### **Gainford CE Primary and Preschool**

### Maths Learning Plan **Term 1**

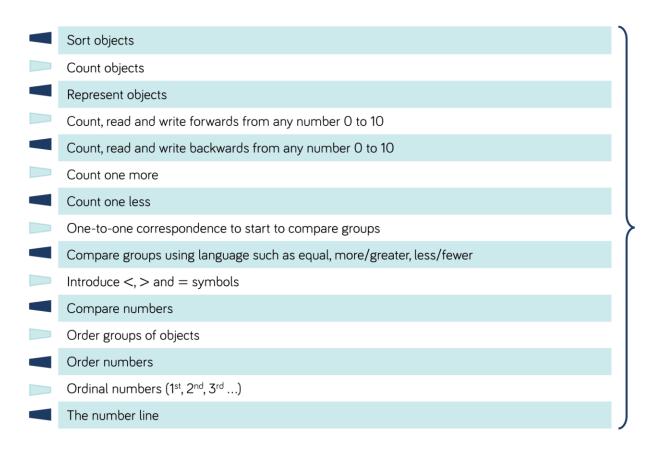
### Year 1

Topic or Activity	Year 1 Term 1 Knowledge Based Learning Objectives
Number: Place Value	Count to ten, forwards & backwards, beginning with 0 or 1, or from any given number
(within 10)	Count, read & write numbers to 10 in numerals & words
	Given a number, identify one more or one less
	Identify & 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
Number: Addition & Subtraction	Represent & use number bonds & related subtraction facts within 10
(within 10)	Read, write & interpret mathematical statements involving addition (+), subtraction (-) and equals (=)
,	signs
	Add & subtract one digit numbers to 10, including zero
	Solve one step problems that involve addition & subtraction, using concrete objects and pictorial
	representations & missing number problems
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Geometry: Shape	Recognise & name common 2-D shapes, including [e.g. rectangles (including squares), circles and triangles]
	Recognise & name common 3-D shapes including [e.g. cuboids (including cubes), pyramids & spheres]
Number: Place Value	Count to <b>twenty</b> , forwards & backwards, beginning with 0 or 1, or from any given number
	Count, read & write numbers to <b>20</b> in numerals & words
(within 20)	Given a number, identify one more or one less
	Identify & 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

#### Year 1 | Autumn Term | Week 1 to 4 - Number: Place Value

# Overview

# **Small Steps**



## **NC** Objectives

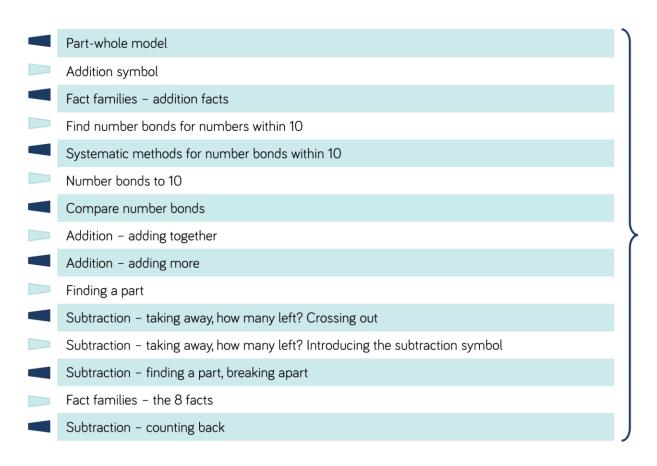
Count to <u>ten</u>, forwards and backwards, beginning with 0 or 1, or from any given number.

Count, read and write numbers to <u>10</u> in numerals and words.

Given a number, identify one more or 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.

# Overview Small Steps



### **NC** Objectives

Represent and use number bonds and related subtraction facts within

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Add and subtract one digit numbers to 10, including zero.

Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

# Overview

# Small Steps

- Recognise and name 3-D shapes
- Sort 3-D shapes
- Recognise and name 2-D shapes
- Sort 2-D shapes
- Patterns with 3-D and 2-D shapes

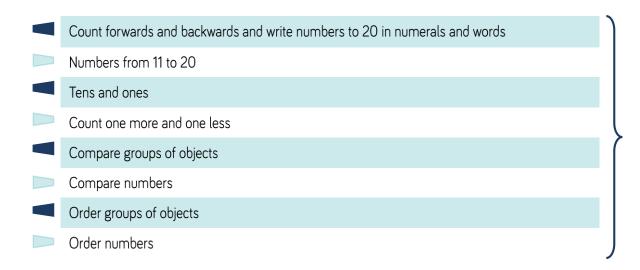
# **NC** Objectives

Recognise and name common 2-D shapes, including (for example, rectangles (including squares), circles and triangles)

Recognise and name common 3-D shapes including: (for example, cuboids (including cubes), pyramids and spheres)

#### Year 1 | Autumn Term | Week 10 to 11 - Number: Place Value (within 20)

# Overview Small Steps



# NC Objectives

Count to <u>twenty</u>, forwards and backwards, beginning with 0 or 1, from any given number.

