Newington Green and Rotherfield Maths MTP - Year 1

**Blue font in Spring/Summer indicates previously untaught objective**

**Green font indicates cross-curricular links**

| Autumn 1 |
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| **Superheroes Our Local Area** |

| Weeks 1 -2 <br> **Place Value** | Weeks 3-4 <br> **Addition and Subtraction** | Weeks 5 <br> **Measurement and Statistics** | Weeks 6 <br> **Geometry and Position & Direction** | Weeks 7-8 <br> **Multiplication and Division** |
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| <ul><li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number e.g. 19, 18, 17, 16, …</li><li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens e.g. 2, 4, 6, 8, 10, 12, …</li><li>given a number, identify one more and one less</li><li>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</li><li>read and write numbers from 1 to 20 in numerals and words</li><li>use language of ordering e.g. first, second, third</li></ul> | <ul><li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li><li>represent and use number bonds and related subtraction facts within 20, in several forms e.g. 3 + 4 = 7; 4 = 7 – 3</li><li>add and subtract one-digit and two-digit numbers to 20, including zero e.g. 9 + 9, 18 - 9</li><li>solve one-step problems (in familiar practical contexts, including using quantities) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems e.g. 7 = - 9. Problems should include vocabulary such as: put together, add, altogether, total, take away, more than, less than…</li></ul> | <ul><li>compare, describe and solve practical problems for: lengths and heights e.g. long/short, longer/shorter, tall/short, double/half</li><li>use non-standard measures to measure and begin to record the following: lengths and heights e.g. the chair is …. hands high, I am …. rulers tall</li><li>recognise and know the value of different denominations of coins and note</li></ul> | <ul><li>recognise and name common 2-D and 3-D shapes, including: 2-D shapes e.g. rectangles (including squares), circles and triangles</li><li>3-D shapes e.g. cuboids (including cubes), pyramids and spheres</li></ul> | <ul><li>double and halve numbers to 20 e.g. double 6 is 12, half of 10 is 5</li><li>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</li></ul> |

| Autumn 2 | | | |
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| **Superheroes Our Local Area** | | | |
| **Week 8**<br>**Fractions** | **Weeks 9-11**<br>**Measurement and Statistics** | **Weeks 12 -13**<br>**Addition and Subtraction** | **Weeks 14**<br>**Place Value** |
| • recognise, find and name a half as one of two equal parts of an object, shape or quantity e.g. find half of a length of string by folding<br> recognise, find and name a quarter as one of four equal parts of an object, shape or quantity<br>• recognise, find and name a half as one of two equal parts of an object, shape or quantity<br> e.g. find half of a length of string by folding | • compare, describe and solve practical problems for: mass or weight e.g. heavy/light, heavier than, lighter than<br>• use non-standard measures to measure and begin to record<br> the following: measure and begin to record the following:<br> mass/weight e.g. the book weighs … cubes<br>• **HISTORY LINK**: To be able to show my understanding of how school life has changed and sequence events in my own school life.<br>• sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening<br>• recognise and use language relating to dates, including days of the week, weeks, months and years<br>• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times<br><br>**Statistics (non-statutory) SCIENCE LINK:** To be able to explore and discover some common animals living in my local area.<br>• provide practical activities for sorting and children to answer questions and talk about what they have done.<br>• children make simple observations of patterns | • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs<br>• represent and use number bonds and related subtraction facts within 20, in several forms e.g. 3 + 4 = 7; 4 = 7 – 3<br>• add and subtract one-digit and two-digit numbers to 20, including zero e.g. 9 + 9, 18 - 9<br>• solve one-step problems (in familiar practical contexts, including using quantities) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems e.g. 7 = - 9. Problems should include vocabulary such as: put together, add, altogether, total, take away, more than, less than… | • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number e.g. 19, 18, 17, 16, …<br>• count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens e.g. 2, 4, 6, 8, 10, 12, …<br>• given a number, identify one more and one less<br>• 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<br>• read and write numbers from 1 to 20 in numerals and words<br>• use language of ordering e.g. first, second, third |

