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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Duration of term | 7 weeks 3 days | 7 weeks | 7 weeks | 6 weeks | 3 weeks 4 days | 8 weeks |
| Unit(s) taught | Place value (4 weeks)Addition and subtraction (3 weeks) | Place value (1 week)Multiplication and division (4 weeks)Property of shapes (2 weeks) | Place values and calculations (1 week)Fractions (3 weeks)Applying calculation methods (2 weeks) | Place value and calculations word problems in context of money (3 weeks)Assessment week (1 week)Fractions word problems  | SATs – MayStatistics | Measurement Children also covering areas identified in QLA from SATs tests |
| Time |  |  | Give watchesTelling time – quarter past, half past, quarter to and o’clock | Time facts – minutes in an hour, minutes in half an hour | Ordering of amounts of time using conversion | Reinforcing telling time to nearest 5 minutes |
| Essential prior knowledge | * Counting using objects up to 20
* Number formation for 0-9 digits
* Understand terms more and less
* Some understanding of number when comparing e.g. two weights, temps.
* Understand the term equals and some knowledge of + and -
 | * Previous access to arrays in simple forms
* Recognise cone, cube
* Grouping objects into a set number repeatedly
* Able to count objects up to 100
* Knowledge of key difference between a 2D and 3D shape
* Recognises a circle, square, rectangle
 | * Understand what a part and a whole is
* Understand the concept of sharing and grouping
* Used to terms like sharing and putting in groups using concrete resources
* Can split a bar model in the middle to form two halves
 | * Able to use roleplay to interact in a shop
* Can act out a simple scenario using concrete resources e.g. I had 7 apples and I ate 3 of them…
* Knowledge of the terms cost
 | * Able to write down responses to a basic survey
 | * Vocabulary for comparison
* Understand language for sequencing e.g. can retell events over a day
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| Key facts non negotiables | * Understand the term ‘zero’
* Able to count in 10s using concrete resources and then add on ones
* Able to count in 2s, 5s and 10s from zero.
 | * Recognise a cuboid and a cylinder and explain some of the features
 |  |  | * Able to count in 5s using tally charts
 | * Name coins and notes
* Understand o’clock and half past
* Knows that a kilogram is heavier than a gram (and other comparisons such as metre and cm
* Knows months of year
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| KPIs | * Counts to and across one hundred, forwards and backwards, beginning with zero or one, or from any given number.
* Counts, reads and writes numbers to one hundred in numerals; counts in multiples of twos, fives and tens.
* Given a number, identifies one more and one less.
* Represents and uses number bonds and related subtraction facts within 20
 | * Recognise and names common 2-D and 3-D shapes, including:

2-D shapes; eg, rectangles (including squares), circles and triangles.3-D shapes; eg, cuboids (including cubes), pyramids and spheres. | * Recognises, finds and names a half as one of two equal parts of an object, shape or quantity
 | Repetition of KPIs from previous units to reinforce | * n/a
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| * Compares, describes and solves practical problems for: 1. lengths and heights; eg, long/short, longer/shorter, tall/short, double/half. 2. mass/weight; eg, heavy/light, heavier than, lighter than. 3. capacity and volume; eg, full/empty, more than, less than, half, half full, quarter. 4. time; eg, quicker, slower, earlier, later.
* Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times
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| Additional objectives | * 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.
* 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.
 | * 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 quarter as one of four equal parts of an object, shape or quantity.
 | * 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.
* solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.
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| Measure and begin to record the following:* lengths and heights
* mass/weight
* capacity and volume
* time (hours, minutes, seconds)

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
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| Explicit teaching of problem solving | Trial and errorAlgebra | Trial by improvement  | Lists and tables | Act it out | Working backwardsPattern | Simplify  |
| Vocabulary | Numeral, twenty-one, twenty-two… one hundred, forwards, backwards, equal to, equivalent to, most, least, many, multiple of, equal to, half way between, above, belowRoughly Addition, near double, half, halve, subtract, equals, is the same as, number bonds, pairs, missing number | Multiplication, multiply, multiplied by, multiple, division, dividing, grouping, arraySymmetry, symmetrical pattern, point, pointed, cuboid, cylinder | Fraction, equal part, equal grouping, equal sharing, one of two equal parts, one of four equal parts,Problem, problem solving, explain your thinking, mental, mentally  | Change, dear, costs more, cheap, costs less, cheaper, costs the same as, how much…? How many…? | Vote, tableMeasurement, roughlyCentimetre, ruler, metre stickKilogram, half kilogramLitre, half litre, capacity, volume, more than, less than, quarter full, January, February… December, months, seasons, spring, summer, winter, autumn, weekend, month, year, earlier, later, after, first, midnight, date, how long…? How oftenAlways, never, often, sometimes, usually, once, twiceHalf past, quarter past, quarter to, clock face, hour hand, minute hand, hours, minutes |
| Application of all Year 1 key vocabulary in context of reasoning and problem solving contexts |