Year 1 Maths – Autumn 1

Counting
Count up to and beyond 100, forwards and backwards.
• Count in twos, fives and tens up to the tenth multiple
• Say one more or one less than a given number up to 100.
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Hook for learning:
Power Maths
Links to learning challenge, sorting toys and science sorting animals.
Real life problem solving.

Non-negotiables:
Count at least 100 objects reliably • Count on and back in 1s, 2s, 5s and 10s • Can double up to 10 + 10 • Read, write & order numbers from 0 to at least 100 • Say what is one more & one less than a given number to 100 • Add & subtract two numbers using the correct symbols within 20 • Know by heart addition and subtraction facts to 20 & use bonds to at least 20

Number and Place value
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; count in multiples of 2s, 5s and 10s

Given a number, identify 1 more and 1 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,

Learning Challenge links
Sort toys into sets old and new, colour.
Count and add toys together.
Look for shapes in toys.
Comparisons of measurements in science, counting down to start a race in P.E.

Calculation: Addition and Subtraction
Use the part-whole model Write number sentences Find different ways to make a number Make number bonds Compare number bonds
Add parts to find the whole Find a missing part Practise using number bonds Find fact families Solve word problems.

Exceeding Expectations
Count to and across 100, forwards and backwards, beginning with 0 and 1 or from any given number. Given a number count 1 and 10 more or less up to 100 and beyond. Identify and represent numbers using objects pictorial representations and language of more less equal and fewest. Recognise 2D 3D shapes and explain their properties

Geometry
Name 3D shapes Name 2D shapes Make patterns with shapes. Be able to identify and describe the key properties of 2D and 3D shapes, using the correct mathematical terminology. They will be able to ignore non-significant differences such as colour, size and orientation in order to classify shapes.

Meeting Expectations
Be able to confidently count forwards and backwards to and from 20. They will be able to recognise one more and one less than a number up to 20 and will be able to represent this,they will use this understanding to correctly compare and order numbers. They will be able to use ordinal numbers to describe the order of things or events.

Be able to confidently partition numbers within ten using a part-whole model. They can write the associated number sentences.

Be able to relate each number in a calculation to what it represents. Children will be able to use a variety of manipulatives to represent addition within ten, including cubes, ten frames, number lines and part-whole models. Recognise and name 2D and 3Dshapes.

Maths – Weekly

Week 2: Number – number and place value Numbers to 10
Identify and represent numbers using concrete 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 and one less. • Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Week 3: Number – number and place value 2
• Given a number, identify one more and one less.
• Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Week 4: Number – Part-whole within 10

Identify and represent numbers using concrete 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.

Week 5: Number – part whole within 10
• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. •
Represent and use number bonds and related subtraction facts within 20
• Represent and use number bonds and related subtraction facts within 20

Week 6: Addition and subtraction within 10
• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing-number problems such as 7 = _ – 9. • Represent and use number bonds and related subtraction facts within 20.

Week 7 and 8 and Addition and subtraction within 10 (2)
• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing-number problems such as 7 = _ – 9. • Represent and use number bonds and related subtraction facts within 20. Solve one-step problems that involve addition and subtraction • 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.

M children will develop their understanding of grouping objects
T children will start to count to 10
W children will be able to relate the amount of objects to the correct number in digits and the correct number in words.
Th children use their knowledge and understanding of counting forwards to 10 to help them count backwards from 10
Fr children will learn to fi nd one more than a given number.

M children will learn to find one less than a given number.
T children will compare groups of objects
W children will use the < > = symbols to compare two groups of objects
Th compare more abstract numbers where they are not given countable objects.
Fr children will compare three or more groups of objects or numbers and order them in both ascending and descending order.

M learn to describe the order and position of objects using ordinal numbers.
T children will learn to recognise and use the representation of a number line to help them answer question
W learn that a number can be partitioned into two parts using a part-whole model.
Th children continue to use part-whole models to partition numbers to ten.
Fr children consolidate their learning on part-whole models while looking in more detail at number sentence

M children are learning about number bonds within ten.
T children are learning about number bonds within ten
W children compare number sentences within ten using the and = symbols
Th combine two parts into a whole and understand how the part-whole diagram represents addition.
Fr children will be able to find a total by counting on from an amount not just zero.

M children will find a missing part by counting on from another part to the whole.
T children will find and represent number bonds to 10
W continue to find number bonds within 10 and link them to addition calculations
Th find solutions to simple word and picture problems involving addition to 10.
Fr children will work out simple 'how many le ' subtractions within 10 by crossing out

M work out subtractions within using part-whole models and ten frames.
T children will find two parts of a whole by breaking up a total
W children will find both additions and subtractions from one part-whole model.
Th children will find four addition and four subtraction facts from the same context
Fr calculate subtraction number sentences using a number line to count back from the bigger number.

M answer questions worded 'how many more' and 'how many fewer
T will solve subtraction word problems using a range of strategies
W children will solve addition and subtraction problems together in context
Th compare two addition facts to work out which answer is more (or less) than the other