Maths Long Term Overview – Year 1

Curriculum Rationale

Our maths curriculum has been designed to support a mastery approach to teaching and learning whilst effectively meeting the National Curriculum aims and objectives. This curriculum aims to provide children with time to apply their skills, explore concepts thoroughly and to demonstrate a deeper understanding of mathematical concepts. This curriculum aims to support pupils and teachers in developing a greater confidence within mathematics and strives to provide children with the opportunities to become mathematicians.

A mathematician is somebody who: makes connections, shows fluency, can provide a reason for what they are doing, is creative, checks their work in a variety of ways, is resilient, explains, evaluates, models, invents, applies their learning to a range of contexts, is curious, has confidence, uses mistakes to improve, is resourceful and efficient.

At Whitemoor, we aim to provide a knowledge-rich curriculum, allowing time for pupils to develop a deeper understanding and make connections between new and prior learning. Therefore, our lessons are created with care and are constantly adapted over time (using input from staff, up-to-date research and observations of pupils) to meet the needs of our pupils and allow them to continue making progress over time. Lessons are designed to provide a variety of representations, which is vital to introduce and explore concepts effectively. All lessons will contain: recall of prior learning, a range of representations, fluency, problem solving and reasoning opportunities.

Key Documents

NCETM Calculations Guidance
NCETM Maths Guidance for KS1 and KS2
NCETM 5 Big Ideas for Mastery
NCETM Ready-to-progress criteria
White Rose Schemes of Learning

Maths Long Term Overview – Year 1

Yearly Overview												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Place Value (within 10)					Addition and Subtraction (within 10)					Shape	Consolidation
Spring	Place Value (within 20)			Addition and Subtraction (within 20)			Place Value (within 50)		Length and Height		Mass and Volume	
Summer	Multiplication and Division			Fractions		Position and direction	Place Value (within 100)		Money	Time		Consolidation

Maths Long Term Overview – Year 1

Autumn Term Coverage and National Curriculum Objectives (13 weeks and 4 days)		
Week 1 – Week 5	**Week 6 – Week 10**	**Week 11**
Place Value (within 10) NCETM Resources: Recall: Autumn Block 1 Flashback 4 National Curriculum Objectives: Count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 10 in numerals and in words 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 (fewer), most, least	Addition and Subtraction NCETM Resources: Recall: Autumn Block 2 Flashback 4 National Curriculum Objectives: Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Represent and use number bonds and related subtraction facts within 10 Add and subtract one-digit and two-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	Shape NCETM Resources: Recall: Autumn Block 3 Flashback 4 National Curriculum Objectives: Recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Maths Long Term Overview – Year 1

Autumn Small Steps		
Place Value (5 weeks)	**Addition and Subtraction (5 weeks)**	**Shape (1 week)**
Step 1: Sort objects	Step 1: Introduce parts and wholes	Step 1: Recognise and name 3-D shapes
Step 2: Count objects	Step 2: Part-whole model	Step 2: Sort 3-D shapes
Step 3: Count objects from a larger group	Step 3: Write number sentences	Step 3: Recognise and name 2-D shapes
Step 4: Represent objects	Step 4: Fact families – addition facts	Step 4: Sort 2-D shapes
Step 5: Recognise numbers as words	Step 5: Number bonds within 10	Step 5: Patterns with 2-D and 3-D shapes
Step 6: Count on from any number	Step 6: Systematic number bonds within 10	
Step 7: 1 more	Step 7: Number bonds to 10	
Step 8: Count backwards within 10	Step 8: Addition- add together	
Step 9: 1 less	Step 9: Addition – add more	
Step 10: Compare groups by matching	Step 10: Addition problems	
Step 11: Fewer, more, same	Step 11: Find a part	
Step 12: Less than, greater than, equal to	Step 12: Subtraction – find a part	
Step 13: Compare numbers	Step 13: Fact families – the eight facts	
Step 14: Order objects and numbers	Step 14: Subtraction – take away/cross out (how many left?)	
Step 15: The number line	Step 15: Take away (how many left?)	
	Step 16: Subtraction on a number line	
	Step 17: Add or subtract 1 or 2	

Maths Long Term Overview – Year 1

Spring Term Coverage and National Curriculum Objectives (11 weeks 2 days)				
Week 1 – Week 3	**Week 4 – Week 6**	**Week 7 – Week 8**	**Week 9 – Week 10**	**Week 11 – Week 12**
Place Value (within 20) NCETM Resources: Recall: Spring Block 1 Flashback 4 National Curriculum Objectives: Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 20 in numerals and in words Given a number, identify one more and one less	Addition and Subtraction NCETM Resources: Recall: Spring Block 2 Flashback 4 National Curriculum Objectives: Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero	Place Value (within 50) NCETM Resources: Recall: Spring Block 3 Flashback 4 National Curriculum Objectives: Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 50 in numerals and in words Given a number, identify one more and one less	Length and Height NCETM Resources: Recall: Spring Block 4 Flashback 4 National Curriculum 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)	Mass and Volume NCETM Resources: Recall: Spring Block 5 Flashback 4 National Curriculum Objectives: 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 Long Term Overview – Year 1

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	*Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems*	*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 2s, 5s and 10s*		

Spring Small Steps				
Place Value within 20 (3 weeks)	***Addition and Subtraction (3 weeks)***	***Place Value within 50 (2 weeks)***	***Length and height (2 weeks)***	***Mass and Volume (2 weeks)***
Updated when new steps are released (November 2022)	*Updated when new steps are released (November 2022)*	*Updated when new steps are released (November 2022)*	*Updated when new steps are released (November 2022)*	*Updated when new steps are released (November 2022)*

Maths Long Term Overview – Year 1

Summer Term Coverage and National Curriculum Objectives (13 weeks 4 days)					
Week 1 – Week 3	**Week 4 – Week 5**	**Week 6**	**Week 7 – Week 8**	**Week 9**	**Week 10 – Week 11**
Multiplication and Division NCETM Resources: Recall: Summer Block 1 Flashback 4 National Curriculum Objectives: 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.	Fractions NCETM Resources: Recall: Recall: Summer Block 2 Flashback 4 National Curriculum 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.	Position and Direction NCETM Resources: Recall: Recall: Summer Block 3 Flashback 4 National Curriculum Objectives: Describe position, direction and movement, including whole, half, quarter and three quarter turns.	Place Value (within 100) NCETM Resources: Recall: Recall: Summer Block 4 Flashback 4 National Curriculum 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; count in multiples of twos, fives and tens	Money NCETM Resources: Recall: Recall: Summer Block 5 Flashback 4 National Curriculum Objectives: Recognise and know the value of different denominations of coins and notes.	Time NCETM Resources: Recall: Recall: Summer Block 6 Flashback 4 National Curriculum 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.

Maths Long Term Overview – Year 1

			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 (fewer), most, least		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)

Summer Small Steps					
Multiplication and Division (3 weeks)	**Fractions (2 weeks)**	**Position and Direction (1 week)**	**Place value within 100 (2 weeks)**	**Money (1 week)**	**Time (2 weeks)**
Updated when new steps are released (March 2023)	Updated when new steps are released (March 2023)	Updated when new steps are released (March 2023)	Updated when new steps are released (March 2023)	Updated when new steps are released (March 2023)	Updated when new steps are released (March 2023)