



St Peter's Maths Curriculum Overview – Year 1

(Some blocks may continue into start of the next term if all small steps have not been covered.)

Autumn	Number Place value (within 10) (5 weeks)		Number Addition and subtraction (within 10) (5 weeks)		Geometry Shape (1 week)	Consolidation	
Spring	Number Place value (within 20) (3 weeks)	Number Addition and subtraction (within 20) (3 weeks)	Number Place value (within 50) (2 weeks)	Measurement Length and height (2 weeks)	Measurement Mass and volume (2 weeks)		
Summer	Number Multiplication and division (3 weeks)	Number Fractions (2 weeks)	Geometry Position and direction (1 week)	Number Place value (within 100) (2 weeks)	Measurement Money (1 week)	Measurement Time (2 weeks)	Consolidation

Year 1 Maths Small Steps Curriculum Overview - Autumn Term

Number: Place Value (Numbers up to 10)	Number: Addition and Subtraction (Within 10)
◆ Sort up to 10 objects (based on attributes such as colour, size or shape.) ◆ Count objects to 10. Focus on 5 counting principles: ⇒ The one to one principle: assign one number name to each object that is being counted. ⇒ The stable-order principle: when counting, the numbers have to be said in a certain order. ⇒ The cardinal principle: The final object in the group is the total amount of objects in the group. ⇒ The abstraction principle: Anything can be counted including things that can't be touched e.g. sounds, movements ⇒ The order-irrelevance principle: The order in which they count the group of objects is irrelevant. ◆ Count objects in a larger group. Understand 'How many' means the final number counted. ◆ Represent real life objects such as apples, leaves, sweets using manipulatives such as cubes/counters and count 'how many'. Match numerals to a set of objects. ◆ Recognise each numeral as a word but don't write the numeral in words at this step. ◆ Count on from any number whilst staying within 10. ◆ Introduce language '1 more'. Understand 1 more is the number after and use counting skills/number tracks to find one more. ◆ Count backwards within 10 (Use songs, number tracks and cubes.) ◆ Introduce language '1 less'. Understand 1 less is the number before. Use counting skills/number tracks to find 1 less. ◆ Compare groups by matching (one to one correspondence) ◆ Compare numbers of objects by using comparative language such as 'fewer', 'more', 'same'. NOTE: 'Fewer' is tricky since 'less' is often incorrectly used instead. ('Fewer' is used when referring to a number of objects or things and 'less' is used when talking about values.) ◆ Compare numerical values by using comparative language: 'less than', 'greater than' or 'equal to' and introduce the inequality symbols: $>$ $<$ $=$ ◆ Compare pairs of numbers within 10 using comparative language and inequality symbols. ◆ Order three groups of objects/numbers. ◆ Introduce a number line to 10 and identify numbers on it.	◆ Introduce parts and wholes. Recognise that numbers can be comprised of two or more parts. ◆ Introduce part-whole model. Understand that the parts cannot be bigger than the whole. ◆ Introduce the addition (+) and equals(=) signs. Write number sentences to represent two or more parts added together to equal the whole e.g. $1 + 3 = 4$. Explore how number sentences can be written in a different order e.g. $4 = 3 + 1$ ◆ Understand that addition is commutative and that a 4 number sentence fact family can be written when adding two numbers together: $\begin{array}{cccc} 3 + 2 = 5 & 2 + 3 = 5 & 5 = 3 + 2 & 5 = 2 + 3 \end{array}$ ◆ Combine knowledge of part-whole model and addition facts to explore number bonds within 10. ◆ Work systematically to identify number bonds 'within' 10. ◆ Explore and identify number bonds 'to' 10. ◆ Formalise the idea of addition as bringing two or more parts together (adding together) to create a whole. Use language 'is equal to' rather than 'makes' e.g. 3 cubes plus 5 cubes 'is equal to' 8 cubes. ◆ Build on understanding of addition: Explore 'adding more'. Focus is on increasing one quantity by a given amount. ◆ Solve addition problems. Focus on language such as 'have in total', 'How many are there now?', 'Is there altogether'. ◆ Explore subtraction by finding a part. (Use $3 + \underline{\quad} = 5$ NOT $5 - 3 =$ (Subtraction symbol not introduced yet.) ◆ Formally introduce the subtraction symbol. Write subtraction sentences that relate to part whole models. ◆ Find eight facts within a fact family e.g. $\begin{array}{ccccccc} 3 + 5 = 8 & 8 = 3 + 5 & & 5 + 3 = 8 & 8 = 5 + 3 \\ 8 - 3 = 5 & 5 = 8 - 3 & & 8 - 5 = 3 & 3 = 8 - 5 \end{array}$ ◆ Introduce subtraction as 'taking away' (crossing out). Use language: 'How many left? Use pictorial representations. ◆ Write subtraction as a number sentence. ◆ Explore subtraction on a number line by counting back. ◆ Solve addition and subtraction problems: Add or subtract 1 or 2. (Decide which operation is needed.)
	Shape ◆ Recognise and name simple 3D shapes: cubes, cuboids, cylinders, pyramids, cones and spheres. ◆ Sort 3 D shapes according to simple properties: including type, size and colour. ◆ Recognise and name simple 2D shapes: triangles, squares, rectangles and circles. ◆ Sort 2 D shapes according to simple properties: type, size and colour. ◆ Create symmetrical and repeating patterns with 2 D and 3 D shapes.

