Kinder Scout 2022-2023

	Mathematics Curriculum – Year 1 Autumn			
Unit:	**Place Value**	**Number: Addition and Subtraction**	**Geometry**	**Number: Place Value**
Term:	**Autumn 1: 4 Weeks**	**Autumn 1: 5 Weeks**	**Autumn 1: 1 Week**	**Autumn 2: 2 Weeks**
What We Will Learn	Pupils will begin to study number and place value from 0-10 and will practice rote counting forward and backwards. They will sing 'counting nursery rhymes'. They will be taught to sort groups by characteristics children will learn that one object can be represented by another for example one elephant or one cube.	Pupils will begin to add, subtract within 10, they will use pictorial representation and concrete objects as a physical aid .they will learn that numbers can be partitioned into two parts. They will learn how to create a number sentence.	Pupils will learn how to identify basic shapes through the use of a feely bag they will say if the edge is curved straight etc…They will compare shapes and be able to say what is the same and different. Pupils will match 2D and 3D shapes identify the 2D shape on the 3D.	Pupils will further develop their understanding of the number system and will learn numbers 10 -20. Pupils will learn that each number from 11-19 is one ten and some more.
What We Will Do	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. 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. Given a number, identify one more or one less. Count in multiples of twos.	Represent and use number bonds and related subtraction facts (within 10) Add and subtract one digit numbers (to 10), including zero. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.	Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers from 1 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 and fives
Skills Learned	Pupils will recognise numbers 0 - 10 They will have a basic understanding of the number system.	Pupils will learn how to structure and solve one-step problems.	Pupils will recall their knowledge of squares and rectangles to help them identify properties of more 2D shapes.	Pupils will build on prior learning and extend their counting skills up to 20.

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Mathematics Curriculum – Year 1 Spring						
Unit:	**Consolidation**	**Number: Addition and Subtraction**	**Place Value**	**Measures: Length and height**	**Measures: Weight and volume**	**Consolidation**
Term:	**Spring 1: 1 Week**	**Spring 1: 3 Weeks**	**Spring 1: 3 Weeks**	**Spring 2: 2 Weeks**	**Spring 2: 2 Weeks**	**Spring 2: 1 Week**
What We Will Learn		Pupils will explore addition by counting on from a given number. They will learn to understand that addition is commutative and that it is more efficient to start from the largest number. They will learn not to include their start number when counting on.	Pupils will learn to count forwards and backwards within 50. They use how to use number track to support, in particular when crossing the tens boundaries and with teen numbers.	Pupils use and understand the language of length such as long, longer, short, shorter, tall, taller.	Pupils are introduced to weight and mass for the first time. They will build on prior knowledge already having some understanding of heavy and light from their own experience of carrying objects.	
What We Will Do	Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc	Add and subtract one digit and two digit numbers to 20, including zero. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems	Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers from 1-40 in numerals. Read and write numbers from 1-20 in numerals and words. Identify and represent numbers using objects and pictorial representations. Given a number, identify 1 more or 1 less.	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 lengths and heights.	Compare, describe and solve practical problems for 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] Measure and begin to record mass/weight, capacity and volume.	Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc
Skills Learned		Pupils will learn to that working systematically helps them to find all the possible number bonds to 20	Pupils will further develop and build on previous learning of numbers to 20 They learn about grouping in 10s and their understanding of 1 ten being equal to 10 ones is reinforced.	Pupils learn to recognise that language will change depending on what type of length they are describing and comparing.	Pupils will learn the vocabulary non-standard unit and they learn that a non – standard unit could be (e.g. cubes, bricks) could be used to measure the mass of an object.	

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Mathematics Curriculum – Year 1 Summer							
Unit:	**Consolidation**	**Multiplication and division**	**Fractions**	**Geometry: Position and direction**	**Place value (100)**	**Money**	**Time**
Term:	**Summer 1: 1 Week**	**Summer 1: 3 Weeks**	**Summer 1: 2 Weeks**	**Summer 2: 1 Week**	**Summer 2: 1 Week**	**Summer 2: 1 Weeks**	**Summer 2: 2 Weeks**
What We Will Learn		Pupils build on their previous knowledge of counting in multiples of 2 and go beyond 20 up to 50 They will apply previous learning of one more and one less to counting forwards and backwards in twos.	Pupils will learn about fractions and explore finding a half for the first time using shapes and sets of objects. They will use the vocabulary 'half' and 'whole'.	Pupils will use the language 'full', 'half', 'quarter' and 'three-quarter' to describe turns made by shapes/objects. They will practically turn objects, shapes and themselves in different directions but do not need to describe the direction of the turns.	Pupils will build on their previous learning of numbers to 50. They continue grouping in 10s to make counting quicker and more efficient. Pupils are introduced to the hundred square and use it to count forwards and backwards within 100	Pupils will develop their knowledge of place value to match coins with equivalent values. Pupils will learn that ten 1 pence coins is equivalent to one 10 pence coin. This could be linked with the concept of exchanging	Pupils will learn how to use first and next to describe an order of events. When talking about the day, children will be able to structure and use the language: morning, afternoon and evening. They will learn about the days of the week and know there are 7 days in a week. They talk about events using today, yesterday and tomorrow.
What We Will Do	Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc	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.	Recognise and know the value of different denominations of coins and notes. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number.	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. Read and write numbers from 1 – 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, most, least. Given a number, identify one more and one less.	Recognise and know the value of different denominations of coins and notes.	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Recognise and use language relating to dates, including days of the week, weeks, months and years. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds) Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning,
Skills Learned		Pupils will have begun to count up in steps of 10s on a hundred square. They will begin to understand what each digit represent in a 2 digit number.	Pupils will learn that a half means 'one of two equal parts' and are able to count them.	Pupils will use further develop their language skills and be able to say 'left', 'right', 'forwards' and 'backwards' to describe position and direction.	Pupils identify and use the language 'more than', 'less than' and 'equal to' alongside the inequality symbols >, < or =	Pupils will recognise and know the value of different denominations of coins.	Pupils will develop and learn key vocabulary related to time.

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