PARISH
CE Primary School

Maths – Year 1

Yearly Topic Overview

Rising Stars Mathematics

PARISH
CE Primary School

These medium-term plans give a complete at-a-glance overview of the structure of Maths at Parish for Year 1 detailing the order of teaching, key concepts, questions and vocabulary and a suggestion of what could be covered each term with some flexibility. Each length of topic (in weeks) differs. Some topics may take 2 weeks to cover, others may take longer depending on the class and cohort. If teachers are confident that children have mastered a concept, then it is acceptable to move on quickly, just as it is important to allow children to spend longer on a topic if necessary to ensure they have fully mastered it before moving on. It is important to remember that the length of a half-term will vary. If the half-term is short, teachers can choose to move a unit into the next term. If a half-term is long, teachers can choose to move a unit back into the preceding term. It is best practice to avoid splitting units between two half-terms, unless the content in each concept is very distinct. Please use these topic overviews as a guide to your class' planning, teaching and learning to provide consistency across the year group.

Maths Yearly Topic Overview – Year 1

PARISH CE Primary School

Subject: **Maths**

Term: Autumn 1	**Year 1**		
Strand	Numbers Everywhere – Number Sense		
Domain	1. Number and Place Value 2. Measurement		
Key Concepts	One more one less Tens and ones Length and height Days of the week Months of the year	**Key Vocabulary**	counting, more, less, fewer, most, least, tens, ones, length, height, day, week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, months, year, January, February, March, April, May, June, July, August, September, October, November, December, long, short, longer, shorter, longest, shortest, tall, taller, tallest
Objectives	• Count forwards and backwards to 30 in ones and to 50 in tens. • Find one more and one less for numbers up to 30. • Count, read and write numbers up to 50 in numerals. • Represent numbers up to 50 using objects and pictures. • Compare numbers using language such as equal to, more than, less than (fewer), most, least. • Count to and across 30, forwards and backwards, beginning with 0 or 1; count, read and write numbers to 50 in numerals. • Compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, longest/shortest, tall/short, taller/shorter, tallest/shortest) • Recognise and use language relating to days of the week, months of the year and dates. • Begin to use ordinal language in the context of dates.		
Key questions	Can I count, read and write numbers to 50? Can I count one more or one less? Can I begin to explore place value? Compare lengths and heights and solve problems including measurements? Can I use measures of time including days and months?		

Maths Yearly Topic Overview – Year 1

PARISH
CE Primary School

Subject: **Maths**

Term: Autumn 1	**Year 1**		
Strand	Adding, Subtracting and Sequencing – Additive reasoning		
Domain	1. Number – addition and subtraction 2. Measurement		
Key Concepts	Number stories Sequencing	**Key Vocabulary**	addition, subtraction, sequence, equals, the same as, before, after, first, next, next, first, last, today, yesterday, tomorrow, morning, afternoon, evening
Objectives	• Represent and use number bonds and related subtraction facts within 10, moving on to low teen numbers. • Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations. • Solve missing number problems such as 3 + = 10, 8 – =5. • Sequence events in chronological order using appropriate language (e.g. before and after, next, first, last, today, yesterday, tomorrow, morning, afternoon and evening). • Give instructions using sequencing vocabulary such as before, after, next, first and last.		
Key questions	Can I use number bonds and addition and subtraction facts to 10? Can I apply number bonds and number facts to a variety of situations? Can I sequence chronological events?		

Maths Yearly Topic Overview – Year 1

PARISH
CE Primary School

Subject: **Maths**

Term: Autumn 2	**Year 1**		
Strand	3-D and 2-D Shapes – Geometric Reasoning		
Domain	1. Geometry – Properties of Shape 2. Geometry – Position and Direction		
Key Concepts	3D Shapes 2D Shapes Position, direction and movement	**Key Vocabulary**	2-D, 3-D, cuboids, cubes, pyramids, spheres, rectangles, squares, circles, triangles, up, down, left, right
Objectives	• Recognise and name common 3-D shapes, including cuboids, cubes, pyramids and spheres. • Recognise and name common 2-D shapes, including rectangles (and squares), circles and triangles. • Describe position, direction and movement.		
Key questions	Can I recognise and name common 3-D and 2-D shapes? Can I recognise and name common 3-D and 2-D shapes? Can I describe position, direction and movement?		