Year 1 Maths Small Steps Curriculum Overview - Spring Term

Number: Place Value (Numbers within 20)	Number: Addition and Subtraction (within 20)	Number: Place Value (within 50)
- Count forward and backwards within 20. - Understand '10' and that 10 ones and 1 ten are equivalent. - Understand '11', '12' and '13'. Use tens frames to aid understand e.g. 11 is 1 ten and one more etc.. - Understand '14', '15' and '16'. Match numerals and words and make the number using a range of resources. - Understand '17', '18' and '19'. Match numerals and words and make the number using a range of resources. - Understand '20' and that 2 tens are equivalent to 20. - Use counting skills to find 1 more and 1 less. Explore concept on tens frames. - Label number lines to 20 and use them to count forwards and backwards. - Introduce 'estimate' and begin to estimate on a number line and find the halfway point. - Compare pairs of numbers up to and including 20 and use comparative language 'greater than', 'less than' and 'equal to' and equality symbols. - Order a set of three numbers and use comparative language such as 'greatest', 'smallest', 'most', and 'fewest'.	- Add by counting on from a given number within 20. Know it is more efficient to start counting from the largest number. - Add within 20 using number bonds and related facts. E.g. use knowledge that 4 and 2 is a number bond to 6 to work out that 14 and 2 is a number bond to 16. - Use number bonds to 10 to find and make number bonds to 20. - Explore doubles and understand that adding two equal quantities together is known as doubling a number. - Use doubles to help work out near doubles. E.g. $6 + 6 = 12$ can be used to find $6 + 7$ by adding 1 more. - Subtract within 20 using knowledge of number bonds e.g. $7 - 5 = 2$ so $17 - 5 = 12$. - Subtract within 20 by counting back. - Introduce 'finding the difference' and explore it as a form of subtraction. Understand vocabulary 'How many more?' Use counting on and back to find the difference. - Find addition and subtraction fact families for numbers within 20. - Use an inverse operation to solve missing number problems.	- Count forwards and backwards between 20 and 50. - Explore 10, 20, 30, 40, 50. Know 'how many tens' are in each number and relate to Base 10. - Count objects efficiently by grouping them into tens and ones. - Count using tens and ones where the representation of tens and ones is not always in place value order. - Partition numbers to 50 using part whole model. - Explore number lines to 50 and locate the position of given numbers on unlabelled number lines. - Estimate the positions of numbers on number lines up to 50. Explore finding the midpoint on a blank number line by finding the number halfway between the start and end numbers. - Apply counting skills and use concrete resources to find 1 more and 1 less than numbers between zero and 50.
		Measurement: Length and Height
		- Compare lengths and heights of objects using comparative language such as 'longer than', 'shorter than', 'taller than', 'is the same as', 'is equal to'. - Measure the lengths and heights of objects using non-standard units of measure such as cubes or paper clips. - Measure the lengths and heights of objects using a ruler and a standard unit of measure: centimetres. Use abbreviation 'cm'. Learn how to use a ruler correctly.
		Measurement: Mass and Volume
		- Introduce concept of mass and use comparative language 'lighter' and 'heavier' to compare mass of objects. - Use a variety of non-standard units such as cubes or bricks to measure the mass of objects. - Compare the mass of objects using non-standard units. Use language 'heavier', 'lighter', 'heaviest', 'lightest'. - Introduce concept of 'capacity' and 'volume'. Understand 'capacity' is the maximum amount that something can hold. Compare the capacity/volume of different containers. Use language 'full', 'nearly full', 'empty', 'nearly empty'. - Compare volumes using vocabulary 'more than' and 'less than'. - Measure the capacity of different containers using non-standard units e.g. sand, water, marbles. - Compare the capacity of containers using non-standard units. Use comparative language and inequality symbols.

