



Class 1 –Curriculum Overview *R, 1, ALL*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
<i>Autumn 14 weeks</i>	<i>Place Value</i>				<i>Addition and Subtraction</i>				<i>2D shape</i>		<i>3D shape</i>		<i>Follow own fascinations (independent learning)</i>	
<i>Spring 12 weeks</i>	<i>Place Value</i>		<i>Multiplication &amp; Division</i>				<i>Money</i>		<i>Fractions</i>		<i>Position &amp; Direction</i>			



Class 1 –Curriculum Overview *R, 1, ALL*

Summer 12 weeks	Time	Four Operations	Maths Length & Height	Investigative Maths Weight & Capacity	fascinations (independent learning)	
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Class 1 –Autumn Term Objectives *R, 1 ALL*

*Week 1- Week 4*

*Week 5 - Week 8*

*Week 9-Week 10*

*Week 11- Week 12*

*Week 13-Week 14*

Autumn 14 weeks (teaching cycle starts wc 10/09 after baseline)

### Place Value

Recognise some numerals of personal significance.  
Counts up to 3 objects by saying the number name for each item.  
Selects the correct numeral to represent 1 to 5, then 1 to 10  
Counts out up to six objects from a larger group.  
Says the number that is one more than a given number.  
Finds one more or one less from a group of 5 objects.  
Counts actions and objects which cannot be moved.  
Counts objects to 10, & beginning to count beyond 10.  
Counts an irregular arrangement of up to ten objects.  
Uses the language of 'more' & 'fewer' to compare two sets of objects. Count on from any given number  
Count to 10 forwards and backwards beginning with 0 and 1 or from any number  
Count to 20 forwards, backwards beginning with 0 and 1 or from any given number.  
Count, read and write numbers to 10 in numerals and words  
Count, read and write numbers to 20 in numerals and words.  
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.  
Count in multiples of twos  
Count in multiples of five.  
Count to 40 forwards and backwards, begin with 0 or 1 or any number.  
Count, read and write numbers to 10 in numerals and words.  
Count, read and write numbers from 1 to 20 in numerals and words.  
Count, read and write numbers from 1-40 in numerals and words.

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.

### Class 1 - Autumn Term Objectives R, 1 ALL

### Addition and Subtraction

Beginning to use the vocabulary of adding & subtracting  
Uses the language of 'more' & 'fewer' to compare two sets of objects.  
Finds the total number of items in 2 groups by counting all of them  
Begins to identify own mathematical problems based on own interests & fascinations.  
Records, using marks that they can interpret and explain  
Represent and use number bonds and related subtraction facts within 10  
Represent and use number bonds and related subtraction facts within 20  
Add and subtract one-digit numbers to 10 including zero  
Add and subtract one-digit numbers to 20 including zero  
Add and subtract one digit and two digit numbers to 20  
Read, write and interpret mathematical statements involving + - = symbols.  
Solve one steps problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems such as  $7 = ? - 9$

### 2D Shape

Can identify shapes in the environments  
Beginning to use mathematical names for 'flat' 2D shapes, & mathematical terms to describe shapes.  
Selects a particular named shape.  
Uses familiar objects & common shapes to create & recreate patterns & build models.  
Recognise and name common 2D shapes including rectangles, squares, circles, triangles, pentagon, hexagon, heptagon, octagon, nonagon and decagon  
Start to use correct vocabulary for properties of 2D shapes.

### Shape - 3D

Can identify 3D shapes in the environment  
Beginning to use mathematical names for 'solid' 3D shapes, & mathematical terms to describe shapes.  
Selects a particular named shape  
Recognise and name common 3D shapes including cubes, cuboids, spheres, cylinder, pyramids (square and triangle base) and triangular prisms. (linked to shapes in real world)  
Start to use correct vocabulary for properties of 3D shapes.

Follow own fascinations (independent learning)

Consolidate all learning this term with child led focus.

*Class 1 –Autumn Term Objectives R, 1 ALL*

Class 1 – Spring Term Objectives R, 1 ALL

Sp	<u>Week 1-Week 2</u>	<u>Week 2 – Week 6</u>	<u>Week 7 -Week 8</u>	<u>Week 9– Week 10</u>	<u>Week 10 – Week 12</u>
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Place Value

Can count reliably with numbers from 1 to 20.

Can place them in order

Can say which number is one more or one less than a given number.

Uses the language of 'more' & 'fewer' to compare two sets of objects. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Count, read and write numbers from 1-100 in numerals and words.

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Count, read and write numbers from 1-100 in numerals and words.

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.

Given a number, identify one more and one less.

**Class 1 –**Multiplication and division

Uses familiar objects and common shapes to represent multiplication and division.

