Year 1 – Yearly Overview – Autumn

		Number: Place Value (within 10)	**Number: Addition and Subtraction (within 10)**	**Geometry: Shape**	**Consolidation**
		• Sort objects. • Count objects. • Count objects from a larger group. • Represent objects. • Recognise numbers as words. • Count on from any number within 10. • Count one more. • Count backwards within 10 . • Count one less. • Compare groups by matching. • Fewer, more, same. • Less than, greater than, equal to. • Compare numbers. • Order objects and numbers. • The number line.	• Introduce parts and wholes. • Part-whole model. • Write number sentences. • Fact families – Addition facts. • Number bonds within 10. • Systematic methods for number bonds within 10. • Number bonds to 10. • Addition: Add together. • Addition: Add more. • Addition problems. • Find a part. • Subtraction: Find a part. • Fact families – 8 facts. • Subtraction: Take away/ cross out (how many left?). • Take away (how many left?). • Subtraction on a number line. • Add or subtract 1 or 2.	• Recognise & name 3D shapes. • Sort 3D shapes. • Recognise & name 2D shapes. • Sort 2D shapes. • Patterns with 3D & 2D shapes.	All
		• Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 10 in numerals and words. • Given a number, identify one more or 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.	• Represent and use number bonds and related subtraction facts within 10. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • 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.	• Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles). • Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres).	All

	WT	• Read and write numbers in numerals (to 10).	• Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus. • Recall at least four of the six number bonds for 10 and reason about associated facts.	• Name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties.	All
	WA	• Read scales in divisions (of ones).	• Recall all the number bonds to and within 10. and use these to reason with.	• Name and describe properties of 2D and 3D shapes.	
	GD	• Read scales where not all numbers on the scale are given and estimate points in between. • Solve unfamiliar word problems that involves more than one step. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Describe the similarities and differences of 2D and 3D shapes, using their properties.	

Year 1 – Yearly Overview – Spring

		Number: Place Value (within 20)	**Number: Addition and Subtraction (within 20)**	**Number: Place Value (within 50)**	**Measurement: Length and Height**	**Measurement: Mass and Volume**

		• Count within 20 • Understand 10 • Understand 11, 12 and 13 • Understand 14, 15, 16 • Understand 17, 18, 19 • Understand 20 • 1 more and 1 less • The number line to 20 • Use a number line to 20 • Estimate on a number line to 20 • Compare numbers to 20 • Order numbers to 20	• Add by counting on within 20 • Add ones using number bonds • Find and make number bonds to 20 • Doubles • Near doubles • Subtract ones using number bonds • Subtraction – counting back • Subtraction – finding the difference • Related facts • Missing number problems.	• Count from 20 to 50 • 20, 30, 40 and 50 • Count by making groups of tens • Groups of tens and ones • Partition into tens and ones • The number line to 50 • Estimate on a number line to 50 • 1 more, 1 less	• Compare lengths and heights • Measure length using objects • Measure length in centimetres	• Heavier and lighter • Measure mass • Compare mass • Full and empty • Compare volume • Measure capacity • Compare capacity
		• Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. • Count, read and write numbers to 20 in numerals and words. • Given a number, identify one more or 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.	• Represent and use number bonds and related subtraction facts within 20. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • 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.	• Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. • Count, read and write numbers to 50 in numerals. • Given a number, identify one more or 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. • Count in multiples of twos, fives and tens.	• Measurement: Length and Height 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).	• Measurement: Weight and Volume 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].
	WT	• Read and write numbers in numerals (to 20). • Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them.	• Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus. • Recall at least four of the six number bonds for 10 and reason about associated facts.	• Read and write numbers in numerals (to 50). • Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them.	N/A	N/A
	WA	• Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	• Recall all the number bonds to and within 10. and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships.	• Read scales in divisions of ones, twos, fives. • Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	N/A	N/A

	GD	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involve more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Read scales where not all numbers on the scale are given and estimate points in between. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.

Year 1 – Yearly Overview – Summer

		Number: Multiplication and division (including multiples of 2, 5 and 10)	**Number: Fractions**	**Geometry: Position and Direction**	**Number: Place Value (within 100)**	**Measurement: Money**	**Measurement: Time**	**Consolidation**
		• Count in 2s. • Count in 10s. • Count in 5s. • Recognise equal groups. • Add equal groups. • Make arrays. • Make doubles. • Make equal groups – grouping. • Make equal groups – sharing.	• Recognise a half of a shape or object. • Find a half of a shape of object. • Recognise half of a quantity. • Find a half of a quantity. • Recognise a quarter of a shape or object. • Find a quarter of a shape or object. • Recognise a quarter of a quantity. • Find a quarter of a quantity.	• Describe turns. • Describe Position – left and right. • Describe Position – forwards and backwards. • Describe Position – above and below. • Ordinal numbers.	• Counting from 50 to 100. • Tens to 100. • Partition into tens and ones. • The number line to 100. • 1 more, 1 less. • Compare numbers with the same number of tens. • Compare any two numbers.	• Unitising. • Recognise coins. • Recognise notes. • Count in coins.	• Before and after. • Days of the week. • Months of the year. • Hours, minutes and seconds. • Time to the hour. • Time to the half hour.	All

		• Count in multiples of twos, fives and tens. • 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, 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].	• Describe position, direction and movement, including whole, half, quarter and three quarter turns	• 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. • 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, most, least.	• 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).	All
	WT	• Count in 2s, 5s and 10s from 0 and use this to solve problems.	N/A	N/A	• Read and write numbers in numerals (to 50). • Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them.	• Know the value of different coins.	• Read the time on a clock	All
	WA	• Recall multiplication and division facts for 2 and 10 and use them to solve simple problems, demonstrating and understanding of the commutativity as necessary.	• Identify ¼ of a number or shape and know that all the parts must be equal parts of the whole.	N/A	• Read scales in divisions of ones, twos, fives. • Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	• Use different coins to make the same amount.	• Read the time on a clock (to half an hour)	

	G D	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.	• Read scales where not all numbers on the scale are given and estimate points in between. Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.	• Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.	• Solve unfamiliar word problems that involves more than one step. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.	