



St Edward's Maths Curriculum Map 2016-2017

Year 1 - Maths



Autumn 1	Autumn 2
<p>Number, place value and rounding</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1 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 (fewer), most, least <p>Measurement</p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights [for example, long / short, longer / shorter, tall / short, double / half] mass or weight [for example, heavy / light, heavier than, lighter than] capacity / volume [for example, full / empty, more than, less than, half, half full, quarter] recognise and use language relating to dates, including days of the week, weeks, months and years. <p>Success criteria Pupils can represent and explain what happens when counting forwards and backwards in ones and can compare two measures and describe the relationship.</p> <p>Number and place value</p> <ul style="list-style-type: none"> given a number, identify one more and one less <p>Addition and subtraction</p> <ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ <p>Measurement</p> <ul style="list-style-type: none"> 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. <p>Success criteria Pupils can solve addition and subtraction problems using their knowledge of one more and one less and number bonds.</p>	<p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] <p>Geometry: position and direction</p> <ul style="list-style-type: none"> describe position, direction and movement. <p>Success criteria Pupils can recognize and identify shapes in their environment and justify their thinking.</p> <p>Number and place value</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number given a number, identify one more and one less <p>Addition and subtraction</p> <ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. <p>Success criteria Pupils can solve addition and subtraction problems using their number bonds for ten to derive bonds for 20 and their knowledge of one more and one less.</p>

Spring 1

Number and place value

- 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 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

Measurement

- recognise and know the value of different denominations of coins and notes.

Success criteria

Pupils can represent and explain what happens when counting in two and tens and connect this with adding and subtracting two and ten. They can explain how they know which numbers are multiples of ten and which are multiples of two.

Number and place value

- count, read and write numbers to 100 in numerals; count in multiples of twos and tens

Multiplication and division

- 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

Measurement

- recognise and know the value of different denominations of coins and notes.

Success criteria

Pupils can represent and explain how to solve problems involving multiplying and dividing by two and ten, with support.

Spring 2

Number and place value

- 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 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

Measurement

- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
- recognise and know the value of different denominations of coins and notes.

Success criteria

Pupils can represent and explain how to use their counting to measure lengths, weights and capacities.

Number and place value

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- given a number, identify one more and one less

Addition and subtraction

- 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 $7 = \square - 9$

Measurement

- 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.

Success criteria

Pupils can solve, represent and record addition and subtraction problems, appropriately choosing and using their number facts and counting (using numbers up to 20).

Geometry: properties of shapes

- 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]

Geometry: position and direction

- describe position, direction and movement.

Success criteria

Pupils can recognise and identify shapes in their environment and justify their thinking and create simple repeating patterns.

Summer 1	Summer 1
<p>Number and place value</p> <ul style="list-style-type: none"> 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, <u>fives</u> 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 <p>Measurement</p> <ul style="list-style-type: none"> measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes <p>Success criteria Pupils can represent and explain what happens when counting in different steps and connect this with adding and subtracting and measuring. They can explain how they know which numbers are multiples of two, five and ten.</p> <p>Number and place value</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number given a number, identify one more and one less <p>Addition and subtraction</p> <ul style="list-style-type: none"> 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 $7 = \square - 9$ 	<p>Number and place value</p> <ul style="list-style-type: none"> count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens <p>Multiplication and division</p> <ul style="list-style-type: none"> 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 <p>Fractions</p> <ul style="list-style-type: none"> 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 <p>Measurement</p> <ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. <p>Success criteria Pupils can represent and explain what happens when doubling and halving in the context of both discrete objects and continuous measures. They can show and tell the time, on an analogue clock, on the hour and half past.</p> <p>Fractions</p> <ul style="list-style-type: none"> 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 <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] <p>Geometry: position and direction</p>



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Success criteria

Pupils can solve, represent and record addition and subtraction problems, appropriately choosing and using their number facts and counting (using numbers up to 20).

- describe position, direction and movement, *including whole, half, quarter and three-quarter turns*

Success criteria

Pupils can use their understanding of halves and quarters to talk about shapes and movement (turns) and solve related problems.



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'Following Christ we reach our goals'