

Year 1 Mathematics Curriculum Map For St. Antony's Catholic Primary School

All Objectives must be stated as “I CAN” Statements which are measurable and linked to the **Mathematics Skills, Approaches and Strategies being taught:**

Examples of Objectives: I can **read** and **write** whole numbers to 10/20/100 places

I can **name simple** of quadrilaterals
I can **plot co-ordinates** in single quadrant grid
I can **solve addition problems** by counting on

I can use the **number line** to solve addition/subtraction/multiplication problems

I can **use grouping/sharing method** to solve division problems

I can **order/classify/sequence** numbers/shapes/objects

I can **classify /define the properties** of simple polygons/simple/complex/2D/3D shapes

I can **Identify, read and write decimal** numbers to one decimal places

I can **derive factors/multiples** of given numbers

I can **calculate by counting on or back**

I can **use a ruler/scale/balance** to correctly measure/weigh

I can **use the times table facts** to solve simple division problems

Suggested Maths Skills and Operations for formulating objectives when planning:

Read, Write, Identify, Define, Sort, Classify, Order, Find, Derive, Work out, Calculate, Explain, Justify, Add, Multiply, Divide, Use and Apply, Choose and Use, Plot, Draw, Measure, Estimate, Double, Halve, Investigate, Reduce, Increase, Convert, Sequence, Tally, Use relevant maths vocabulary correctly to explain/justify

Solve (simple, complex, one/two/multiple step) Word Problems, Extract Data, Represent Data using a :line graph, block graph, histogram, bar/pie/tally chart, pictogram/pictograph, scatter graph,

Mastery Principles (Reasoning, Fluency and Problem Solving) to be taught across all areas, every term.

- Teachers reinforce an expectation that all pupils are capable of achieving high standards in mathematics.
- The large majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention
- Teaching is supported by resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role.
- Teachers use precise questioning in class to test conceptual and procedural knowledge and assess pupils regularly to identify those requiring additional support to catch up.

Expectations

- Count to and across 100, forwards and backwards from any number Use vocabulary of greater than/less than/equal to
- Read and write numbers to 20 in numerals and words.
- Read and write numbers to 100 in numerals.
- Say 1 more/less to 100.
- Count in multiples of 2, 5 and 10.
- Know the 2, 5 and 10 times tables Use bonds and subtraction facts to 20.

- Add and subtract 1 digit and 2 digit numbers to 20, including zero.
- Solve problems using addition and subtraction
- Solve one-step multiplication and division using objects, pictorial representation and arrays.
- Recognise half and quarter of object, shape or quantity.
- Sequence events in chronological order.
- Use language of day, week, month and year.
- Tell time to hour and half past.

<p align="center"><u>Rapid recall</u> Children should be able to recall rapidly:</p>	<p align="center"><u>Mental strategies</u> Children should be able to use the following strategies, as appropriate, for mental calculations</p>	<p align="center"><u>Mental calculations</u></p>
<ul style="list-style-type: none"> • all pairs of numbers with a total of 10 • addition and subtraction facts for all numbers to at least 5 • addition doubles for all numbers to at least 5, e.g. 4+4 	<ul style="list-style-type: none"> • count on and back in ones • reorder numbers in a calculation • begin to bridge through 10 and 20, when adding a single digit number • use known number facts and place value to add or subtract pairs of single digit numbers • add 9 to single digit numbers by adding 10 then subtracting 1 • identify near doubles, using doubles already known • use patterns of similar calculations 	<ul style="list-style-type: none"> • add or subtract a single digit to or from a single digit, without crossing 10, e.g. 4+5, 8-3 • add or subtract a single digit to or from 10 • add or subtract a single digit to or from a 'teens' number, without crossing 20 or 10 e.g. 13+5, 17-3 • doubles of all numbers to 10, e.g. 8+8, double 6
<p align="center">Autumn (weeks 1-13)</p>	<p align="center">Spring (weeks 14-26)</p>	<p align="center">Summer (weeks 27-39)</p>
<p>Place Value</p> <ul style="list-style-type: none"> • number values • reading and writing numbers in numerals and words • units and then tens & units <p>Number Sequences</p> <ul style="list-style-type: none"> • number line • 100 square • beadstring • number patterns • sequences and puzzles <p>Number Bonds</p> <ul style="list-style-type: none"> • to 10 • greater than/less than • more/less • half/double <p>Addition</p> <ul style="list-style-type: none"> • U+U using counting on, number line, 100 square, beadstring <p>Subtraction</p>	<p>Place Value</p> <ul style="list-style-type: none"> • tens and units • number values • number bonds to 10 and 20 • patterns, sequences and puzzles <p>Time</p> <ul style="list-style-type: none"> • chronological order • days of the week • months of the year • analogue clock time • read and write o'clock and half past extending to quarter past and quarter to • digital time <p>Geometry</p> <ul style="list-style-type: none"> • name and identify basic properties of 2D and 3D shapes • match and make shapes • symmetry • reflection <p>Coordinates</p>	<p align="center">Transition Maths</p> <p>Addition/subtraction</p> <ul style="list-style-type: none"> • partitioning • number line • beadstring • counting on/back • mental strategies • introduce HTU for addition and subtraction <p>Simple ratio and proportion</p> <p>Measures</p> <ul style="list-style-type: none"> • time • mass/weight • volume • distance • capacity <p>Statistics</p> <ul style="list-style-type: none"> • bar/block graph • pictogram

- using counting back, number line, 100 square
- introduce subtraction by finding difference (counting on)

Money

- recognise and know denominations
- addition and subtraction of money

Factions

- identify half, quarters and extend to third
- draw, name, colour, use and apply during practical work

Measures

- weight/mass
- recognise and use tools for mm, cm, m, g, kg

Volume and Capacity

- recognise L and half L

Multiplication and Division

- times tables facts using chants and games for 2s, 5s and 10s
- know and apply facts daily
- multiplication by 2 (doubling)
- using groups of and sharing methods with counters for division

- using simple quadrant grid and treasure map

Directional Language

- ordinal points/places – first, second, third
- cardinal points – north, east

Number Bonds

- to 20

Addition

- T + U using partitioning , number line, 100 square, beadstring
- TU + U

Subtraction

- T – U
- number line/partitioning/bonds/difference

Multiplication

- know, use and apply 2, 5 and 10 times tables using songs/chants/games
- repeated addition of groups/lots/numbers

Division

- using grouping/lots of/sharing/counters

Money

- add and subtract

Fractions

- solve simple real life problems

Measures

- weight/mass
- mm, cm, m, g, kg
- volume and capacity (L and ml)