

## Mathematics Long Term Overview 2024 to 25

<b>Year 1</b>			
<b>Counting, properties of numbers and number sequences</b>	<b>Place Value and Ordering and rounding</b>	<b>Understanding addition and subtraction</b>	<b>Rapid recall of addition and subtraction facts</b>
<p><b>Read and write numbers from 1 to 20 in numerals and words.</b></p> <p><b>Given a number, identify 1 more and 1 less</b> up to 20 then extending to up to 100.</p> <p>Count reliably at least 20 objects.</p> <p><b>Count read and write numbers to 100 in numerals.</b></p> <p><b>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</b></p> <p><b>Count in multiples of 2s, 5s and 10s</b></p> <p><b>Identify and represent numbers (up to 100) using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</b></p> <p>Describe and extend number sequences.</p> <p>Count on in twos from zero, then From different multiples, and begin to recognise odd or even numbers to about 20 as ‘every other number’; count in steps of 5 from zero to 20 then from different multiples; count on in steps of 10 from different multiples.</p>	<p>Recognise what each digit in a two-digit number represents.</p> <p>Partition a ‘teens’ number and begin to partition larger two-digit numbers into a multiple of 10 and ones (TU). Know that 10 is made up of 10 ones.</p> <p>Understand and use the vocabulary of comparing and ordering numbers, including ordinal numbers to at least 20. Use the = sign to represent equality.</p> <p>Compare two familiar numbers, say which is more or less, and give a number which lies between them.</p> <p>To know that numbers that can be made out of groups of two are even numbers.</p> <p>To know that numbers that can’t be made out of groups of two are odd numbers.</p> <p>Understand and use the vocabulary of estimation.</p> <p>Give a sensible estimate of a number of objects that can be checked by counting (e.g. up to about 30 objects)</p>	<p>Understand the operation of addition, and of subtraction (as ‘take away’, ‘difference’, and ‘how many more to make’), and use the related vocabulary.</p> <p><b>Read, write and interpret mathematical statements involving +, – and = signs</b> to record mental calculations in a number sentence, and to recognise the use of symbols such as ■ or ▲ to stand for an unknown number.</p> <p><b>Represent and use number bonds and related subtraction facts within 20</b></p> <p>To begin to recognise that more than two numbers can be added together and that addition can be done in any order.</p>	<p><b>Add and subtract one-digit and two-digit numbers to 20, including zero.</b></p> <p><b>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as</b>  <math>7 = \square - 9</math></p> <p>Know addition doubles and halves of all numbers to at least 20.</p> <p>To solve word problems involving finding the difference and finding the sum of.</p>

## Year 1

Understanding multiplication and division Fractions	Reasoning and generalising about numbers or shapes/ money and measures	Measurement	Geometry - properties of shapes - position and direction
<p>Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.</p> <p><b>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.</b></p> <p>They make connections between arrays, number patterns and counting in twos, fives and tens.</p> <p><b>Fractions:</b></p> <p><b>Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</b></p> <p><b>Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</b></p>	<p><b>Reasoning and generalising about numbers or shapes:</b></p> <p>Solve simple mathematical problems or puzzles; recognise and predict from simple patterns and relationships. Suggest extensions by asking ‘What if...?’ or ‘What could I try next?’ Investigate a general statement about familiar numbers or shapes by finding examples that satisfy it.</p> <p><b>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></b></p> <p><b>Problems involving ‘real life’, money and measures:</b></p> <p>Use mental strategies to solve simple single step problems set in ‘real life’, money or measurement contexts, using counting, addition, subtraction, doubling and halving, explaining methods and reasoning orally.</p> <p><b>Recognise and know the value of different denominations of coins and notes</b></p> <p>Work out how to pay an exact sum using the smallest number of coins and begin to find totals and change.</p> <p><b>Solving Problems - Making Decisions</b></p> <p>Choose and use appropriate number operations and mental strategies to solve problems.</p> <p>Solve simple word problems involving ‘lots of’, ‘groups of’ and ‘sharing’.</p> <p>To use informal jottings to represent the solution to a word problem e.g. part whole model, bar model, number frame etc</p>	<p><b>Compare, describe and solve practical problems for</b></p> <ul style="list-style-type: none"> <li>- lengths and heights (long/short, tall/short, double/half)</li> <li>- mass and weight (heavy/light, heavier/lighter than),</li> <li>- capacity and volume (full/empty, more/less than, half/quarter full)</li> <li>- time (quicker/slower, earlier/later).</li> </ul> <p>Measure and compare two lengths, masses or capacities by direct comparison, extend to more than two.</p> <p><b>Measure using non-standard or uniform units and measuring equipment and begin to record</b></p> <ul style="list-style-type: none"> <li>- lengths and heights,</li> <li>- mass/weight and capacity/volume</li> <li>- time (hours, minutes, seconds)</li> </ul> <p><b>Sequence events in chronological order using language (e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</b></p> <p>Compare, describe and solve practical problems for: time (e.g. quicker, slower, earlier. later)</p> <p><b>Recognise the language relating to dates, including days of the weeks, months and years.</b></p> <p>Know the days of the week and the seasons of the year.</p> <p><b>Read the time to the hour and half past the hour on analogue clocks and draw the hands on a clock face to show these times</b></p> <p>Understand and use the vocabulary related to time.</p> <p>To use and apply knowledge to fractions and telling the time/conversion of time.</p>	<p><b>Recognise and name common 2-D and 3D shapes including</b></p> <ul style="list-style-type: none"> <li>- 2-D shapes ( rectangles, squares, circles and triangles)</li> <li>- 3-D shapes (cuboids, cubes, pyramids and spheres)</li> </ul> <p>Make and describe shape models, shape patterns and pictures using construction kits, everyday materials.</p> <p>Use everyday language to describe features of familiar 3-D and 2-D shapes, referring to properties such as the shape of flat faces on a 3-D shape, the number of faces on a 3-D shape, corners (vertices) or the number and types of sides.</p> <p>Use one or more shapes to make, deceive and continue repeating patterns.</p> <p><b>To describe position, direction and movement, including half, quarter and three-quarter turns.</b></p> <p>Use everyday language to describe position, direction and movement.</p> <p>Talk about things that turn. Make whole turns and half turns, quarter turns and three-quarter turns.</p>

