**Year 1 Lynnfield Curriculum Overview Progression - Maths**

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| **Year 1** | **Autumn** | **Spring** | **Summer** |
| **Objectives** | **Space****‘What is it like in Space?’ – Science** **(Healthy movers)** | **Toys****‘What types of toys did your Mam or Dad play with?’ – History (Healthy thinkers)** | **Local Area****‘Where do you live?’ – Geography (Healthy eaters)** |
| **NPVR** | * Count to 20 forwards and backwards, beginning with 0 or 1 from any given number.
* Count, read and numbers to 20 in numerals and words.
* Given a number identify 1 more or 1 less within 20.
* 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 within 20.
 | * Count to 50 forwards and backwards, beginning with 0 or 1 from any given number.
* Count, read and numbers to 50 in numerals and words.
* Given a number identify 1 more or 1 less within 50.
* 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 within 50.
* Count in multiplies of 2s, 5s and 10s.
 | * Count to 100 forwards and backwards, beginning with 0 or 1 from any given number.
* Count, read and numbers to 100 in numerals and words.
* Given a number identify 1 more or 1 less within 100.
* 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 within 100.
* Count in multiplies of 2s, 5s and 10s.
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| **A&S** | * Represent and use number bonds and related subtraction facts within 10.
* Read, write and interpret mathematical statements involving addition, subtraction and equals signs within 10.
* 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 within 10
 | * Represent and use number bonds and related subtraction facts within 20.
* Read, write and interpret mathematical statements involving addition, subtraction and equals signs within 20.
* Add and subtract one-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 within 20
 | * Represent and use number bonds and related subtraction facts within 20.
* Read, write and interpret mathematical statements involving addition, subtraction and equals signs within 100.
* Add and subtract one-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 within 100.
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| **M&D** |  | * Count in multiplies of 2s, 5s and 10s.
 | * Count in multiplies of 2s, 5s and 10s.
* 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.
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| **F** |  |  | * 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].
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| **M** |  | * 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).
* 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].
 | * Recognise and know the value of different denominations of coins and notes.
* 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).
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| **Sh** | * 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.).
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| **PDM** |  |  | * Describe position, direction and movement, including whole, half, quarter and three quarter turns.
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| **Fluency** | * Adding 1 (within 10)
* Subtracting 1 (within 10)
* Doubles of numbers to 5
* Halves of numbers to 5
* Adding 2
* Subtracting 2
* Number bonds to 10 (addition)
* Number bonds to 10 (subtraction)
* Adding 10 to a number
* Subtracting 10 from a number
* Adding 0 to a number
* Subtracting 0 to a number
* Near doubles (within 10)
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