George Eliot Primary School

Mathematics Half Termly Overview
Year 1

Mental Maths (throughout the year):
- 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 - given a number, identify one more and one less - read and write numbers from 1 to 20 in numerals and words. - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero
Problem Solving
Problem solving should be integrated throughout all maths learning as well as lessons where the main focus in on a problem solving objective. **Methods of Solving Problem** Attempt to solve a problem using own method Attempt to solve a problem using a modelled strategy Continue and explain a repeating pattern (e.g. of shapes/colours) **Ways of Recording** Record problem solving ideas (using drawings) **Speaking and Listening** Share own ideas about a problem, with a partner Listen to partner's ideas about a problem Explain how to solve a problem using resources or drawings

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Transition: Children should be provided with lots of opportunities to use maths during this time through counting, songs, games, sorting and role-play. **Numbers and Place Value:** Text: One Is A Snail, Ten Is A Crab *count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens* *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;* *read and write numbers from 1 to 20 in numerals and words.* **Link to Science – Seasonal Change:** *sequence events in chronological order using language [for*	**Addition, Subtraction and 2D shape** Text: The Greedy Triangle – Marilyn Burns *recognise and name common 2-D shapes, including:* *2-D shapes [for example, rectangles (including squares), circles and triangles]* *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;* *solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 =? – 9.* *Doubling numbers and quantities*	**Multiplication, fractions and money** *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.* *recognise and know the value of different denominations of coins and notes* – visit a local shop (greengrocers etc or could be linked with World Book Day visit) *recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measurement)* *measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)* Include lots of hands-on experience with measuring tapes, metre sticks, rulers, scales, timers, measuring jugs etc Can be partly linked to	**Time and problem solving** Text: The Bad Tempered Ladybird – Eric Carle **Link to Science Seasonal Change:** *recognise and use language relating to dates, including days of the week, weeks, months and years* Text: What's The Time Mr Wolf? By Colin Hawkins *tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.*	**Geometry and fractions** Text: My Cat Likes To Hide In Boxes by Eva Sutton and Lynley Dodd *recognise and name common 3D shapes: cuboids (including cubes), pyramids and spheres.* Revisit: finding a half from Spring 1 *recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. For example, they could recognise and find half a length, quantity, set of objects or shape.* *measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)* *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.*	**Making Links** *tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.* *measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and name common 2D and 3D shapes including:* *rectangles (including squares), circles and triangles]* *3-D shapes [for example, cuboids (including cubes), pyramids and spheres].* **My Money Week – June**

example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] **Position and Direction (linked to geography topic):** *describe position, directions and movements, including half, quarter and three-quarter turns. (left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside)*		London Transport topic – e.g. the length and height of a bus			