Maths Yearly Topic Overview – Year 1

PARISH CE Primary School

Subject: **Maths**

Term: Autumn 2	**Year 1**		
Strand	Counting and Comparing – Number Sense		
Domain	1. Number and Place Value 2. Measurement		
Key Concepts	Number patterns Time Comparing	**Key Vocabulary**	count, compare, more, less, time, hours, minutes, hands, o'clock, hands, face, mass, capacity, pattern
Objectives	• Count, read and write numbers to 100. • Use objects and pictures to represent numbers to 100. • Given a number, identify one more and one less. • Measure time (hours and minutes). • Tell the time to the hour and begin to draw the hands on a clock face to show o'clock times. • Compare, describe and solve practical problems for mass. • Compare, describe and solve practical problems for capacity.		
Key questions	Can I explore number patterns? Can I begin to talk about time? Can I make comparisons between quantities and measures?		

Maths Yearly Topic Overview – Year 1

PARISH
CE Primary School

Subject: **Maths**

Term: Spring 1	**Year 1**		
Strand	Adding and Subtracting to 20 – Additive Reasoning		
Domain	1. Number – Addition and Subtraction		
Key Concepts	Doubles Adding and subtracting with 20 Adding and subtracting with 11-19	**Key Vocabulary**	addition, subtraction, double, missing number
Objectives	• Find and begin to recall all doubles to double 10. • Use doubling to find missing numbers and solve problems. • Represent and use number bonds and related subtraction facts for 20. • Represent and use number bonds and related subtraction facts, focusing on numbers between 10 and 20.		
Key questions	Can I use number bonds and number facts to 20 to solve addition and subtraction calculations?		

Maths Yearly Topic Overview – Year 1

PARISH
CE Primary School

Subject: **Maths**

Term: Spring 1	**Year 1**		
Strand	Money – Number Sense		
Domain	1. Number – number and place value 2. Measurement		
Key Concepts	Coins and notes Ten more, ten less Two more, two less	**Key Vocabulary**	money, pounds, pence, notes, coins, value, more, less, multiple, ten, forwards, backwards
Objectives	• Recognise and know the value of different denominations of coins and notes. • Read and write some numbers in words. • Recognise and know the value of different denominations of coins and notes. • Read and write some numbers in words. • Count in multiples of ten. • Identify ten more and ten less than a multiple of ten.		
Key questions	Can I begin to work with different coins and notes? Can I count forwards and backwards in tens? Can I count forwards and backwards in twos?		

Maths Yearly Topic Overview – Year 1

PARISH
CE Primary School

Subject: **Maths**

Term: Spring 2	**Year 1**		
Strand	Groups and Rows – Multiplicative Reasoning		
Domain	1. Number - Number and place value 2. Measurement		
Key Concepts	Arrays and groupings Twos, tens and sharing	**Key Vocabulary**	group, row, array, share, multiply, divide, money, pounds, pence, notes, coins, multiples, count, read, write
Objectives	• Solve one-step problems involving multiplication or division, by modelling the problem using concrete objects and physical arrays with the support of the teacher. • Know the value of different denominations of coins and notes. • Count multiples of twos and tens. • Solve one-step problems involving multiplication or division, by modelling the problem using concrete objects and physical arrays with the support of the teacher. • Know the value of different denominations of coins and notes. • Count, read and write numbers to 100 in numerals; count in multiples of twos and tens.		
Key questions	Can I use arrays and grouping to count numbers to 20 and solve problems? Can I use arrays and grouping to count in twos and tens?		

Maths Yearly Topic Overview – Year 1

PARISH
CE Primary School

Subject: **Maths**

Term: Spring 2	**Year 1**		
Strand	Measuring – Number Sense		
Domain	1. Measurement		
Key Concepts	Measuring length and height Measuring mass Measuring capacity and volume	**Key Vocabulary**	length, height, mass, capacity, volume, measure, record, scales
Objectives	• Compare, describe and solve practical problems for length and height. • Measure and begin to record length and height. • Compare, describe and solve practical problems for mass. • Measure and begin to record mass. • Compare, describe and solve practical problems for capacity and volume. • Measure and begin to record capacity.		
Key questions	Can I measure length and height? Can I use scales to measure mass? Can I measure volume and capacity?		

Maths Yearly Topic Overview – Year 1

PARISH
CE Primary School

Subject: **Maths**

Term: Spring 2	**Year 1**		
Strand	Number Lines – Additive Reasoning		
Domain	1. Number- Addition and Subtraction 2. Measurement		
Key Concepts	Adding and subtracting on a number line Where and when?	**Key Vocabulary**	add, subtract, jumps, forwards, backwards, mental method, written method
Objectives	• Use a number line to add and subtract within 20. • Recognise that addition and subtraction are related operations. • Sequence events in chronological order, by time. • Tell the time to the hour and draw the hands on a clock face to show these times.		
Key questions	Can I use number lines to add and subtract to 20? Can I use vocabulary related to place and time?		