Count, read and write numbers to <u>20</u> in numerals and words.

Given a number, identify one more or 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.

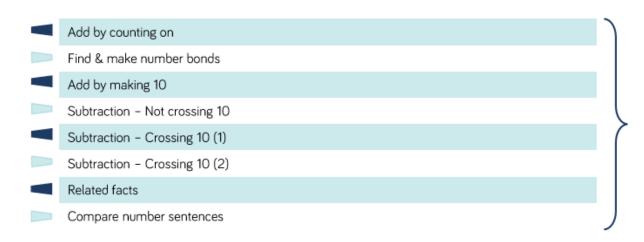
# Maths Learning Plan <u>Term 2</u> <u>Year 1</u>

Topic or Activity	Year 1 Term 2 Knowledge Based Learning Objectives
Number: Addition & Subtraction	Represent & use number bonds & related subtraction facts within 20
(within 20)	Read, write & interpret mathematical statements involving addition (+), subtraction (-) and equals (=)
	signs
	Add & subtract one-digit and two-digit numbers to 20, including zero
	Solve one step problems that involve addition & subtraction, using concrete objects and pictorial
	representations & missing number problems such as 7 = -9
Number: Place Value	Count to fifty, forwards & backwards, beginning with 0 or 1, or from any given number
(within 50 and including	Count, read & write numbers to 50 in numerals
multiples of 2, 5 & 10)	Given a number, identify one more or one less
	Identify & 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
	Count in multiples of twos, fives & tens
Measurement: Length & Height	Measure & begin to record lengths & heights
	Compare, describe & solve practical problems for lengths & heights [e.g. long/short, longer/shorter,
	tall/short, double/half]
Measurement: Weight & Volume	Measure & begin to record mass/weight, capacity & volume
	Compare, describe & solve practical problems for mass/weight [e.g. heavy/light, heavier than/lighter
	than], capacity & volume [e.g full/empty, more than/less than, half, half full, quarter

#### Year 1 | Spring Term | Week 1 to 4 - Number: Addition & Subtraction



# Overview Small Steps



## **NC** Objectives

Represent and use number bonds and related subtraction facts within 20

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Add and subtract one-digit and twodigit numbers to 20, including zero.

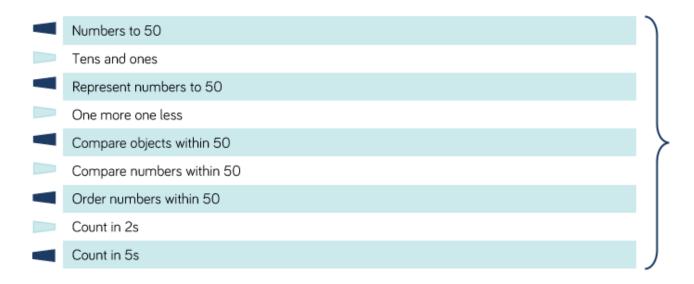
Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \Box - 9$ 

#### Year 1 | Spring Term | Week 5 to 7 - Number: Place Value (within 50)



# Overview

# Small Steps



## **NC** Objectives

Count to **50** forwards and backwards, beginning with 0 or 1, or from any number.

Count, read and write numbers to **50** in numerals.

Given a number, identify one more or one less.

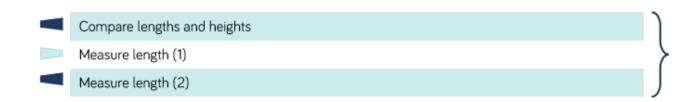
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Count in multiples of twos, fives and tens.



# **Overview**

# **Small Steps**



# **NC** Objectives

Measure and begin to record lengths and heights.

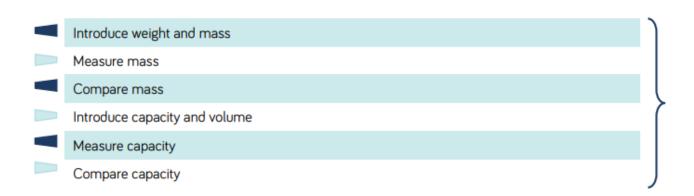
Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)

#### Year 1 | Spring Term | Week 10 to 11 - Measurement: Weight & Volume



# Overview

# Small Steps



# **NC** Objectives

Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume.

