

Year 1 Maths Planning 2020-21

Intent	Implementation	Impact
<p>Planning and Progression of Learning Maths is planned from the starting point of the Y1 assessment criteria that is required for end of year. Progressive planning is made to build on knowledge across the required standards as stated below.</p> <p>WTS – Working Towards the Standard EXS – Working at the Expected Standard GD -Working at Greater Depth within the Expected Standard.</p>	<p>All planning is created knowing the cohort of children. It is based on planning and progression from the previous year wherever possible & adapting lessons / resources to suit the children, creating 3 differentiated independent activities. Teaching sessions are for an hour 4 times a week mostly. However, where needed, we have an extended maths session throughout a morning if it is a tricky concept or something which requires more time to complete.</p> <p>We complete a Maths Challenge in the mornings which gives children the chance to practise skills away from the point of learning. These can also include problem solving.</p>	<p>The maths curriculum provides parity for all groups of pupils, allowing for differentiation as required to ensure progress is made.</p> <p>Showing that maths is successfully implemented ensuring pupils’ progression in knowledge – pupils successfully ‘learn the curriculum’ and it is <i>adapted</i> based on how the pupils access the lessons.</p> <p>Variation on how maths is delivered to suit learning styles of all pupils.</p>
<p>Assessment Assessment is reviewed termly using individual assessment grids for each child.</p> <p>The ITAF (Interim Teacher Assessment Framework) Statements are used to form the basis of teacher assessments and are updated termly with the date a child has independently reached that objective.</p>	<p>Each statement is dated when the children have carried out the work independently. The aim is to gain evidence from 2 or 3 different dates and away from point of teaching opportunities, to confirm that the children have reached the objective or not.</p> <p>This information then helps update internal data through O-track.</p> <p>We also use White Rose End of term Assessments. The results of which also that feed into our own assessment of the children within lessons.</p>	<p>Enables teachers to evaluate the teaching and to understand individual pupil knowledge so changes to teaching can be made.</p> <p>Have a clear picture that progress of children is being made through internal monitoring and tracking.</p> <p>Ability to make more qualitative assessment of children through previous tests.</p>
<p>Moderation Y1 teachers moderate together within the year group to ensure coverage and standards are the same.</p>	<p>Teachers attend local authority and cluster moderation to maintain standards and knowledge levels.</p>	<p>Enables teachers to make comparisons to carry out improvements / changes to own judgements and planning.</p>

	<p>Peer-to-peer moderation reviewing previously moderated books and current work in books in different Y1 classes.</p> <p>Senior management moderate books in regular Book Trawls</p>	
<p>Developing Further Challenge</p> <p>Children believed to be able to work with the Greater Depth require further challenge to develop their learning and skills in maths – particularly problem solving.</p> <p>Annual IMPACT maths workshops where parents are invited to a presentation of maths learning in school. It enables them to understand how maths is taught and how they can then help their children with the 6-week programme of homework.</p>	<p>Year 1 teachers work with small groups where needed, if children are struggling with a particular concept. Children with specific learning problems are supported further by the TA within the lesson.</p> <p>If children meet the expectation within the lesson, challenges are set by the class teacher to further extend their learning or to focus on Greater Depth statements.</p> <p>IMPACT Maths: 6-week programme of homework with a focus on Maths.</p>	<p>Ensure a wide and balanced curriculum so that all children can progress to their full potential.</p> <p>Ensure that parents have a say in supporting their children’s learning.</p>
<p>Mathletics Online Resource</p> <p>Greater use and focus of maths learning using the online Mathletics resource that children can access from home with their unique log-ins.</p>	<p>Children work through Mathletics at their own pace.</p> <p>Bronze certificates are celebrated in class. Silver & Gold certificates are celebrated in weekly school assemblies. Annual school-wide Mathletics competitions to encourage greater access to this learning tool.</p>	<p>Allow further maths-based work outside of the classroom to support a greater learning opportunity for as many children as possible.</p> <p>Provide a sense of competition and achievement for individuals.</p>

