Mathematics

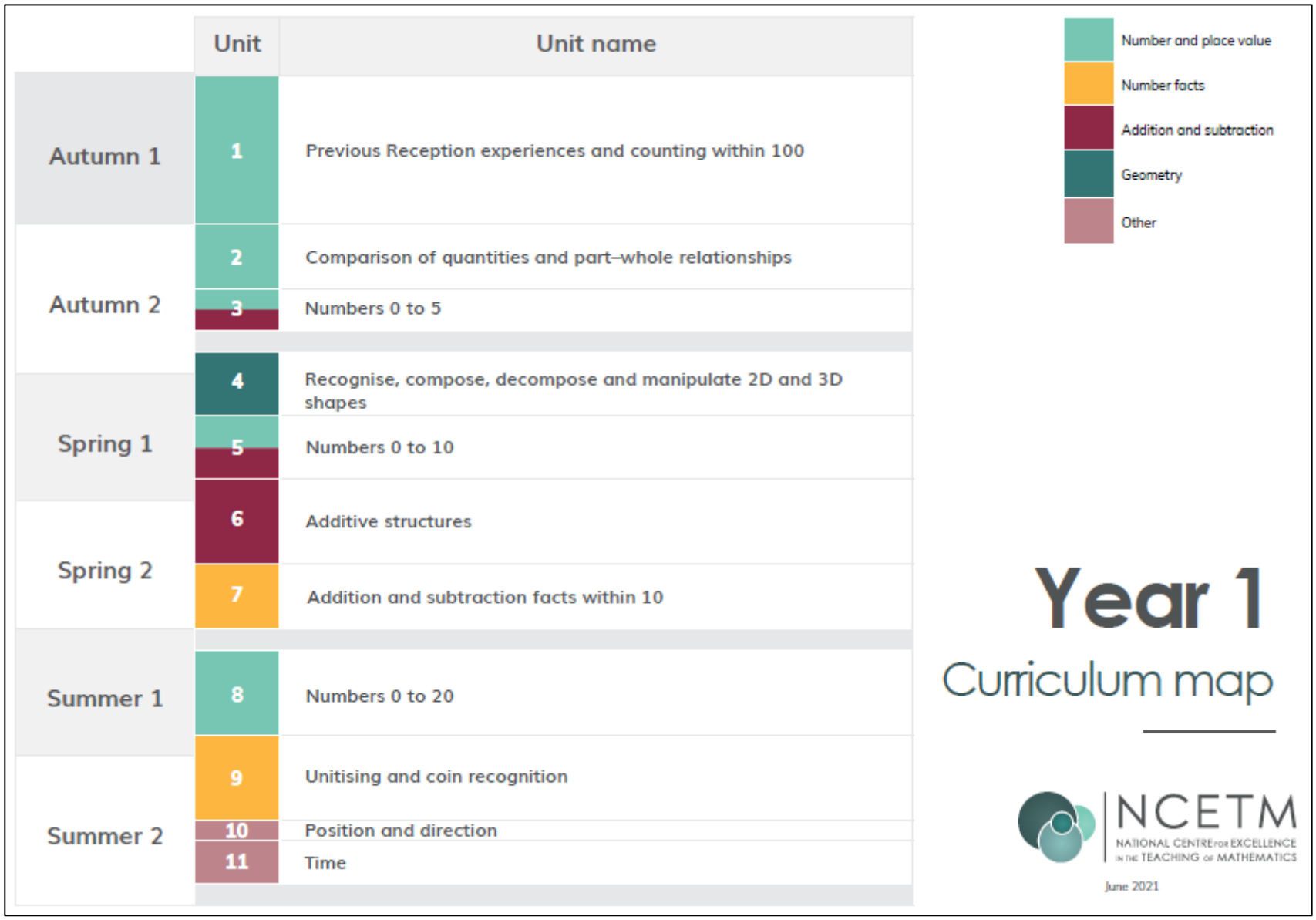
Year 1 Planning 2023-24

(Updated September, 2023)

This is a working document.

Teachers to make changes, where appropriate, based on both formative and summative assessment. Rich tasks and curriculum links are also to be identified and added to planning.

To build on from the Ready to Progress Criteria which supported the post-pandemic catch-up, we will be using the NCETM Progression documents.
Follow the link below to access the interactive copy of this curriculum map. Click on the domain to download the learning objectives for each domain.
https://www.ncetm.org.uk/classroom-resources/cp-year-1-curriculum-map/
Use the National Curriculum objectives sheet to ensure coverage of all objectives (see page 4)



Year 1

1 Previous Reception experiences and counting within 100

- 1NPV–1 Count within 100, forwards and backwards, starting with any number.
- 1.9 Composition of numbers: 20–100

2 Comparison of quantities and part–whole relationships

- 1NPV–1 Count within 100, forwards and backwards, starting with any number.
- 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.
- 1.1 Comparison of quantities and measures
- 1.2 Introducing 'whole' and 'parts': part–part–whole

3 Numbers 0 to 5

- 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.
- 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.
- 1.3 Composition of numbers: 0–5

4 Recognise, compose, decompose and manipulate 2D and 3D shapes

- 1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.
- 1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.

