

Elmtree Maths Overview - Year 1

Autumn Term

Week	Area of Focus	National Curriculum	Suggested Small Steps (can be used to construct LO and SC)	Key Vocabulary
Weeks 1-5 (approximately)	Place Value (Within 10)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number <input type="checkbox"/> count, read and write numbers to 10 in numerals; count in multiples of twos, fives and tens <input type="checkbox"/> given a number, identify one more and one less <input type="checkbox"/> 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 <input type="checkbox"/> read and write numbers from 1 to 10 in numerals and words 	<p>Sort objects. Count objects.</p> <p>Count objects from a larger group. Represent objects. Recognise numbers as words. Count on from any number. 1 more.</p> <p>Count backwards within 10</p> <p>1 less Compare groups by matching. Fewer, more, same Less than, greater than, equal to</p> <p>Compare objects. Order objects and numbers The number line.</p>	<p>Number, Zero, one, two, three, to twenty, and beyond, None, Count (on/up/to/from/down) Before, after, More, less, many, few, fewer, least, fewest, smallest, greater, lesser Equal to, the same as Odd, even Pair Units, ones, tens Ten more/less, Digit, Numeral, Figure(s) Compare, Size Value Between, halfway between Above, below, Number to one hundred Hundreds Partition, recombine Hundred more/less</p>

<p>Weeks 6-10 (approximately)</p>	<p>Addition and Subtraction (Within 10)</p>	<p>read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</p> <ul style="list-style-type: none"> □ 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 $7 = \square - 9$. 	<p>Introduce parts and wholes. Part-whole model.</p> <p>Write number sentences. Fact families – addition facts. Number bonds within 10. Systematic number bonds within 10. Number bonds to 10. Addition – add together Addition – add more Find a part Subtraction – find a part Fact families – the eight facts Subtraction – take away/cross out (how many left?) Subtraction – take away (how many left?) Add or subtract 1 or 2.</p>	<p>Number bonds, number line Add, more, plus, make, sum, total, altogether Inverse Double Half, halve, Equals, is the same as (including equals sign) Difference between How many more to make...? How many more is...than...? How much more is...? Subtract, take away, minus How many fewer is...than...? How much less is...?</p>
<p>Weeks 11-12 (approximately)</p>	<p>Geometry – Shape – 2D and 3D</p>	<p>recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> □ 2-D shapes [for example, rectangles (including squares), circles and triangles] □ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<p>Recognise and name 3d shapes Sort 3d shapes Recognise and name 2d shapes Sort 2d shapes Patterns with 2d and 3d shapes</p>	<p>Group, sort Cube, cuboids, pyramid, sphere, cone, cylinder, circle, triangle, square Shape Flat, curved, straight, round Hollow, solid Corner (point, pointed) Face, side, edge Make, vertices</p>

GDS Stretch and Challenge	Mathematical fluency is secure in all areas and GDS pupils are able to reason and explain mathematical concepts and procedures from their expected year group curriculum and use them to solve a variety of problems The GDS pupil can independently make links between different areas of Maths to choose the most efficient method to solve a problem often identifying and manipulating patterns. When solving a problem with more than one possible answer, a GDS pupil will work methodically, accurately and logically to ensure that they have found all the answers.
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Spring Term

Weeks 1-3 (approximately)	Place Value (Within 20)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number <input type="checkbox"/> count, read and write numbers to 20 in numerals; count in multiples of twos, fives and tens <input type="checkbox"/> given a number, identify one more and one less <input type="checkbox"/> 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 <input type="checkbox"/> read and write numbers from 1 to 20 in numerals and words 	<p>Count within 20 Understand 10 Understand 11, 12, 13 Understand 14, 15, 16 Understand 17, 18, 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.</p>	<p>Number, Zero, one, two, three, to twenty, and beyond, None, Count (on/up/to/from/down) Before, after, More, less, many, few, fewer, least, fewest, smallest, greater, lesser Equal to, the same as Odd, even Pair Units, ones, tens Ten more/less, Digit, Numeral, Figure(s) Compare, Size Value Between, halfway between Above, below</p>
Weeks 4-6 (approximately)	Addition and Subtraction (Within 20)	<p>read, write and interpret mathematical statements involving</p>	<p>Add by counting on within 20. Add ones using number bonds.</p>	<p>Number bonds, number line Add, more, plus, make,</p>

		<p>addition (+), subtraction (–) and equals (=) signs</p> <ul style="list-style-type: none"> □ 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 $7 = - 9$. 	<p>Find and 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</p>	<p>sum, total, altogether Inverse Double Half, halve, Equals, is the same as (including equals sign) Difference between How many more to make...? How many more is...than...? How much more is...? Subtract, take away, minus How many fewer is...than...? How much less is...?</p>
Weeks 7-8	Place Value (Within 50)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number □ count, read and write numbers to 50 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 	<p>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.</p>	<p>Number, Zero, one, two, three, to twenty, and beyond, None, Count (on/up/to/from/down) Before, after, More, less, many , few, fewer, least, fewest, smallest, greater, lesser Equal to, the same as Odd, even Pair Units, ones, tens Ten more/less, Digit, Numeral, Figure(s) Compare, Size Value Between,</p>

