

Year 1 Maths Workshop

Year 1 Maths Coverage (Sequence of Learning)

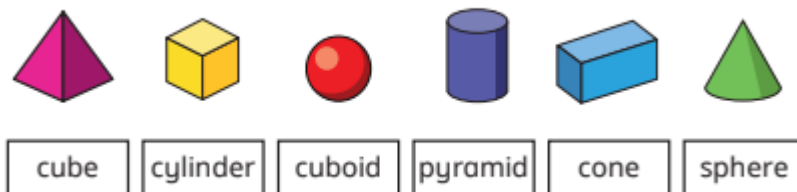
Autumn Term

Place Value within 10

Addition and subtraction within 10

Geometry (shape) children need to be able to name and recognise these 2D and 3D shapes.

- Match each shape to its name.



2D - square, rectangle, circle, triangle

Spring Term - *(I've indicated where we are as there was a question whether you could marry up the work in class to content in workbooks you may have purchased)*

Place Value within 20

Adding and subtracting within 20 **(present work)**

Place Value within 50 **(from 3rd Feb 25)**

Length and Height - longer/shorter taller/shorter introduction to measuring in centimetres.

Mass (not weight) and volume

Key questions

- Which object do you think is heavier/lighter?
- Is a _____ heavier or lighter than a _____?
- How can you show which object is heavier/lighter?
- Are large objects always heavier than small objects?
How do you know?
- How does the balance scale show which object is heavier?
- If two objects are the same size and shape, does that mean that they have the same mass? How do you know?

Summer Term

Multiplication and Division (2s, 10s, 5s)

Fractions ($\frac{1}{2}$ $\frac{1}{4}$ wholes)

Position and Direction - full, half quarter turns, left and right, ordinal numbers (1st, 2nd, 3rd etc)

Place Value within 100

Count from 50 to 100
Tens to 100
Partition into tens and ones
The number line to 100
1 more, 1 less
Compare numbers with the same number of tens
Compare any two numbers

Children are expected to be able to write in numerals and words numbers 1-20, spelling them correctly by the end of year 1.

Money - recognising all coins and all notes and counting in 1ps, 2ps, 5ps and 10ps by end of unit.

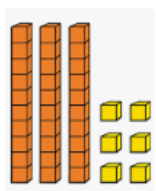
Time - knowing days of the week (yesterday/tomorrow), months of the year in order and know what comes before and after.

Hours/minutes/seconds Telling the time to the hour and half hour.

What does maths look like?

Maths is taught everyday and begins with flashback questions and has an anchor task to start most lessons. In addition to the lesson, the afternoons start with a 10 minute fluency session.

Constant use of base 10 or equivalent (to partition tens and ones), numicon, tens frames (as shown in meeting) to help children explore maths and mathematical concepts using concrete/pictorial/abstract approach.



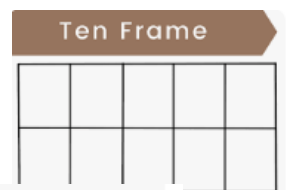
base 10



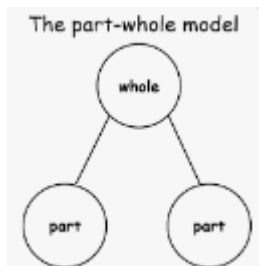
numicon



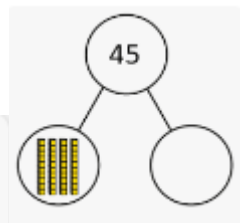
abacus



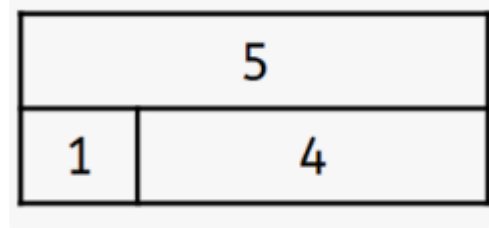
Ten Frame



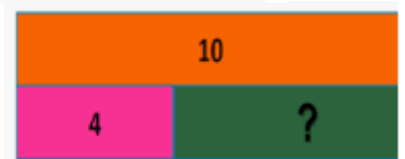
The part-whole model



part whole model



bar model



Number lines, digit cards, number lines, number tracks.

Fluency - taught everyday (cognitive overload to embed learning)

The importance of knowing number bonds to 10 and being able to apply and manipulate them when using higher numbers

Flashback 4 - quick recap at the start of each lesson (for retention and to reinforce concepts)

Rolling numbers - to practise times table principles 1's, 2's, 10's 5's.

Stem sentences - Used as a scaffolding tool to help the children articulate their thoughts and ideas clearly, especially in maths, by providing a structured sentence frame that includes key vocabulary, allowing them to explain concepts while developing their communication skills. e.g. $6 + 4 = 10$ we say 6 plus 4 is equal to 10

The number that comes after ____ is ____

The number that comes before ____ is ____

On the face of a cylinder, I can see a _____

On the face of a cube, I can see a _____

In year 1 we regularly practise concepts through different songs, chants and interactive games to reinforce and consolidate.

Days of the week songs

Months of the year songs

<https://www.topmarks.co.uk/maths-games/5-7-years> hit the button

<https://whizz.com/year-1-maths-games/>

<https://mathsframe.co.uk/>

<https://numbots.com/>