| Spring 1 | | | | | |
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| **Wonderful Women**<br>**London** | | | | | |
| **Week 1**<br>**Place Value**<br>*consider what could be used for starters, follow ups and guided groups | **Week 2**<br>**Addition and Subtraction**<br>*consider what could be used for starters, follow ups and guided groups | **Weeks 3 -4**<br>**Measurement and Statistics** | **Weeks 5**<br>**Geometry and Position & Direction** | **Week 6**<br>**Multiplication and Division** | **Week 7**<br>**Fractions** |
| • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number e.g. 19, 18, 17, 16, …<br>• count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens e.g. 22, 24, 26, 28, 30, … or 90, 80, 70, 60, …<br>• given a number, identify one more and one less<br>• 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<br>• read and write numbers from 1 to 20 in numerals and words<br>• use language of ordering e.g. first, second, third | • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs<br>• represent and use number bonds and related subtraction facts within 20, in several forms e.g. 3 + 4 = 7; 4 = 7 – 3<br>• add and subtract one-digit and two-digit numbers to 20, including zero e.g. 9 + 9, 18 - 9<br>• solve one-step problems (in familiar practical contexts, including using quantities) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems e.g. 7 = - 9. Problems should include vocabulary such as: put together, add, altogether, total, take away, more than, less than… | • compare, describe and solve practical problems for: capacity and volume (full/empty, more than, less than) and time (quicker, slower, earlier, later)<br>• use non-standard measures to measure and begin to record the following: measure and begin to record the following: capacity and volume e.g. the jug holds …. cups of water<br>• tell the time to the hour and half past the hour and draw the | • **ART & DESIGN** LINK: To draw cartoon animals from dot to dot pictures/2D instructions/3D toys<br>• recognise and name common 2-D and 3-D shapes, in different orientations including:<br>o 2-D shapes e.g. rectangles (including squares), circles and triangles<br>o 3-D shapes e.g. cuboids (including cubes), pyramids and spheres<br>**Position & Direction** | • double and halve numbers to 20 e.g. double 6 is 12, half of 10 is 5<br>• 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 | • recognise, find and name a half as one of two equal parts of an object, shape or quantity e.g. What is half of 12 counters?<br>• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity e.g. find a quarter of a shape, by folding in half and half again |

| | | hands on a clock face to show these times | | describe position, directions and movements, including half, quarter and three-quarter turns left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside… | | |
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| | | • recognise and know the value of different denominations of coins and notes | | | |

| Spring 2 |
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| Wonderful Women<br>London |
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| Week 7/8<br>Statistics | Weeks 8-9<br>**Addition and Subtraction**<br>*consider what could be used for starters, follow ups and guided groups | Week 10 - 11<br>**Multiplication and Division**<br><br>*consider what could be used for starters, follow ups and guided groups | Week 12<br>**Fractions** |
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| **Statistics (non-statutory)**<br>**SCIENCE LINK:** To be able to make<br>tables and charts about the weather.<br>**GEOGRAPHY LINK**: To be able to conduct a piece of field work about weather.<br>**COMPUTING LINK:** To use data to create a pictogram<br>• provide practical activities for sorting and children to answer<br>• children make simple observations of patterns | • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs<br>• represent and use number bonds and related subtraction facts within 20, in several forms<br>e.g. 3 + 4 = 7; 4 = 7 – 3<br>• add and subtract one-digit and two-digit numbers to 20, including zero e.g. 9 + 9, 18 - 9<br>• solve one-step problems (in familiar practical contexts, including using quantities) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems<br>e.g. 7 = - 9. Problems should include vocabulary such as: put together, add, altogether, total, take away, more than, less than… | • double and halve numbers to 20 e.g. double 6 is 12, half of 10 is 5<br>• 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 | • recognise, find and name a half as one of two equal parts of an object, shape or quantity e.g.<br>What is half of 12 counters?<br>• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity e.g. find a quarter of a shape, by folding in half and half again |

