AINS Year 1 Yearly Overview for Mathematics

Autumn Term	Number: Place Value (within 10)	Number: Addition and Subtraction (within 10)	Geometry: Shape	Consolidation
	1. Sort objects 2. Count objects 3. Count objects from a larger group 4. Represent objects 5. Recognise numbers as words 6. Count on from any number 7. 1 more 8. Count backwards within 10 9. 1 less 10. Compare groups by matching 11. Fewer, more, same 12. Less than, greater than, equal to 13. Compare numbers 14. Order objects and numbers 15. The number line	1. Introduce parts and wholes 2. Part whole model 3. Write number sentences 4. Fact families – addition facts 5. Number bonds within 10 6. Systematic number bonds within 10 7. Number bonds to 10 8. Addition: adding together 9. Addition: adding more 10. Addition problems 11. Find a part 12. Subtraction: Find a part 13. Fact families – The 8 facts 14. Subtraction: take away/cross out (How many left?) 15. Subtraction: take away (How many left? 16. Subtraction on a number line 17. Add or subtract 1 or 2	1. Recognise and name 3D shapes 2. Sort 3D shapes 3. Recognise and name 2D shapes 4. Sort 2D shapes 5. Patterns with 3D and 2D shapes	
National Curriculum links	Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line. Use the language of: equal to, more than, less than (fewer), most, least.	Represent and use number bonds and related subtraction facts within 10. Read, write and interpret mathematical statements involving addition, subtraction and equals signs. Add and subtract one digit numbers to 10, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles). Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres).	

Spring Term	Number: Place Value (within 20)	Number: Addition and subtraction (within 20)	Number: Place Value (within 50)	Measurement: Length and Height	Measurement: Mass and Volume
	1. Count within 20 2. Understand 10 3. Understand 11, 12 and 13 4. Understand 14. 15 and 16 50 Understand 17, 18 and 19 6. Understand 20 7. 1 more and 1 less 8. The number line to 20 9. Use a number line to 20 10. Estimate on a number line to 20 11. Compare numbers to 20 12. Order numbers to 20	1. Add by counting on with 20 2. Add ones using number bonds 3. Find and make number bonds to 20 4. Doubles 5. Near doubles 6. Subtract ones using number bonds 7. Subtraction – counting back 8. Subtraction – finding the difference 9. Related facts 10. Missing number problems	1. Count from 20 to 50 2. 20, 30, 40 and 50 3. Count by making groups of tens 4. Groups of tens and ones 5. Partition into tens and ones 6. The number line to 50 7. Estimate on a number line to 50 8. 1 more, 1 less	1. Compare lengths and heights 2. Measure length using objects 3. Measure length in centimetres	1. Heavier and lighter 2. Measure mass 3. Compare mass 4. Full and empty 5. Compare volume 6. Measure capacity 7. Compare capacity
	Represent and use number bonds and related subtraction facts within 20. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. 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= –9.	Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or 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. Count in multiples of twos, fives and tens.		Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).	Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for mass/weight: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].

AINS Year 1 Yearly Overview for Mathematics

Summer Term	Number: Multiplication and Division	Number: Fractions	Geometry: Position and direction	Number: Place Value (within 100)	Measurement: Money	Measurement: Time
			TBC – Small steps overview for summer term released March 2023			
	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.	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. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) Compare, describe and solve practical problems for: mass/weight and capacity.	Describe position, direction and movement, including whole, half, quarter and three quarter turns.	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. 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, most, least.	Recognise and know the value of different denominations of coins and notes.	Sequence events in chronological order using language before, 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. Compare, describe and solve practical problems for time.