St James' Church of England Primary School
Key Learning in Maths – Year 1

Haslingden St. James' C. E. Primary School
Curriculum Map and Key Learning 2023-2024
Year 1

Maths Units Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	PLACE VALUE (within 10)					ADDITION & SUBTRACTION
Autumn 2	ADDITION & SUBTRACTION (within 10)				GEOMETRY - SHAPE	CONSOLIDATION
Spring 1	PLACE VALUE (within 20)			ADDITION & SUBTRACTION (within 20)		
Spring 2	PLACE VALUE (within 50)		LENGTH AND HEIGHT		MASS AND VOLUME	
Summer 1	MULTIPLICATION AND DIVISION			FRACTIONS		GEOMETRY (Position)
Summer 2	PLACE VALUE (within 100)		MEASUREMENT (money)	TIME		CONSOLIDATION

Number – number and place value	Number – addition and subtraction	Number – multiplication and division
▪ Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. ▪ Count in multiples of twos, fives and tens. ▪ Read and write numbers to 100 in numerals. ▪ Read and write numbers from 1 to 20 in numerals and words. ▪ *Begin to recognise the place value of numbers beyond 20 (tens and ones).* ▪ 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. ▪ Given a number, identify one more and one less. ▪ *Recognise and create repeating patterns with numbers, objects and shapes.* ▪ *Identify odd and even numbers linked to counting in twos from 0 and 1.* ▪ *Solve problems and practical problems involving all of the above.*	▪ 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 *(using concrete objects and pictorial representations).* ▪ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ - 9.	▪ *Recall and use doubles of all numbers to 10 and corresponding halves.* ▪ 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.
Number – fractions	**Geometry – properties of shapes**	**Geometry – position and direction**
▪ *Understand that a fraction can describe part of a whole.* ▪ *Understand that a unit fraction represents one equal part of a whole.* ▪ Recognise, find and name a half as one of two equal parts of an object shape or quantity *(including measure).* Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity *(including measure).*	▪ Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles. Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.	▪ Describe movement, including whole, half, quarter and three-quarter turns. ▪ *Recognise and create repeating patterns with objects and shapes.* Describe position and direction.
Measurement		**Statistics**
▪ Measure and begin to record: - lengths and heights, *using non-standard and then manageable standard units (m/cm)* - mass/weight, *using non-standard and then manageable standard units (kg/g)* - capacity and volume *using non-standard and then manageable standard units (litres/ml)* - time (hours/minutes/seconds) *within children's range of counting competence.*		▪ *Sort objects, numbers and shapes to a given criterion and their own.* ▪ *Present and interpret data in block diagrams using practical equipment.* ▪ *Ask and answer simple questions by counting the number of objects in each category.* *Ask and answer questions by comparing categorical data.*

▪ Compare, describe and solve practical problems for: - lengths and heights (for example, long / short, longer / shorter. tall / short, double / half). - 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). - time (for example, quicker, slower, earlier, later). ▪ Recognise and use language relating to dates, including days of the week, weeks, months and years. ▪ Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. ▪ 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 know the value of different denominations of coins and notes.	