Shipbourne School **2021 - 2022**

Yearly/Termly Maths Plan **Year R/1**

To be used with NCETM curriculum mapping, White Rose Maths Planning and Assessment

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
AUTUMN Year 1	Number: Place Value (within 10) Count, compare & order numbers to 10 Introduce < > = Ordinal Numbers Number Line		**Number: Addition & Subtraction (within 10)** Part whole model Addition symbol/counting on/finding a part Fact families Number bonds Subtraction symbol/crossing out/finding a part/ counting back / finding the difference Comparing addition and subtraction statements						**Geometry Shape** Recognise, name & sort 2D and 3D shapes. Patterns with 2D and 3D shapes	**Number: Place Value (within 20)** Count forwards & backwards 11 – 20 Tens & Ones 1 more / 1 less Compare & order numbers & group)		**Consolidation** Recap & consolidate learning. Problem Solving (use Problem of the Day
Reception	**Theme: Getting to Know You!** Key times of the day Class Routines Where do things belong? Positional Language **Baseline Assessment**		**Theme: Just like me!** Number Match and sort Compare Amounts		Measure/Shape/Spatial Thinking Compare size, mass & capacity Exploring Pattern		**Theme: It's Me – 1 2 3** Number Representing, comparing & composition of 1, 2 & 3		Measure/Shape/ Spatial Thinking Circles & Triangle Positional Language	**Theme: Light and Dark** Number Representing numbers to 5 One more / one less		Measure/Shape/Spatial Thinking Shapes with 4 sides Time
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
SPRING Year 1	**Consolidation** Recap & consolidate learning from Autumn Term Problem Solving (use Problem of the Day)	**Geometry** 2D and 3D shapes	**Number: Place Value (within 20)** Count forwards/backwards Write numerals and words Tens and ones One more/less Order objects and numbers		**Number: Addition & Subtraction (within 20)** Counting on, using number bonds to 20, add by making 10 Subtraction – crossing & not crossing 10 Related facts Compare number sentences			**Number: Place Value (within 50)** (including multiples of 2, 5 & 10) Count forwards & backwards Tens & ones / 1 more & 1 less Compare objects & numbers Count in 2s and 5s		**Measurement: Length & Height** Compare lengths & heights Use non-standard/ introduce ruler		**Measurement: Weight & Volume** Measure & compare mass Weight & mass problems Measure & compare capacity & volume

											Adding & Subtracting Length problems	
Reception	**Theme: It's Me 123** Geometry-2D shapes **Light and Dark** Geometry-2D shapes-4 sides Combining Shapes Time-Night & Day		**Alive in 5!** Introducing Zero Numbers to 5 Equal/Unequal groups **Growing 6,7,8** Composition of 6,7,8 1 more, 1 less					**Growing 6,7,8** Making Pairs Combining 2 Groups Adding more **Building 9 & 10** Numbers to 10-ordering, composition, comparing			**Building 9 & 10** 3D shapes Pattern	**Growing 6,7,8** Measuring length and height Taller/shorter: longer/shorter
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
SUMMER Year 1	**Measurement** Weight & Volume Compare Mass Capacity & Volume Compare Capacity & Volume		**Number: Multiplication & Division** (Reinforce multiples of 2 5 10) Count in 2s, 5s 10s. Make & add equal groups Arrays & Doubles			**Number: Fractions** Equal groups – grouping & sharing Find half & quarter of objects/ number **Geometry: Position & Direction** Describe turns and position.	**Number: Place Value (within 100)** Counting forwards & backwards. Using 100 square Partitioning, comparing & ordering numbers 1 more / 1 less		**Measure: Money** Recognising & counting coins & notes	**Measurement: Time** Before / after Dates Time to hour / half hour Writing & comparing time		**Consolidation**
Reception	**Theme: Alive in 5!** Capacity & Mass Full/empty: measuring capacity	**Theme: To 20 and beyond!** Number patterns to 20 Tens frames	2D shapes-rotation, tangrams	**Theme: First Then Now** Addition & subtraction stories		**Theme: Find my Pattern** Doubling & Matching Games Sharing-equal groups Making equal groups				**Theme: On the Move** Objectives to be advised		**Consolidation**

Autumn Term

	Reception	Year 1
Place Value Weeks 1-3	• Baseline/Getting to know your learners.	• Count to ten, forwards and backwards, beginning from 0 or 1, or from any given number. • Count, read and write numbers to 10 in numerals and words. • 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. • Given a number, identify one more or one less. • Count in multiples of twos.
Addition and Subtraction (Yr 1) Weeks 4-6 Counting and recognition (Rec)	**Children count reliably with numbers from 1-5** • Recognise some numerals of personal significance. • Recognise numerals 1 to 5. • Counts up to three of four objects by saying one number name for each item. • Count actions or objects which cannot be moved. • Selects the correct numeral to represent 1-5 objects. • Counts an irregular arrangement of up to 5 objects.	• Represent and use number bonds and related subtraction facts (within 10) • Add and subtract one digit numbers (to 10), including zero. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.
Geometry: Shape (Yr 1) Week 7-8 SSM: 2d shape (Rec)	**Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe a pattern** • Beginning to use mathematical names for 'flat' 2d shapes, and mathematical terms to describe shapes. • Selects a particular names shape. • Uses familiar objects and common shapes to create and recreate patterns and build models.	• Recognise and name common 2d and 3d shapes, including rectangles, squares, circles, triangles, cuboids, pyramids and spheres. • Describe position, direction and movement, including whole, half, quarter and three quarter turns.
Place value (Yr 1) Weeks 9-10 Counting and recognition (Rec)	**Place numbers in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract 2 single digit numbers and count on or back to find the answer** • Uses language of 'more' or 'fewer' to compare two sets of objects. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to 5 objects.	• Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. • Count, read and write numbers from 1 to 20 in numerals and words. • 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 2s and 5s.
Number addition and subtraction (Yr 1 and Rec) Weeks 11-12	• Finds the total number of items in two groups by counting all of them. • In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.	• Represent and use number bonds and related subtraction facts within 20. • Add and subtract one digit and 2 digit numbers to 20, including zero. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as 7=?-9.