Compare, describe and solve practical problems for 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]

# Maths Learning Plan <u>Term 3</u> <u>Year 1</u>

Topic or Activity	Year 1 Term 3 Knowledge Based Learning Objectives
Number: Multiplication &	Count in multiples of twos, fives & tens
Division	Solve one step problems involving multiplication & division, by calculating the answer using concrete
(Reinforce multiples of 2, 5 & 10)	objects, pictorial representation & arrays with the support of the teacher
Number: Fractions	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
	Compare, describe & solve practical problems for lengths & heights [e.g. long/short, longer/shorter, tall/short, double/half]
	Compare, describe & solve practical problems for mass/weight [e.g. heavy/light, heavier than/lighter than], capacity & volume [e.g full/empty, more than/less than, half, half full, quarter]
Geometry: Position & Direction	Describe position, direction and movement, including half, quarter and three-quarter turns
Number: Place Value	Count to & across 100, forwards and backwards, beginning with 0 or 1, or from any given number
(within 100)	Count, read & write numbers to 100 in numerals
(**************************************	Given a number, identify one more or one less
	Identify & 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
Measurement: Money	Recognise and know the value of different denominations of coins and notes

Measurement: Time	Sequence events in chronological order using language [e.g. before and after, next, first, today,
	yesterday, tomorrow, morning, afternoon and evening]
	Recognise and use language relating to dates, including days of the week, weeks, months and years

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
Compare, describe & solve practical problems for time [e.g. quicker, slower, earlier, later]
Measure and begin to record the following time [hours, minutes, seconds]

### Year 1 | Summer Term | Week 1 to 3 - Number: Multiplication and Division



# Overview Small Steps



# **NC** Objectives

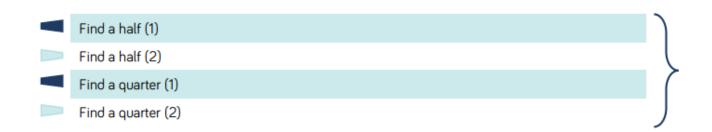
Count in multiples of twos, fives and

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.

#### Year 1 | Summer Term | Week 4 to 5 - Number: Fractions



# Overview Small Steps



# **NC** Objectives

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.

Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short,

double/half)

Compare, describe and solve practical problems for: 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]

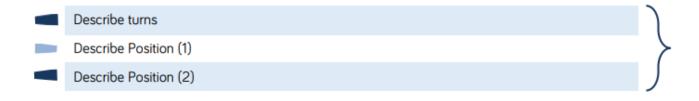
### Year 1 | Summer Term | Week 6 - Geometry: Position & Direction



# Overview

# Small Steps

# **NC** Objectives



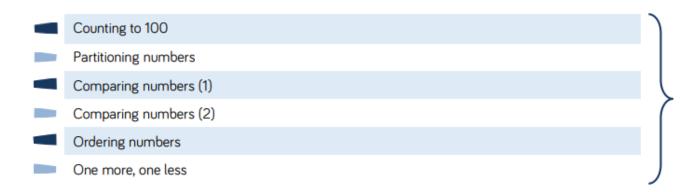
Describe position, direction and movement, including whole, half, quarter and three quarter turns

#### Year 1 | Summer Term | Week 7 to 8 - Number: Place Value



# Overview

# Small Steps



# **NC** Objectives

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.

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, most, least.

### Year 1 | Summer Term | Week 9 - Measurement: Money



# Overview Small Steps

Recognising coins
Recognising notes
Counting in coins

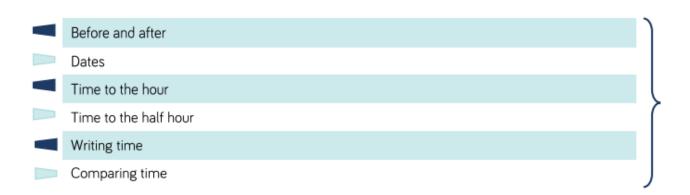
# **NC** Objectives

Recognise and know the value of different denominations of coins and notes.

#### Year 1 | Summer Term | Week 10 to 11 - Measurement: Time



# Overview Small Steps



# **NC** Objectives

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, weeks, months and years.

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].

Measure and begin to record time (hours, minutes, seconds).