on one more and one less than a number.

Addition and Subtraction	<ul style="list-style-type: none"> • 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 • Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems such as $7 = _ - 9$ • Represent and use number bonds and related subtraction facts within 20 	Addition and Subtraction within 20	<ul style="list-style-type: none"> • To learn to add by counting on from the largest number • To add to numbers by first making 10 and then adding on the remainder • To add by separating the ones and tens, this enables the children to add the sum of ones to the ten • To learn how to subtract by counting back from the largest number • To learn how to subtract by subtracting from only the ones column
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Spring Term			
Strand	National Curriculum Objectives	Focus	Sequence
Addition and Subtraction	<ul style="list-style-type: none"> • count to and across, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals • Read and write numbers from 1 to 20 in numerals and words • 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 • Given a number, identify one more and one less. • Count in multiples of twos, fives and tens. 	Addition and Subtraction within 20	<ul style="list-style-type: none"> • To consolidate understanding revising addition and subtraction facts • To subtract a certain amount of ones from 10 rather than from the ones, as there are not enough ones. • To go through number facts derived from addition and subtraction sentences. • To give time to practice skills learnt.

	<ul style="list-style-type: none"> • 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 • Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems such as $7 = _ - 9$ • Represent and use number bonds and related subtraction facts within 20 		
Geometry – Properties of Shape	<ul style="list-style-type: none"> • Recognise and name common 2D and 3D shapes, including 2D shapes (for example rectangles (including squares), circles and triangles, 3D shapes (for example, cuboids (including cubes), pyramids and spheres 	Shapes and Patterns	<ul style="list-style-type: none"> • To recognise four basic 3D solid shapes: spheres, cubes, cuboids and pyramids. • To recognise 2D shapes in the everyday environment • To be able to group shapes using different criteria • To make patterns using common 2D shapes
Measurement	<ul style="list-style-type: none"> • Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes and seconds) • Compare, describe and solve practical problems for: lengths and heights, for 	Length and Height	<ul style="list-style-type: none"> • To compare length and height by using key terminology • To be able to measure objects using other items, such as pencils or books. • To be able to measure items using other things – part of the body in particular. • To introduce the concept of using rulers for measuring.
Review and revise topics then (move onto 1b)	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> •
Number and Place Value	<ul style="list-style-type: none"> • Count to and across, forwards and backwards, beginning with 0 or 1 or from any given number • Count, read and write numbers to 100 in numerals 	Numbers to 40	<ul style="list-style-type: none"> • To use the making 10 strategy to count numbers above 10; to represent numbers on a number line • To use the tens frame method of organisation and place-value cards to assist pupils in writing numbers to 40; to encourage multiple ways of counting; including counting by 2, 5 and 10.

	<ul style="list-style-type: none"> • Read and write numbers from 1 to 20 in numerals and words • Identify and represent numbers using objects and pictorial representations including the number line, and the use of language of: equal to, more than, less than (fewer), most, least • Given a number identify one more and one less • Count in multiples of twos, fives and tens 		<ul style="list-style-type: none"> • To understand that digits represent tens and ones; to represent numbers using Base 10 material and numbers • To use place value to compare two or three numbers and determine which number is bigger / smaller; to arrange these numbers in order of size. • To compare numbers using number bonds, 100 squares and number lines to determine how much more/ less. • To observe and use number patterns; to see number lines in conjunction with number squares in order to create visual proportionality.
Addition and Subtraction	<ul style="list-style-type: none"> • 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 • Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems such as $7 = _ - 9$ • Represent and use number bonds and related subtraction facts within 20 • count to and across, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals • Read and write numbers from 1 to 20 in numerals and words 	Word Problems	<ul style="list-style-type: none"> • To decide whether addition or subtraction is the most appropriate operation; to use and apply number bonds and visual representations to solve word problems • To use and apply concepts of how many more and how many fewer / less; to apply number bonds and the guess-and-check method to solve word problems • To develop number sentences based on word problems; to improve the use of number bonds and on-to-one bar model representations to suit the question. • To use pictorial representations to help solve word problems; to choose the correct operation to solve word problems • To use visual representations and patterns to solve word problems; to develop precision in model drawing to recognise similarities and differences. • To apply addition and subtraction to multi-step word problems; to use number bonds to make 10 when adding

	<ul style="list-style-type: none"> • 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 • Given a number, identify one more and one less. 		
Multiplication	<ul style="list-style-type: none"> • 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 • Recognise, find and name a half as one of two equal parts on an object, shape or quantity • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 	Multiplication	<ul style="list-style-type: none"> • To identify equal groupings as the first step in multiplying: to reinforce the idea that the arrangement of objects does not impact on the number of objects • To understand we can count groups of the same quantity more efficiently; to find multiple ways of counting groups of the same quantity • To organise objects into equal rows in order to begin counting equal numbers efficiently • To understand that doubling is creating an identical number to the one you started with; to understand that doubling is the same as saying two groups of the same amount • To be used if lessons take longer than expected or a topic needs to be revisited.