Year 1 Maths Small Steps Curriculum Overview – Summer Term

Number: Multiplication and Division	Number: Fractions	Number: Place Value (within 100)
- Explore counting forwards and backwards in 2s. (always starting from an even number.) - Count in 10s forwards and backwards up to 100. Introduce the language associated with multiplication, such as “___ groups of 10 are equal to ” (the multiplication symbol is not introduced until Year 2.) Count forward and backwards starting with numbers that are not multiples of 10, for example 42, 32, 22, 12, 2 . - Practise counting on and back in 5s to 100. Continue to use the language associated with multiplication. E.g. “There are ___equal groups of 5. There are ___altogether.” - Recognise equal groups in different contexts .For example, 5 dots arranged as on a dice, 5 dots in a row close together and 5 dots spaced further apart – are all groups of 5. - Explore adding equal groups of 2, 5, and 10 within 50 and record number sentences as repeated additions. For example, 5 pairs of socks would be represented as: $2 + 2 + 2 + 2 + 2 = 10$. Use language of multiplication, for example “There are 5 equal groups of 2, so there are 10 in total.” - Use knowledge of adding equal groups to arrange objects in columns and rows as arrays. Explore the fact that arrays can be described in two ways. E.g. 3 rows of 2 and 2 columns of 3. - Explore doubles beyond 20. E.g. double 12 or double 20. Progress from describing doubling as the addition of the same amount to describing it as 2 equal groups. - Explore division through ‘grouping’: start with a given total and make groups of an equal amount. (Focus on groups of 2, 5 and 10) Become familiar with the language of division/ E.g. “There are ___ groups of ___in___.” (The division symbol is not introduced until Year 2.) - Explore division in the form of ‘sharing’: start with a given total and share it into groups. (Focus on sharing between 2, 5, and 10) Use the language of division. E.g. “There are ___ counters shared equally into ___ groups. There are ___in each group.”	- Recognise a half of an object or a shape and know that a half means ‘one of two equal parts’. - Find a half of an object or a shape. - Recognise half of a quantity. Understand that the total has been shared equally into 2 groups. - Find a half of a quantity. Explore finding the whole from a half. For example, if 3 is half, what is the whole? - Recognise a quarter of an object or a shape and know that a quarter means ‘one of four equal parts’. - Find a quarter of an object or a shape. - Recognise a quarter of a quantity. Explore representing the whole when given a quarter. For example, if one quarter contains two counters, then two counters need to be put in each of the remaining three groups to find the whole. - Find a quarter of a quantity. Understanding that one quarter refers to one of the four equal groups. Make the link that finding half of an amount and half again will find a quarter.	- Count forwards and backwards in ones to 100. Know what number comes before and after a number. - Introduce 60, 70, 80, 90, 100 and practise counting forward and backwards to 100. Know ‘how many tens’ are in each number and that 1 ten = ten ones. - Partition numbers to 100 into tens and ones. Use part whole model to aid understanding. - Explore number lines to 100. Identify missing values on a number line, mark the positions of given numbers on unlabelled number lines and estimate numbers on blank number lines. - Apply counting skills to find 1 more and 1 less than numbers between 50 and 100. Understand that 1 more is the number after the given number, and 1 less is the number before the given number. - Compare numbers to 100 with the same number of tens using the terms ‘greater than’, ‘less than’ and ‘equal to’ alongside the inequality symbols $>$, $<$ and $=$. Practise using the words ‘fewer’ and ‘less’ accurately. Fewer: when talking about a number of objects, Less: when talking about values. - Comparing two numbers with different numbers of tens and ones.
	Geometry: Position and Direction - Use the terms ‘full’, ‘half’, ‘quarter’ and ‘three-quarters’ to describe turns - Explore the positional language of left and right. Describe the direction of movement as being to the left or to the right and describe the position of one object in relation to another. E.g. ‘The ___ is to the left/right of the ___’. - Introduce terms ‘forwards’ and ‘backwards’ and combine with ‘left’ and ‘right’ to describe more complex movements. - Introduce terms ‘above’ and ‘below’. Describe the position of objects in relation to each other. E.g. ‘The ___ is above/below the ___’. Explore the terms ‘top’ and ‘bottom’. - Use ordinal numbers to describe the position of things/events. Record positions using numerals and the endings ‘st’, ‘nd’, ‘rd’ and ‘th’ as well as the words ‘first’, ‘second’, ‘third’, ‘fourth’ and so on. Use the word ‘last’ to denote the final position in a group.	Measurement: Money - Understand that one item does not necessarily have a value of one. E.g. a 5 pence coin represents five 1 pence coins. Explore with dotted counters. - Explore and recognise the value of different denominations of coins. Discuss equivalence. E.g. Understand that a 20p coin is equivalent to twenty 1p coins, two 10p coins and four 5p coins. - Recognise and investigate the value of notes. Notice that the larger the size of the note, the higher the value. Explore how one note can have the value of many coins and/or notes. E.g. a £10 note has the same value as two £5 notes, five £2 coins or ten £1 coins. - Count coins efficiently, by starting with the largest coin and solve money problems by counting in 2s, 5s and 10s.
		Measurement: Time - Explore vocabulary relating to everyday routines. Use ‘before’, ‘after’, ‘first’, ‘next’ and ‘finally’ to describe and order events. When talking about the day, use ‘morning’, ‘afternoon’ and ‘evening’. - Sequence of the days in a week and know that the 7 days repeat in a cycle. - Name and sequence the months within a year. - Know that seconds are a shorter period of time than minutes and minutes are a shorter period of time than hours. Discuss that an hour is composed of 60 minutes and that a minute is composed of 60 seconds. - Tell the time to the hour using an analogue clock. Introduce the term ‘o’clock’. Recognise that when the minute hand is pointing directly to 12, the shorter hand will be pointing to which hour it is. - Tell the time to the half hour and introduce the term ‘half past’. Understand that at half past, the minute hand has travelled halfway around the clock from 12 and is now pointing at 6.