Shipbourne School

Yearly/Termly Maths Plan   Year R/1

To be used with NCETM curriculum mapping, White Rose Maths Planning and Assessment

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
AUTUMN Year 1	**Number: Place Value** (Within 10)						**Number: Addition & Subtraction** (within 10)				**Geometry: Shape** (GW)	Consolidation Recap & consolidate learning. Problem Solving
Reception	Getting to Know You Baseline Assessment		Match and sort and compare		Talk about measure and patterns (GW)		It's me – 1 2 3		Circles and triangles (GW)	1, 2, 3, 4, 5		Shapes with 4 sides (GW)
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
SPRING Year 1	**Number: Place Value** (within 20)			**Number: Addition & Subtraction** (within 20)			**Number: Place Value** (within 50)		**Measure: Length & Height** (GW)		**Measure: Mass & Volume** (GW)	
Reception	Alive in 5		Mass and capacity (GW)	Growing 6,7,8		Length, height and time (GW)	Building 9 and 10			Explore 3D shapes		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
SUMMER Year 1	**Number: Multiplication & Division**			**Number: Fractions**		**Geometry: Position & Direction** Describe turns and position. (GW)	**Number: Place Value** (within 100)		**Measure: Money** (GW)	**Measure: Time** (GW)	**Consolidation**	
Reception	To 20 and beyond		How many now?	Manipulate, compose and decompose		Sharing & grouping		Visualise, build and map			Make connections	Consolidation

Year 1 – Autumn Term	
Place Value (within 10)	Count to ten, forwards and backwards, beginning from 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.
Addition and Subtraction (within 10)	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.
Geometry: Shape	Recognise and name common 2d and 3d shapes, including rectangles, squares, circles, triangles, cuboids, pyramids and spheres.
Year 1 – Spring Term	
Place value within 20	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 2s and 5s.
Number addition and subtraction within 20	Represent and use number bonds and related subtraction facts within 20. Add and subtract one digit and 2 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 such as $7=?-9$.
Place Value within 50	Count to 40 forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers from 1-40 in numerals and words. Identify and represent numbers using objects and pictorial representations. Given a number, identify 1 more or 1 less.
Measurement- length and height	Compare, describe and solve practical problems for length and heights for example, long/short, longer/shorter, tall/short, double/half. Measure and begin to record lengths and heights.
Measurement- Weight and volume	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.
Year 1 – Summer Term	
Number Multiplication and Division	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.
Number Fractions	Recognise, find and name 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.
Position and Direction	Describe position, direction and movement, including whole, half, quarter and three quarter turns.

Number: Place Value (within 100)	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 using the number line
Measurement: Money	Recognise and know the value of different denominations of coins and notes.
Time	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, afternoon and evening.]

ELG

Rec – Autumn Term	
	Getting to Know You Baseline Assessment
Match and sort and compare	Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! Spots patterns in the environment, beginning to identify the pattern "rule" Compare numbers.
Talk about measure and patterns	Make comparisons between objects relating to size, length, weight and capacity. Talk about and identify the patterns around them. Continue, copy and create repeating patterns.
It's me – 1 2 3	Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Subitise Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10
Circles and triangles	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
1, 2, 3, 4, 5	Link the number symbol (numeral) with its cardinal number value. Subitise. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.
Shapes with 4 sides	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…'

Rec – Spring Term	
Alive in 5	Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size Subitise (recognise quantities without counting) up to 5;
Mass and capacity	
Growing 6,7,8	Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size
Length, height and time	
Building 9 and 10	Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
Explore 3D shapes	
Rec – Summer Term	
To 20 and beyond	Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size Have a deep understanding of number to 10, including the composition of each number; Verbally count beyond 20, recognising the pattern of the counting system;
How many now?	
Manipulate, compose and decompose	
Sharing & grouping	Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Visualise, build and map	
Make connections	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Consolidation (ELGs)	• Subitise (recognise quantities without counting) up to 5; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Have a deep understanding of number to 10, including the composition of each number; • Verbally count beyond 20, recognising the pattern of the counting system; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

	• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.