| Summer 1 |
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| How It's Made<br>It's Alive |
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| Week 1<br>**Place Value**<br><br>*Consider what could be used for starters, follow ups and guided groups<br>*Use the progression map to inform your planning – what do they need to know by the end of this term | Weeks 2 - 3<br>**Addition and Subtraction**<br><br>*Consider what could be used for starters, follow ups and guided groups<br>*Use the progression map to inform your planning – what do they need to know by the end of this term? | Weeks 4-5<br>**Measurement and Statistics** | Week 6<br>**Place Value**<br><br>*Consider what could be used for starters, follow ups and guided groups<br>*use the progression map to inform your planning – what do they need to know by the end of this term |
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| • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number e.g. 103, 102, 101, 100, 99, 98, …<br>• count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens<br>• e.g. 5, 10, 15, 20, 25, …<br>• given a number, identify one more and one less<br>• 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<br>• read and write numbers from 1 to 20 in numerals and words<br>• use language of ordering e.g. first, second, third | • represent and use number bonds and related subtraction facts within 20, in several forms<br>e.g. 9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9<br>**PSHE LINK:** To make choices about spending money.<br><br>• solve one-step problems (in familiar practical contexts, including using quantities) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems<br>e.g. 7 = ? - 9. Problems should include vocabulary<br>such as: put together, add, altogether, total, take away, more than, less than… | • compare, describe and solve practical problems for: mass or weight e.g. heavy/light, heavier than, lighter than<br>• begin to use standard measures to measure and begin to record mass and weight<br>**HISTORY LINK:** To be able to sequence toys from different periods of time<br><br>• Recognise and use language relating to dates, including days of the week, weeks, months and years<br>• tell the time to the hour and half past the hour and draw the hands on a clock face to show these time | • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number e.g. 103, 102, 101, 100, 99, 98, …<br>• count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens e.g. 5, 10, 15, 20, 25, …<br>• given a number, identify one more and one less<br>• 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<br>• read and write numbers from 1 to 20 in numerals and words<br>• use language of ordering e.g. first, second, third<br>• begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100 supported by objects and pictorial representations<br>• begin to order numbers to 100 (different tens) |

| Summer 2 |
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| How It's Made It's Alive |
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| Week 7 **Multiplication and Division** *Consider what could be used for starters, follow ups and guided groups *Use the progression map to inform your planning – what do they need to know by the end of this term | Weeks 8 - 9 **Addition and Subtraction (according to need)** *Consider what could be used for starters, follow ups and guided groups *Use the progression map to inform your planning – what do they need to know by the end of this term | Weeks 10 -11 **Measurement and Statistics** | Week 12 **Working towards expectations for Year 2** *Use the progression map to inform your planning – what do they need to know to ensure they are ready to move to Y2 |
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| • double and halve numbers to 20 e.g. double 6 is 12, half of 10 is 5 • 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 e.g share 8 sweets • between 2 children | • represent and use number bonds and related subtraction facts within 20, in several forms e.g. 9 + 7 = 16; 16 – 7 = 9; 7 = 16 – 9 **PSHE LINK:** To make choices about spending money. • solve one-step problems (in familiar practical contexts, including using quantities) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems e.g. 7 = ? - 9. Problems should include vocabulary such as: put together, add, altogether, total, take away, more than, less than… | • compare, describe and solve practical problems for: o lengths and heights e.g. long/short, longer/shorter, tall/short, double/half/quarter o mass or weight e.g. heavy/light, heavier than/lighter than o capacity/volume e.g. full/empty, more than/lighter than o time e.g. quicker, slower, earlier, later • begin to use standard measures (m, cm, grams, kg, litres) to measure and begin to record the following: o lengths and heights o mass/weight o capacity and volume o time (hours, minutes, seconds) • sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening | **Number and place value** Pupils should be taught to: • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems. **Addition and subtraction** Pupils should be taught to: • solve problems with addition and subtraction: o using concrete objects and pictorial representations, including those involving numbers, quantities and measures |

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| | | | o applying their increasing knowledge of mental and written methods<br>• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100<br>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including:<br>o a two-digit number and ones<br>o a two-digit number and tens<br>o two two-digit numbers<br>• o adding three one-digit numbers<br>• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot<br>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems |