Year 1 Maths Autumn Term Overview

Airedale Infant Academy

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Mathematical strand:	Number	Number	Geometry
Topic:	**Place Value within 10**	**Addition and Subtraction within 10**	**Shape**
Big Question:	**Where can you see numbers when you are out and about?**	**When do you add or take away things in real life?**	**What is different between flat shapes and solid shapes?**
Key knowledge and skills:	**The small steps of key knowledge and skills in this unit are:** • Sort objects • Count objects • Count objects from a larger group • Represent objects • Recognise numbers as words • Count on from any number • 1 more • Count backwards within 10 • 1 less • Compare groups by matching • Fewer, more, same • Less than, greater than, equal to • Compare numbers • Order objects and numbers • The number line	**The small steps of key knowledge and skills in this unit are:** • Introduce parts and wholes • Part-whole model • 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 • Addition problems • 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?) • Subtraction on a number line • Add or subtract 1 or 2	**The small steps of key knowledge and skills in this unit are:** • Recognise and name 3-D shapes • Sort 3-D shapes • Recognise and name 2-D shapes • Sort 2-D shapes • Patterns with 2-D and 3-D shape
Key vocabulary:	Count forwards / backwards, One more / one less, Digit	Add / Addition / Plus (+), Subtract / Take away / Minus (–), Total	2D shape, 3D shape, difference
What I will know by the end:	I will be able to apply my new skills and knowledge to a range of situations and representation.		

Year 1 Maths Spring Term Overview

Mathematical strand:	Number	Number	Number	Measurement	Measurement
Topic	**Place Value within 20**	**Addition and Subtraction within 20**	**Place Value within 50**	**Length & Height**	**Mass & Volume**
Big Question	Where do you see numbers in your world?	In your life, when do you need to add and take away?	What would happen if we didn't have numbers larger than 20?	Why do we need to know how long or tall something is?	Why do we need to know how heavy things are or how much they can hold?
Key knowledge and skills:	**The small steps of key knowledge and skills in this unit are:** • Count within 20 • Understand 10 • Understand 11, 12 and 13 • Understand 14, 15 and 16 • Understand 17, 18 and 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	**The small steps of key knowledge and skills in this unit are:** • Add by counting on within 20 • Add ones using number bonds • 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	**The small steps of key knowledge and skills in this unit are:** • 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	**The small steps of key knowledge and skills in this unit are:** • Compare lengths and heights • Measure length using objects • Measure length in centimetres	**The small steps of key knowledge and skills in this unit are:** • Heavier and lighter • Measure mass • Compare mass • Full and empty • Compare volume • Measure capacity • Compare capacity
Key vocabulary	Two digit, order, compare	Doubling, equals, number facts	Partition, tens, ones	Compare, measure, centimetres	Volume, capacity, weigh
What I will know by the end:	I will be able to apply my new skills and knowledge to a range of situations and representation.				

Year 1 Maths Summer Term Overview

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Mathematical strand:	Number	Number	Geometry	Number	Measurement	Measurement
Topic:	**Multiplication & Division**	**Fractions**	**Position & Direction**	**Place Value within 100**	**Money**	**Time**
Big Question:	What things can you put into groups when you are not doing Maths?	When have you ever needed to split something in half or into quarters?	Have you ever followed directions like left, right, forwards, or backwards? When?	When have you needed to say which number is bigger or smaller at home?	What do we use money for?	Why do we need to know what time it is?
Key knowledge and skills:	**The small steps of key knowledge and skills in this unit are:** • Count in 2s • Count in 10s • Count in 5s • Recognise equal groups • Add equal groups • Make arrays • Make doubles • Make equal groups – grouping • Make equal groups – sharing	**The small steps of key knowledge and skills in this unit are:** • Recognise a half of an object or a shape • Find a half of an object or a shape • Recognise a half of a quantity • Find a half of a quantity • Recognise a quarter of an object or a shape • Find a quarter of an object or a shape • Recognise a quarter of a quantity • Find a quarter of a quantity	**The small steps of key knowledge and skills in this unit are:** • Describe turns • Describe position – left and right • Describe position – forwards and backwards • Describe position – above and below • Ordinal numbers	**The small steps of key knowledge and skills in this unit are:** • Count from 50 to 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 • Compare any two numbers	**The small steps of key knowledge and skills in this unit are:** • Unitising • Recognise coins • Recognise notes • Count in coins	**The small steps of key knowledge and skills in this unit are:** • Before and after • Days of the week • Months of the year • Hours, minutes and seconds • Tell the time to the hour • Tell the time to the half hour
Key vocabulary:	Array, groups, share	Half, quarter, part of a whole	Position, direction, ordinal	Same, different, add on	Coins, notes, money	Time, o'clock, half past
What I will know by the end:	I will be able to apply my new skills and knowledge to a range of situations and representation.					