LMPS Maths Termly Overview 2020 - 2021

YEAR 1

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools]. At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Autumn Term	Spring Term	Summer Term
Times table focus this term: Count in 2s up to 24, linking with even numbers and supporting doubles. Count in multiples of 10 in order up to 120.	**Times table focus this term:** Focus on counting in multiples of 5 up to 60, linking with knowledge of counting in 10s. Continue to develop fluency of counting in 2s and 10s.	**Times table focus this term:** Count in multiples of 10, 2 and 5 in order with growing fluency.

Reception prerequisites (see teaching guide for strands and teaching guidance)
Children must be confident in the following:

- Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10.
- Play games that involve moving along a numbered track, and understand that larger numbers are further along the track.
- Begin to experience partitioning and combining numbers within 10.
- Distribute items fairly, for example, put 3 marbles in each bag. Recognise when items are distributed unfairly.
- Understand the cardinal value of number words, for example understanding that 'four' relates to 4 objects. Subitise for up to to 5 items. Automatically show a given number using fingers.
- Devise and record number stories, using pictures, numbers and symbols (such as arrows).
- See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations (for example, triangles not always presented on their base).
- Select, rotate and manipulate shapes for a particular purpose, for example: • rotating a cylinder so it can be used to build a tower • rotating a puzzle piece to fit in its place

Unit 1. Numbers to 10 (12 Lessons) Prerequisite strands to focus on: 1NPV–1 Count forwards and backwards within 100 1AS–1 Compose and partition numbers to 10	**Unit 7. Addition within 20** (6 Lessons) Prerequisite strands to focus on: 1NPV–1 Count forwards and backwards within 100 1NPV–2 Numbers to 20 in the linear number system	**Unit 12. Multiplication** (6 Lessons) Prerequisite strands to focus on: 1NPV–1 Count forwards and backwards within 100

Number - 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 twos, fives and tens
- given a number, identify one more and one 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
- read and write numbers from 1 to 20 in numerals and words

Unit 2. Part-whole within 10 (5 Lessons)
Prerequisite strands to focus on:
1NPV–1 Count forwards and backwards within 100
1AS–1 Compose and partition numbers to 10
Number - addition and subtraction
- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20

Unit 3. Addition and subtraction within 10 (1) (6 Lessons)
Prerequisite strands to focus on:
1NPV–1 Count forwards and backwards within 100
1AS–1 Compose and partition numbers to 10
NF–1 Fluently add and subtract within 10

Number - addition and subtraction
- represent and use number bonds and related subtraction facts within 20
- 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:

  $7 = \square - 9$

Unit 8. Subtraction within 20 (8 Lessons)
Prerequisite strands to focus on:
1NPV–1 Count forwards and backwards within 100
1NPV–2 Numbers to 20 in the linear number system
Number - addition and subtraction
- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- 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:

  $7 = \square - 9$

Unit 9. Numbers to 50 (11 Lessons)
Prerequisite strands to focus on:
1NPV–1 Count forwards and backwards within 100

1NF–2 Count forwards and backwards in multiples of 2, 5 and 10
Number - number and place value
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
Number - multiplication and division
- 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

Unit 13. Division (5 Lessons)
Number - multiplication and division
- 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

Unit 14. Halves and quarters (5 Lessons)
Number – fractions
- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Unit 15. Position and direction (3 Lessons)
Geometry - position and direction
- describe position, direction and movement, including whole, half, quarter and three-quarter turns

Number - addition and subtraction
- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as:

  $7 = \square − 9$

Unit 4. Addition and subtraction within 10 (2) (12 Lessons)
Prerequisite strands to focus on:
1NPV–1 Count forwards and backwards within 100
1AS–1 Compose and partition numbers to 10
NF–1 Fluently add and subtract within 10
Number - addition and subtraction
- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- 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:

  $7 = \square − 9$

Unit 5. 2D and 3D shapes (5 Lessons)

1NF–2 Count forwards and backwards in multiples of 2, 5 and 10
1AS–2 Read, write and interpret additive equations
Number - 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 twos, fives and tens
- given a number, identify one more and one 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
Number - addition and subtraction
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as:

  $7 = \square − 9$

Number - number and place value
- recognise the place value of each digit in a two-digit number (tens, ones)
- compare and order numbers from 0 up to 100; use <, > and = signs

Unit 10. Introducing length and height (5 Lessons)
Number - addition and subtraction
- solve one-step problems that involve addition and subtraction, using concrete objects and

Unit 16. Numbers to 100 (9 Lessons)
Prerequisite strands to focus on:
1NPV–1 Count forwards and backwards within 100
1NF–2 Count forwards and backwards in multiples of 2, 5 and 10
Number - 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 twos, fives and tens
- given a number, identify one more and one 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
Number - addition and subtraction
- represent and use number bonds and related subtraction facts within 20
Number - number and place value
- recognise the place value of each digit in a two-digit number (tens, ones)
Number - addition and subtraction
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

Unit 17. Time (7 Lessons)
Number - addition and subtraction

LADY MARGARET PRIMARY SCHOOL

Meaningful **L**earning opportunities and strong **M**otivation leads to rapid **P**rogress and high levels of **S**uccess.

Geometry - properties of shapes

- recognise and name common 2-D and 3-D shapes, including:
- 2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Unit 6. Numbers to 20 (7 Lessons)

Prerequisite strands to focus on:

1NF–2 Count forwards and backwards in multiples of 2, 5 and 10

Number - number and place value

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- given a number, identify one more and one 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
- recognise the place value of each digit in a two-digit number (tens, ones)
- compare and order numbers from 0 up to 100; use <, > and = signs

pictorial representations, and missing number problems such as:

$7 = \square - 9$

Measurement

- compare, describe and solve practical problems for measure and begin to record the following:
- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- lengths and heights

Unit 11. Introducing weight and volume (7 Lessons)

Number - addition and subtraction

- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as:

$7 = \square - 9$

Measurement

- compare, describe and solve practical problems for measure and begin to record the following:
- 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]
- mass/weight

- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as:

$7 = \square - 9$

Measurement

- compare, describe and solve practical problems for:
- 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
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- time [for example, quicker, slower, earlier, later]
- time (hours, minutes, seconds)

Unit 18. Money (3 Lessons)

Number - number and place value

- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

Measurement

- recognise and know the value of different denominations of coins and notes