		<input type="checkbox"/> read and write numbers from 1 to 20 in numerals and words Revisit - read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs		halfway between Above, below
Weeks 9-10 (approximately)	Length and Height	compare, describe and solve practical problems for: <input type="checkbox"/> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] <input type="checkbox"/> measure and begin to record the following: <input type="checkbox"/> lengths and heights	Compare length and height. Measure length using objects Measure length in centimetres.	Far, near, close Metre, ruler, metre stick, Length, width, height, depth Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest Low, wide, narrow, deep,
Weeks 11-12	Mass and Volume	compare, describe and solve practical problems for: <input type="checkbox"/> mass/weight [for example, heavy/light, heavier than, lighter than] <input type="checkbox"/> capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] measure and begin to record the following: <input type="checkbox"/> mass/weight <input type="checkbox"/> capacity and volume	Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity Compare capacity	Weight, mass, heavy, light, lighter, lightest, heavier, heaviest, full/empty, more than, less than, half, half full, quarter, capacity, volume, half empty,

<p>GDS Stretch and Challenge</p>	<p>Mathematical fluency is secure in all areas and GDS pupils are able to reason and explain mathematical concepts and procedures from their expected year group curriculum and use them to solve a variety of problems The GDS pupil can independently make links between different areas of Maths to choose the most efficient method to solve a problem often identifying and manipulating patterns. When solving a problem with more than one possible answer, a GDS pupil will work methodically, accurately and logically to ensure that they have found all the answers.</p>			
<p>Summer Term</p>				
<p>Weeks 1-3</p>	<p>Multiplication and Division</p>	<p>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. Revisit - count in multiples of twos, fives and tens</p>	<p>Count in 2's. Count in 5's. Count in 10's Recognise equal groups. Add equal groups. Make arrays. Make doubles. Make equal groups – grouping. Make equal groups - sharing</p>	<p>Once, twice, three times. Five times. Count in tens (forwards from/ backwards from) How many times? Lots of, groups of Multiple of, times, multiply, multiply by Repeated addition Array, row, column Group in twos, threes, etc Divided by, left, left over</p>
<p>Weeks 4-5</p>	<p>Fractions</p>	<p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p>	<p>Recognise a half of an object or shape. Recognise a half of a quantity. Find a half of a quantity.</p>	<p>Equal parts, four equal parts Two halves A quarter, two</p>

		<input type="checkbox"/> recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Recognise a quarter of an object or a shape. Find a quarter of an object or shape. Recognise a quarter of a quantity. Find a quarter of a quantity.	quarters
Weeks 6	Geometry – Position and direction	describe position, direction and movement, including whole, half, quarter and three quarter turns.	Describe turns. Describe position – left and right. Describe position – forwards and backwards. Describe position – above and below. Ordinal numbers.	Position Around Opposite Apart Between, edge, centre Corner Direction Journey Left, right Across Near Along To, from Movement Whole turn, half turn Stretch, bend
Week 7-8	Place Value (Within 100)	Pupils should be taught to: <input type="checkbox"/> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Count from 50-100. Tens to 100. Partition into tens and ones. The number line to 100. 1 more, 1 less. Compare numbers with the same number of tens.	Number, Zero, one, two, three, to twenty, and beyond, None, Count (on/up/to/from/down) Before, after, More, less, many , few,

		<ul style="list-style-type: none"> □ 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 <p>Revsit - read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</p>	Compare any two numbers.	fewer, least, fewest, smallest, greater, lesser Equal to, the same as Odd, even Pair Units, ones, tens Ten more/less, Digit, Numeral, Figure(s) Compare, Size Value Between, halfway between Above, below
Week 9	Money	recognise and know the value of different denominations of coins and notes	Unitising Recognise coins Recognise notes Count in coins	How much?, How many? Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er),

				costs more, costs less, cheaper, costs the same as
Week 10-11	Time	<p>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p><input type="checkbox"/> recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p><input type="checkbox"/> tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>measure and begin to record the following:</p> <p><input type="checkbox"/> time (hours, minutes, seconds)</p> <p>compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]</p>	<p>Before and after</p> <p>Days of the week</p> <p>Months of the year</p> <p>Hours, minutes and seconds</p> <p>Tell the time to the hour</p> <p>Tell the time to the half hour</p>	<p>Always, never, often, sometimes, usually</p> <p>Once, twice First, second, third, yesterday, tomorrow, morning, afternoon, evening, . Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, January, February, march, April, May, June, July, August, September, October, November, December.</p> <p>O'clock, half past.</p> <p>Hour hand, minute hand, seconds, slower, quicker, earlier, later,</p>
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most efficient method to solve a problem often identifying and manipulating patterns. When solving a problem with more than one possible answer, a GDS pupil will work methodically, accurately and logically to ensure that they have found all the answers.