5 Numbers 0 to 10

- 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.
- 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.
- 1.4 Composition of numbers: 6–10

6 Additive structures

- 1AS–2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.
- 1.5 Additive structures: introduction to aggregation and partitioning
- 1.6 Additive structures: introduction to augmentation and reduction

7 Addition and subtraction facts within 10

- 1NF–1 Develop fluency in addition and subtraction facts within 10.
- 1.7 Addition and subtraction: strategies within 10

8 Numbers 0 to 20

- 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.
- 1.10 Composition of numbers: 11–19

9 Unitising and coin recognition

- 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.
- 2.1 Counting, unitising and coins

10 Position and direction

- This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.

11 Time

- This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.

Number and place value

Number facts

Addition and subtraction

Multiplication and division

Fractions

Geometry

Other

Dark grey references are ready-to-progress criteria from the DfE Guidance 2020

Light grey references are from the NCETM Primary Mastery Professional Development materials

Both are available online

Where year group objectives have not been covered by the NCETM Prioritisation Guidance, these will be covered in additional units. These objectives will also be covered in **daily Memory Jogger activities** and the **Daily Maths Meeting.**

Teachers will add support their children's Problem Solving and Reasoning skills with planned rich tasks and wider curriculum links as they deliver each objectives.

Term	Unit	Unit name	Learning Objectives/ Outcomes	Rich Tasks	Wider Curriculum Links
Autumn 1	1	Previous Reception experiences and counting within 100	*see learning outcomes detailed in curriculum map on website*		
Autumn 2	2	Comparison of quantities and part-whole relationship	*see learning outcomes detailed in curriculum map on website*		
	3	Numbers 0 to 5	*see learning outcomes detailed in curriculum map on website*		
	4	Recognise, compose, decompose and manipulate 2D and 3D shapes	*see learning outcomes detailed in curriculum map on website*		
Spring 1	5	Numbers 0 to 10	*see learning outcomes detailed in curriculum map on website*		
	6	Additive structures	*see learning outcomes detailed in curriculum map on website*		
Spring 2	7	Addition and subtraction facts within 10	*see learning outcomes detailed in curriculum map on website*		
Summer 1	8	Numbers 0 to 20	*see learning outcomes detailed in curriculum map on website*		
	9	Unitising and coin recognition	*see learning outcomes detailed in curriculum map on website*		
Summer 2	10	Position and direction	Describe position, directions and movements, including whole, half, quarter and three-quarter turns.		
	11	Time	Sequence events in chronological order using language 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.		

Strand	**Year 1 National Curriculum Objectives** showing coverage through NCETM Curriculum Prioritisation Guidance (COVID recovery)
Number & Place value	I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
	I can count, read and write numbers to 100 in numerals
	I can count in multiples of 2s, 5s and 10s
	Given a number, I can identify 1 more and 1 less
	I can identify and represent numbers using objects and pictorial representations including the number line
	I can use the language of: equal to, more than, less than (fewer), most, least
	I can read and write numbers from 1 to 20 in numerals and words.
A & S	I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
	I can represent and use number bonds and related subtraction facts within 20
	I can add and subtract one-digit and two-digit numbers to 20, including 0
	I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations,
M & D	I can solve one-step problems by calculating the answer with the support of the teacher.
	I can solve one-step problems by calculating the answer using concrete objects, pictorial representations and arrays
Fractions	I can recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
	I can recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.
Measurement	I can compare, describe and solve practical problems for lengths and height (long/short, tall/short, double/half)
	I can compare, describe and solve practical problems for mass/weight
	I can compare, describe and solve practical problems for capacity and volume
	I can compare, describe and solve practical problems for time
	I can measure and begin to record lengths and heights, mass/weight, capacity and volume and time (h, mins, secs)
	I can recognise and know the value of different denominations of coins and notes
	I can sequence events in chronological order using language
	I can recognise and use language relating to dates, including days of the week, weeks, months and years
	I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Geometry	I can recognise and name common 2D shapes
	I can recognise and name common 3D shapes
P&D	I can describe position, directions and movements, including whole, half, quarter and three-quarter turns.

	1. Previous Reception experiences and counting within 100		7.. Addition and subtraction facts within 10
	2. Comparison of quantities and part-whole relationships		8. Numbers 0-20
	3. Numbers 0-5		9. Unitising and coin recognition
	4. Recognise, compose, decompose and manipulate 2D and 3D shapes		10. Position and direction
	5. Numbers 0-10		11. Time
	6. Additive Structures		

Pupils are to be given opportunities to apply their knowledge and understanding through problem solving and reasoning activities using the following criteria:

Problem Solving	Reasoning
Engage with mathematical activities and problems with clear links to the wider curriculum and real-life, making links and moving between different representations *(concrete, pictorial, abstract)* With support scaffold thinking using concrete, pictorial or abstract representations, if required With support choose to represent thinking using concrete, pictorial or abstract representations, as appropriate With support (classroom discussion, paired work, guided group), find a starting point to break into a problem by identifying key facts/relevant information Use trial and improvement strategies Independently find some possibilities Independently pattern spot and copy and continue a pattern/sequence *(numbers, shape or spatial)* and predict what will come next With support, check their work	With support, describe and explain with reasons verbally using precise mathematical language (e.g. strategy used, patterns spotted) with the support of sentence stems Describe how a pattern/sequence (shapes/objects/numbers/spatial) will continue and explain their reasons using appropriate language Explain why a statement or conjecture is correct or incorrect using precise mathematical language Listen to others' explanations, make sense of them

NB - If pupils are not ready to record in written form or have a weakness, pupils' verbal reasoning should be captured by an adult (scribed for them, recorded on video, etc