Year 1 Autumn Term 1

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	<p><u>Block 1 Number & Place Value</u></p> <p>Count to and across 100, forwards & backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals; counting in two, fives and tens</p> <p>Given a number, identify one more and one less</p> <p>Identify & represent numbers using objects and pictorial representations including the number line, and use language of: equal to, more than, less than (fewer), most, least</p> <p>Read and write numbers from 1 to 20 in numerals and words</p> <p>Sort objects Count objects Represent objects Count read and write forwards from any number 0 - 10</p>	<p><u>Block 1 Number & Place Value</u></p> <p>Count to and across 100, forwards & backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals; counting in two, fives and tens</p> <p>Given a number, identify one more and one less</p> <p>Identify & represent numbers using objects and pictorial representations including the number line, and use language of: equal to, more than, less than (fewer), most, least</p> <p>Read and write numbers from 1 to 20 in numerals and words</p> <p>Sort objects Count objects Represent objects Count read and write forwards from any number 0 - 10</p>	<p><u>Block 1 Number & Place Value</u></p> <p>Count to and across 100, forwards & backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals; counting in two, fives and tens</p> <p>Given a number, identify one more and one less</p> <p>Identify & represent numbers using objects and pictorial representations including the number line, and use language of: equal to, more than, less than (fewer), most, least</p> <p>Read and write numbers from 1 to 20 in numerals and words</p> <p>Counting backwards Count one more Count one less One to one correspondence to start to compare groups</p>	<p><u>Block 2 Addition & Subtraction</u></p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) equals (=) signs</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract 1-digit & 2-digit numbers to 20, including zero</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects & pictorial representations and missing problems</p> <p>Part whole model Addition symbol Fact families – addition facts Find number bonds for numbers within 10</p>	<p><u>Block 2 Addition & Subtraction</u></p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) equals (=) signs</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract 1-digit & 2-digit numbers to 20, including zero</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects & pictorial representations and missing problems</p> <p>Systematic methods for number bonds Number bonds to 10</p>	<p><u>Block 2 Addition & Subtraction</u></p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) equals (=) signs</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract 1-digit & 2-digit numbers to 20, including zero</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects & pictorial representations and missing problems</p> <p>Compare number bonds Addition: Adding together Addition: Adding more Finding a part</p>	<p><u>Block 2 Addition & Subtraction</u></p> <p>Represent and use number bonds and related subtraction facts (within 10)</p> <p>Add and subtract one digit numbers (to 10), including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>	<p><u>Geometry: Shape</u></p> <p>Recognise and name common 2D and 3D shapes, including oblongs, rectangles, squares, circles and triangles, cuboids, pyramids and spheres.</p> <p>Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>

Year 1 Autumn Term 2

Autumn 2	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	<p>To be able to 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</p> <p>To be able to make a number using base 10 following instructions with the language~ Equal to, more, less, fewer</p> <p>To be able to reason about numbers using the language~ Equal to, more, less, fewer</p> <p>To be able to continue a sequence of numbers in 2's and 5's.</p> <p>To be able to solve simple problems using their skills in counting in 2's and 5's.</p>	<p>Place Value Count to and across 100, forwards & backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals; counting in two, fives and tens</p> <p>Given a number, identify one more and one less</p> <p>Identify & represent numbers using objects and pictorial representations including the number line, and use language of: equal to, more than, less than (fewer), most, least</p> <p>Read and write numbers from 1 to 20 in numerals and words</p>	<p>Place Value within 20 Count to and across 100, forwards & backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals; counting in two, fives and tens</p> <p>Given a number, identify one more and one less</p> <p>Identify & represent numbers using objects and pictorial representations including the number line, and use language of: equal to, more than, less than (fewer), most, least</p> <p>Read and write numbers from 1 to 20 in numerals and words</p> <p>Compare groups of objects Compare numbers Order groups of objects Order numbers</p>	<p>To see numbers as positional</p> <p>To use a number line and consolidate skills so far- counting to 10 (20)</p> <p>To use a number line and consolidate skills so far- one more/one less</p>	<p>White Rose Assessments</p>		