Summer Term

Strand	National Curriculum Objectives	Focus	Sequence
Multiplication	<ul style="list-style-type: none"> 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 Recognise, find and name a half as one of two equal parts on an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 	Multiplication – solving word problems	<ul style="list-style-type: none"> Revisit previous lessons To solve word problems using equal groupings as the basis for multiplication
Division	<ul style="list-style-type: none"> 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 Recognise, find and name a half as one of two equal parts on an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 	Division	<ul style="list-style-type: none"> To understand how to divide even numbers into equal groups using concrete material; to determine how many groups will be created from sharing equally To understand how to divide even numbers equally into groups; to determine how many objects will be included in order to share equally
Fractions	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> To split an object (shape) into equal parts; to identify shapes that have been split into two equal parts To split an object (shape) into four equal parts; to identify shapes that have been split into four equal parts To share and group objects into halves and quarters; to determine half of a number and a quarter of a number
Number and Place Value	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. 	Numbers to 100	<ul style="list-style-type: none"> To count in sequences of 10 followed by counting ones; to increase confidence with number lines and Base 10 materials in order to count numbers to 100

	<ul style="list-style-type: none"> Count, read and write numbers from 1 to 20 in numerals and words 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 Given a number, find one more and one less, Read and write numbers to 20 in numerals and words. 		<ul style="list-style-type: none"> To understand the value of the tens and ones digits in a number; to use multiple methods of representing and constructing a number To review and extend skills and strategies related to number comparison; to place numbers in order from smallest to greatest and vice versa To see patterns of numbers when increasing or decreasing by 1,2,or 5; to use a number line, a 100 – chart, base 10 materials to represent numbers
Measure	<ul style="list-style-type: none"> Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times Recognise and use the language relating to dates, including days of the week, months of the year, week, months, years Compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later) and measure and begin to record time in hours, minutes and seconds Sequence events in chronological order using language (for example) before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening). 	Time	<ul style="list-style-type: none"> To develop familiarity with the analogue clock, including the minute and hour hands; to tell time to the hour on an analogue clock To improve familiarity with the analogue clock; to tell the time to half hour using the term ‘half past’ To sequence events in order of time; to use the term ‘next’, ‘before’ and ‘after’ to describe the order of events To estimate an amount of time using seconds, minutes and hours To use the terms ‘quicker’, ‘slower’, ‘earlier’ and later when comparing time To learn the days of the week, months of the year and to be able to put them in the correct order
Measure	<ul style="list-style-type: none"> Recognise and know the value of differentiated denominations of coins and notes Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial 	Money	<ul style="list-style-type: none"> To recognise coins and determine their value using size, colour, markings and shape7To recognise notes and determine their value using colour and markings

	representations, and missing number problems such as 7 - ___ - 9		
Measure	<ul style="list-style-type: none"> • Measure and begin to record the following: length and height; mass / weight; capacity and volume • Compare, describe and solve practical problems for length and height (for example, long / short, longer/shorter, tall/short, double/half; mass and weight, heavy light, heavier than/lighter than, ; capacity and volume (for example full/empty, more than, less than, half, half full, full, quarter 	Volume and Capacity	<ul style="list-style-type: none"> • To compare volume and capacity using the terms 'more than' and 'less than', 'full' and 'empty' • To find the volume and capacity of a container using non-standard ones • To describe volume using the terms half and quarter
Measure	<ul style="list-style-type: none"> • Measure and begin to record the following: 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 full 	Mass	<ul style="list-style-type: none"> • To compare the mass of objects using the terms 'heavy' ad 'light', 'heavier than', 'lighter than' and 'as heavy as' • To find the mass of an object using non-standard ones; to use visualisation skills to estimate the number of ones
Position and Direction	<ul style="list-style-type: none"> • Describe position, direction and movement, including whole, half, quarter and three quarter turns 	Space	<ul style="list-style-type: none"> • To describe the position of objects in relation to one another using varied vocabulary • To describe movements of objects using varied language • To understand how to make turns using mathematical language and connect this knowledge to time

