Argyle Primary School

Year 1 Yearly Overview

Green italic objectives are essential; these should prioritised within planning and revisited throughout the year. They are core learning on which next year's curriculum is based. All objectives need to be taught and, where possible, combine objectives so that application is stressed, e.g. number bonds and money.

<table>
<tr><th colspan="6">Number: Number and Place Value</th></tr>
<tr><th colspan="2">Counting</th><th>Identifying, representing and estimating numbers</th><th>Reading and writing numbers</th><th colspan="2">Comparing numbers</th></tr>
<tr><td>Count to and across 100, forwards & backwards, beginning with 0 or 1, or from any given number</td><td>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</td><td>Identify & represent numbers using objects and pictorial representations including the number line</td><td>read and write numbers from 1 to 20 in numerals and words.</td><td colspan="2">Given a number, identify one more and one less, and use language of: equal to, more than, less than (fewer), most, least</td></tr>
<tr><th colspan="6">Number: Addition and Subtraction</th></tr>
<tr><th>Number bonds</th><th>Mental Calculation</th><th colspan="2">Written Calculations, Inverse operations, estimating & checking answers</th><th colspan="2">Problem solving</th></tr>
<tr><td>Represent and use number bonds and related subtraction facts <u>within</u> 20</td><td>Add and subtract 1-digit and 2-digit numbers to 20, including zero</td><td colspan="2">Read, write and interpret mathematical statements involving addition (+), subtraction (–) equals (=) signs</td><td colspan="2">Solve one-step problems that involve addition and subtraction, using concrete objects & pictorial representations and missing number problems</td></tr>
<tr><th colspan="3">Number: Multiplication and Division</th><th colspan="3">Number: Fractions</th></tr>
<tr><th colspan="3">Multiplication and division facts</th><th>Counting in fractional steps</th><th colspan="2">Recognising fractions</th></tr>
<tr><td colspan="3">(Introduce multiplication as repeated addition and division as repeated subtraction)
Solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations & arrays with teacher support</td><td>Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</td><td colspan="2">Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</td></tr>
<tr><th colspan="6">Measurement</th></tr>
<tr><th colspan="3">Comparing and estimating</th><th colspan="3">Measuring and calculating</th></tr>
<tr><td>Compare, describe and solve practical problems for lengths and heights</td><td>Compare, describe and solve practical problems for mass/weight</td><td>Compare, describe and solve practical problems for capacity and volume</td><td>Measure and begin to record mass/weight</td><td>Measure and begin to record lengths and heights</td><td>Measure and begin to record capacity and volume</td></tr>
<tr><th colspan="4">Telling the time</th><th colspan="2">Money</th></tr>
</table>

Sequence events in chronological order using language, e.g. morning, afternoon...	Recognise & use language relating to dates, incl. days of the week, weeks, months/years	Compare, describe and solve practical problems for time	*Tell the time to the hour/ half past* and draw hands on a clock face to show these times	Measure and begin to record the following: time (hours, minutes, seconds)	*Recognise and know the value of different denominations of coins and notes. (Compare, describe and solve practical problems)*
Geometry: Properties of Shape				**Geometry: Position and Direction**	
Identifying shapes and their properties				**Position, direction and movement**	
Recognise and name common 2-D (E.g. circles, rectangles, triangles)	Recognise and name common 3-D shapes (E.g. spheres, cuboids, pyramids)			Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	

Examples of what each objective looks like are available on NCETM's website, (National Centre for the excellence of teaching in maths), www. ncetm.org.uk. *Click on: New National Curriculum 2014 blue box – National Curriculum Resource Tool - select appropriate year group and area – click on exemplification.*

Suggested Yearly Pacer

Year 1

Addition and subtraction do not appear until Autumn 2 to ensure pupils are secure with counting and place value before applying them to calculation. Similarly, multiplication and division are not taught until addition and subtraction have been established.

Please take all opportunities to draw objectives together rather than teach discretely. The aims of fluency, reasoning and problem solving should be embedded in all teaching.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2	Summer 2
Number		**Number**		**Number**	
Number and Place Value	Number and Place Value Addition and Subtraction	Number and Place Value Addition and Subtraction Multiplication and Division	Number and Place Value Addition and Subtraction Fractions	Number and Place Value Addition and Subtraction Multiplication and Division Fractions	Number and Place Value Addition and Subtraction Fractions
Measurement		**Measurement**		**Measurement**	
Money Length	Time	Money Capacity	Time Length	Money Mass	Time Length
Geometry		**Geometry**		**Geometry**	
Shape	Position and Direction		Position and Direction		Shape