Year 1 Spring Term 1

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p><u>Number: Addition and Subtraction</u></p> <p>Represent and use number bonds and related subtraction facts (within 10)</p> <p>Add and subtract one digit numbers (to 20 and above), including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>	<p><u>Number: Addition and Subtraction</u></p> <p>Represent and use number bonds and related subtraction facts (within 10)</p> <p>Add and subtract one digit numbers (to 20 and above), including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>	<p><u>Number: Addition and Subtraction</u></p> <p>Represent and use number bonds and related subtraction facts (within 10)</p> <p>Add and subtract one digit numbers (to 20 and above), including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>	<p><u>Number: Addition and Subtraction</u></p> <p>Represent and use number bonds and related subtraction facts (within 10)</p> <p>Add and subtract one digit numbers (to 20 and above), including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>	<p><u>Number: Addition and Subtraction</u></p> <p>Represent and use number bonds and related subtraction facts (within 10)</p> <p>Add and subtract one digit numbers (to 20 and above), including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>	
Greater Depth Focus						

Year 1 Spring Term 2

Spring 2	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	<p><u>Measurement Length & Height</u></p> <p>Pupils know that the unit of measurement for length is centimetres and metres and they are able to measure & draw lines accurately.</p> <p>To be able to compare different measures using the <, > and = signs. To record information in a table.</p>	<p><u>Measurement Weight & Measure</u></p> <p>Estimate, measure and compare weights using non- standard units: Estimate, measure and compare weights using standard units:</p> <p>Estimate, measure and compare weights using standard units: grams and kilograms.</p> <p>Begin to recognise the relationship between grams and kilograms</p>	<p><u>Measurement Weight & Measure</u></p> <p>Estimate, measure and compare weights using non- standard units: Estimate, measure and compare weights using standard units:</p> <p>Estimate, measure and compare weights using standard units: grams and kilograms.</p> <p>Begin to recognise the relationship between grams and kilograms</p>	<p><u>Measurement Weight & Mass</u></p> <p>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</p> <p>Measure and begin to record mass/weight, capacity and volume.</p>	<p><u>Measurement Weight & Mass</u></p> <p>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</p> <p>Measure and begin to record mass/weight, capacity and volume.</p>	<p>Consolidation of all learning</p>
Greater Depth Focus						

Year 1 Summer Term 1

Summer1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	<p><u>Multiplication</u></p> <p>To be able to count in steps of 2's, 5's and 10's</p> <p>Introduce multiplication by grouping and using concrete objects.</p> <p>To solve simple one- step problems involving multiplication</p>	<p><u>Multiplication</u></p> <p>To understand multiplying by 2 by introducing doubling</p> <p>To use pictorial methods of multiplication using groups and arrays</p> <p>To solve simple one-step problems involving multiplication</p>	<p><u>Division</u></p> <p>To introduce division by sharing into groups</p> <p>Use both concrete and pictorial methods.</p> <p>To solve simple one-step problems involving division</p>	<p><u>Fractions</u></p> <p>To recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p>	<p><u>Fractions</u></p> <p>To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p><u>Position and Direction</u></p> <p>Describe position, directions and movements, including half, quarter and three-quarter turns.</p>	<p><u>Number and place Value within 100</u></p> <p>Count to and across 100, forwards & backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals; counting in two, fives and tens</p> <p>Given a number, identify one more and one less</p> <p>Identify & represent numbers using objects and pictorial representations including the number line, and use language of: equal to, more than, less than (fewer), most, least</p> <p>Read and write numbers from 1 to 100 in numerals and words</p> <p>Compare groups of objects</p>	<p><u>Number and place Value within 100</u></p> <p>As week 7</p>

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Year 1 Summer Term 2

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	<u>Money</u> To recognise all coins and notes. To make amounts of money in different ways To be able to add small amounts of money together.	<u>Money</u> To solve simple problems involving the addition of money and finding change.	<u>Time</u> To sequence events in chronological order using language such as: Before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. To recognise and use language relating to dates, including days of the week, months and years.	<u>Time</u> To be able to tell the time to the hour and half past the hour and draw hands on a clock face to show these times.	<u>Consolidation</u>	White Rose Assessments		