Spring Term

	Reception	Year 1
Time (Yr1) (Rec) Week 1	**SSM Children use everyday language to talk about time to compare quantities and to solve problems** • Uses everyday language related to time. • Orders and sequences familiar events. • Measures short periods of time in simple ways.	• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Compare, describe and solve practical problems for time [for example, quicker, slower, earlier,later] and measure and begin to record time (hours, minutes, seconds) • Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.]
Place Value (Yr 1) Weeks 2-3 Counting and recognition (Rec)	**Children count reliably with numbers from 1 to 10** • Recognises numerals 1 to 10. • Counts out up to 10 objects from a larger group. • Count actions or objects which cannot be moved. • Selects the correct numeral to represent 1-10 objects. • Counts objects to 10. • Counts an irregular arrangement of up to 10 objects.	• Count to 40 forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers from 1-40 in numerals and words. • Identify and represent numbers using objects and pictorial representations. • Given a number, identify 1 more or 1 less.
Addition & subtraction (Yr 1) Week 4-5 Addition and subtraction (Rec)	**Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer.** • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting them all.	• Add and subtract one digit and two digit numbers to 20, including zero. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.
Measurement- length and height (Yr 1)(Rec) Week 6	**Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems.** • Orders two or three items by length or height. • Orders two items by weight or capacity.	• Compare, describe and solve practical problems for length and heights for example, long/short, longer/shorter, tall/short, double/half. • Measure and begin to record lengths and heights.
Measurement: Money (Yr 1) Weeks 7 SSM Money (Rec)	**Children use everyday language to talk about money** Beginning to use everyday language related to money.	• Recognise and know the value of different denominations of coins and notes. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and arrays with the support of the teacher.
Number Fractions (Yr 1) Week 8 Sharing equally (Rec)	**Solve problems including doubling, halving and sharing** In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing.	• Recognise, find and name 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.
Multiplication (Yr 1) Week 9	• Says the number that is one more than a given number. • Finds one more or one less from a group of up to 10 objects.	• Count in multiples of twos, fives and tens.

Number addition and subtraction (Rec)	• In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. • Estimates how many objects they can see and checks by counting them.	• 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.
Week 10 Multiplication (Yr 1) Repeating Patterns (Rec)	**Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe a pattern** • Beginning to use mathematical names for 'flat' 2d shapes, and mathematical terms to describe shapes. • Selects a particular names shape. • Uses familiar objects and common shapes to create and recreate patterns and build models.	• 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.

Summer Term

	Reception	Year 1
Week 1 Doubles Week	**Solve problems including doubling, halving and sharing.** In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing.	• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as 7=?-9.
Week 2	Various activities linked to theme:- • Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Begins to identify own mathematical problems based on own interests and fascinations. • children use everyday language to talk about time and money to compare quantities and objects and to solve problems. • they recognise, create and describe pattern. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.	Various activities linked to theme: • Visualise, name common 2-D shapes and 3-D solids and describe their properties; use them to make patterns, pictures and models. • 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 (explore 10 more and 10 less practically). • Tell the time to the hour and half past the hour. Measure and begin to record time. Recognise and know the value of different denominations of coins and notes. • Create simple tally charts and pictograms to answer a question. Add and subtract one-digit and two-digit numbers to 20, including zero.
Week 3 Year 1 – Division / Capacity Reception – Halving/Sharing & Capacity	**Solve problems including doubling, halving and sharing** • In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing. **Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems.** • Orders two or three items by length or height.	**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.** **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]** • Measure and begin to record mass/weight, capacity and volume.

	• • Orders two items by weight or capacity.	
Week 4 Number Fractions (Yr 1)	**Solve problems including doubling, halving and sharing** • In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing.	• Recognise, find and name 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.
Week 5 Consolidation activities		
Week 6 Shape	**Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe a pattern** • Beginning to use mathematical names for 'flat' 2d shapes, and mathematical terms to describe shapes. • Selects a particular names shape. Uses familiar objects and common shapes to create and recreate patterns and build models.	• Recognise and name common 2d and 3d shapes, including rectangles, squares, circles, triangles, cuboids, pyramids and spheres. • Describe position, direction and movement, including whole, half, quarter and three quarter turns.
Week 7 Measurement- Weight and volume (Yr 1) SSM Size, weight and capacity (Rec)	**Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems** • Children order two or three items by length or height. Orders two items by weight or capacity.	• 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] • Measure and begin to record mass/weight, capacity and volume.
Weeks 6-9 Year 1 - Number: Four operations Reception – Addition and subtraction Numerical patterns: Odds and Evens Emphasis on outdoor learning	**Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer.** • Count on and count back to add and subtract. • Recognise even and odd numbers when sharing into groups.	• Represent and use number bonds and related subtraction facts within 20. • Add and subtract one digit and two digit numbers to 20, including zero. • Read, write and interpret mathematical statements involving addition (+) subtraction (-) and equals (=) signs. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. • 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.
	•	•
Weeks 11-12 Consolidation of learning and application in problem solving	**Begins to identify own mathematical problems based on own interests and fascinations.** Solve problems, including doubling, halving and sharing.	• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number • 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. • compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short,

		double/half]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] time [for example, quicker, slower, earlier, later]
Time at the beginning or end of term for consolidation, gap filling, seasonal activities, assessments, etc.		