Maths Yearly Topic Overview – Year 1

PARISH
CE Primary School

Subject: **Maths**

Term: Summer 1	**Year 1**		
Strand	Building towers and moving shapes – Geometric Reasoning		
Domain	1. Geometry – properties of shape 2. Geometry – position and direction		
Key Concepts	3-D shapes and towers Giving and following directions	**Key Vocabulary**	3-D, 2-D, rectangle, square, circle, triangle, cuboids, cubes, pyramid, sphere, cylinder, faces, towers, patterns, shape, position, direction, movement
Objectives	• Recognise and name common 2-D shapes, including rectangles, squares, circles and triangles, and 3-D shapes, including cuboids, cubes, pyramids, spheres and cylinders. • Describe properties of 3-D shapes, including 2-D faces and how shapes can be stacked to make stable towers. • Describe position, direction and movement using an increasing range of vocabulary and with increasing accuracy. • Recognise and create repeating patterns with objects and with shapes, and describe repeating patterns clearly including the orientation of objects in the sequence. • Recognise and name common 2-D and 3-D shapes.		
Key questions	Can I recognise and explore simple 3-D shapes? Can I describe position, direction and movement?		

Maths Yearly Topic Overview – Year 1

PARISH CE Primary School

Subject: **Maths**

Term: Summer 1	**Year 1**		
Strand	Pattern and Ordering – Number Sense		
Domain	1. Number – Number and Place Value 2. Measurement		
Key Concepts	Ordering Five more, five less Clocks Repeating patterns	**Key Vocabulary**	order, repeating, pattern, more, less, first, second, third, last, money, coins, notes, pounds, pence, multiple, time, hours, minutes, seconds, clock, hands, face, half past, o'clock
Objectives	• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of more than and less than. • Recognise and use ordinal language including first, second, third and last. • Recognise and know the value of different denominations of coins and notes. • Read and write some numbers in words. • Count in multiples of five. • Identify five more and five less than a multiple of five. • Count, read and write numbers to 100 in numerals. • Measure and begin to record time (hours, minutes, seconds). • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Recognise and create repeating patterns with objects and shapes.		
Key questions	Can I order numbers and objects using place value and ordinal language? Can I count forwards and backwards in fives? Can I begin to tell the time using clocks? Can I recognise and build patterns using objects?		

Maths Yearly Topic Overview – Year 1

PARISH
CE Primary School

Subject: **Maths**

Term: Summer 2	**Year 1**		
Strand	Solving Problems – Additive Reasoning		
Domain	1. Number – addition and subtraction		
Key Concepts	Solving addition problems Solving subtraction problems	**Key Vocabulary**	add, subtract, bar model, missing number, value
Objectives	• Solve one-step problems that involve addition, using concrete objects and pictorial representations. • Solve one-step problems that involve addition, using concrete objects and pictorial representations.		
Key questions	Can I use pictorial representations to solve addition problems? Can I use pictorial representations to solve subtraction problems?		

Maths Yearly Topic Overview – Year 1

PARISH
CE Primary School

Subject: **Maths**

Term: Summer 2	**Year 1**		
Strand	Exploring Halves, Quarters and Arrays – Multiplicative Reasoning		
Domain	1. Number – fractions 2. Number – multiplication and division		
Key Concepts	Halves Quarters Multiplying and dividing	**Key Vocabulary**	counting, multiplication, division, scaling, equal to, odd, even, arrays, repeated addition, multiplication facts, division facts, halves, quarters
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. • Solve one-step problems involving multiplication or division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.		
Key questions	Can I solve simple division problems involving halves and quarters? Can I solve multiplication and division problems using arrays and number tracks?		

Maths Yearly Topic Overview – Year 1

PARISH
CE Primary School

Subject: **Maths**

Term: Summer 2	**Year 1**		
Strand	Making Turns – Geometric Reasoning		
Domain	1. Geometry – Position and Direction		
Key Concepts	Different Turns Programming	**Key Vocabulary**	turns, quarter, half, three-quarters, position, direction, movement, right, left, up, down, fractions
Objectives	• Recognise, find and name three quarters as three of four equal parts of an object or shape. • Describe position, direction and movement, including whole, half, quarter and three-quarter turns. • Direct a programmable device using turns, directions and distances (or steps)?		
Key questions	Can I describe turns in terms of fractions? Can I use vocabulary related to position, direction and movement?		