Starts to recognise patterns in objects

Starts to recognise patterns in numbers

Recognise a half is two equal parts

Begins to find half of a number to 10

Begins to find half of a number to 20

Begins to double numbers to 5

Begins to double numbers to 10

Can solve problems, including doubling, halving and sharing.

They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.

Recognise and identify all doubles to 20

Recognise and identify all halves to 20

Count in multiples of twos

Count in multiples of fives

Count in multiples of tens.

Recognise division as sharing

Recognise multiplication as grouping

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.

Money

Beginning to use everyday language related to money.

Start to identify the different coins and their value.

Pay for items in a shop using 1p, 2p, 5p 10p applying existing knowledge of maths.

Give change to 10p (number bonds)

Recognise and know the value of different denominations of coins and notes.

Order and compare coins

Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems

Give change from 10p and 20p applying number bonds

Fractions

Recognises that a half is two equal parts  
Find half of an object shape or quantity by using sharing.

Recall halves of numbers to 20.

Recognises that a half is two equal parts

Can cut shapes in half.

Can find a matching half.

Solve problems involving fraction.

Recognise that a half is two equal parts.

Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Start to write half as  $\frac{1}{2}$  and find  $\frac{1}{2}$  of a number to 20 and beyond

Recognise that a quarter is four equal parts.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Start to write quarter as  $\frac{1}{4}$  and find  $\frac{1}{4}$  of a number or shape.

Recognise that  $\frac{1}{4}$  is half of half

Recognise that  $\frac{1}{2}$  is the same as  $\frac{2}{4}$

Compare and order fractions (using  $\frac{1}{2}$ ,  $\frac{1}{4}$  and  $\frac{1}{3}$ )

Position & Direction

Can describe their relative position such as 'behind' or 'next to'.

Can recognise left and right

Can follow simple verbal instructions involving position and direction

Can programme a BeeBot to move forwards, backwards, left and right.

Starting to understand half and whole turn. Describe position, direction and movement, including whole, half, quarter and three quarter turns

Class 1 – Spring Term Objectives R, 1 ALL

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Summer 10 weeks

## Class 1 – Spring Term Objectives

### Time

Orders and sequences familiar events

Recognises the days of the week

Can sequence the school day chronologically

Uses everyday language related to time

Measures short periods of time in simple ways

Recognises what we use to tell the time.

Recognises how we measure time.

Recognise and identify the numbers of an analogue clock

Recognise digital clocks

Understand am and pm

Tell the time to o'clock and draw the hands to show the time

Tell the time to half past the hour and draw the hands on a clock face to show these times.

Know and order the days of the week

Recognise and order the months of the year

Recognise and use language relating to dates, including days of the week, weeks, months and years.

Understand the language of quicker, faster, slower, earlier, later

Start to measure and begin to record time (hours, minutes, seconds)

Compare, describe and solve practical problems for time

Understand and use the language of ordinal numbers first, second etc

Understand and use language of before, next, after, today, tomorrow, yesterday, morning, afternoon an evening.

Sequence events in chronological order using time language

### Four Operations

Estimates how many objects they can see and check by counting them

Finds the total number of items in two groups by counting all of them

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting

Can solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups  
Represent and use number bonds and related subtraction facts within 20.

Add and subtract one digit and two digit numbers to 20, including 0.  
Read, write and interpret mathematical statements involving addition (+), subtraction (-), multiplication (x) and division (÷) and equals (=) signs.

Solve one step problems that involve the four operations, using concrete objects and pictorial representations, and missing number problems.

Count in multiples of twos, fives and tens

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.

### Investigative Maths

#### length & height

Compares height and length in a practical context.

Orders items by height

Understands shorter, taller, longer, smaller.

Orders two or three items by length or height.

solve problems involving height and length

Starts to measure length and height of objects using non-standard units

Recognise and understand a scale has equal parts.  
Understands tall/short, long/height  
Recognise suitable units of measure.

Compare, describe and solve practical problems for: lengths and

Measure and begin to record lengths and heights.

Start to create own scale for non-standard units.

Read standard units of measure (e.g. cm/mm/m)

### Investigate Maths

#### Weight & Mass

Compares the weight of objects in a practical context.

Understand heavier, lighter and equal

Can compare objects and order them according to their weight.

Can visually represent heavier and lighter using models and images.

Orders two or three items by weight or capacity

Compares the volume/capacity of objects in a practical context.

Understand empty, full, more and less.

Compare containers and order according to their capacity.

Understand heavier/lighter, full/empty/more than/less than

Compare, order, describe and solve practical problems for mass/weight

Follow own fascinations (independent learning)

Consolidate all learning this term with child led focus.

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