

Gainford CE Primary and Preschool
Maths Learning Plan Term 1
Year 1

<i>Topic or Activity</i>	<i>Year 1 Term 1 Knowledge Based Learning Objectives</i>
Number: Place Value (within 10)	Count to ten , forwards & backwards, beginning with 0 or 1, or from any given number
	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 (within 10)	Represent & use number bonds & related subtraction facts 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
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 (within 20)	Count to twenty , forwards & backwards, beginning with 0 or 1, or from any given number
	Count, read & write numbers to 20 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

Overview

Small Steps

- Sort objects
- Count objects
- Represent objects
- Count, read and write forwards from any number 0 to 10
- Count, read and write backwards from any number 0 to 10
- Count one more
- Count one less
- One-to-one correspondence to start to compare groups
- Compare groups using language such as equal, more/greater, less/fewer
- Introduce $<$, $>$ and $=$ symbols
- Compare numbers
- Order groups of objects
- Order numbers
- Ordinal numbers (1st, 2nd, 3rd ...)
- The number line

NC Objectives

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

Count, read and write numbers to 10 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

- Part-whole model
- Addition symbol
- Fact families – addition facts
- Find number bonds for numbers within 10
- Systematic methods for number bonds within 10
- Number bonds to 10
- Compare number bonds
- Addition – adding together
- Addition – adding more
- Finding a part
- Subtraction – taking away, how many left? Crossing out
- Subtraction – taking away, how many left? Introducing the subtraction symbol
- Subtraction – finding a part, breaking apart
- Fact families – the 8 facts
- Subtraction – counting back

NC Objectives

Represent and use number bonds and related subtraction facts within 10

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)

Overview

Small Steps

- Count forwards and backwards and write numbers to 20 in numerals and words
- Numbers from 11 to 20
- Tens and ones
- Count one more and one less
- Compare groups of objects
- Compare numbers
- Order groups of objects
- Order numbers

NC Objectives

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

Count, read and write numbers to 20 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 Term 2

Year 1

<i>Topic or Activity</i>	<i>Year 1 Term 2 Knowledge Based Learning Objectives</i>
Number: Addition & Subtraction (within 20)	Represent & use number bonds & related subtraction facts 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 $7 = \quad - 9$ <input type="checkbox"/>
Number: Place Value (within 50 and including multiples of 2, 5 & 10)	Count to fifty , forwards & backwards, beginning with 0 or 1, or from any given number
	Count, read & write numbers to 50 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
	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

Overview

Small Steps

- ▶ Add by counting on
- ▶ Find & make number bonds
- ▶ Add by making 10
- ▶ Subtraction - Not crossing 10
- ▶ Subtraction - Crossing 10 (1)
- ▶ Subtraction - Crossing 10 (2)
- ▶ Related facts
- ▶ Compare number sentences

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 two-digit 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 $7 = \square - 9$

Overview

Small Steps

- Numbers to 50
- Tens and ones
- Represent numbers to 50
- One more one less
- Compare objects within 50
- Compare numbers within 50
- Order numbers within 50
- Count in 2s
- Count in 5s

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

- Compare lengths and heights
- Measure length (1)
- Measure length (2)



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)

Overview

Small Steps

- Introduce weight and mass
- Measure mass
- Compare mass
- Introduce capacity and volume
- Measure capacity
- Compare capacity

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 Term 3 Year 1

<i>Topic or Activity</i>	<i>Year 1 Term 3 Knowledge Based Learning Objectives</i>
Number: Multiplication & Division (Reinforce multiples of 2, 5 & 10)	Count in multiples of twos, fives & tens
	Solve one step problems involving multiplication & division, by calculating the answer using concrete 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 (within 100)	Count to & across 100 , forwards and backwards, beginning with 0 or 1, or from any given number
	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]

Overview

Small Steps

- Count in 10s
- Make equal groups
- Add equal groups
- Make arrays
- Make doubles
- Make equal groups - grouping
- Make equal groups - sharing

NC Objectives

Count in multiples of twos, fives and tens.

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.

Overview

Small Steps

- Find a half (1)
- Find a half (2)
- Find a quarter (1)
- Find a quarter (2)

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]

Overview

Small Steps



Describe turns



Describe Position (1)



Describe Position (2)



NC Objectives

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

Overview

Small Steps

Counting to 100

Partitioning numbers

Comparing numbers (1)

Comparing numbers (2)

Ordering numbers

One more, one less

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.

Overview

Small Steps

▶ Recognising coins

▶ Recognising notes

▶ Counting in coins



NC Objectives

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

Overview

Small Steps

- Before and after
- Dates
- Time to the hour
- Time to the half hour
- Writing time
- Comparing time

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).