Year 1 Mathematics Curriculum Map 2022-23

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| **Term** | **Week 1** | **Week 2** | | **Week 3** | **Week 4** | | **Week 5** | **Week 6** | **Week 7** |  | **Week 1** | | | **Week 2** | **Week 3** | | **Week 4** | | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **Autumn 1 – 6 Weeks & 4 days** | | | | | | | | | | **Autumn 2 – 8 Weeks** | | | | | | | | | | | |
| **Autumn** | **Place Value**  **(Within 10)**  **5 Weeks**  **Small Steps: 15** | | | | | | | **Addition & Subtraction**  **(Within 10)**  **5 Weeks**  **Small Steps: 17** | **Consolidation/**  **Assessment** | **Addition & Subtraction**  **(Within 10)**  **5 Weeks**  **Small Steps: 17** | | | | | | | **Geometry: Shape**  **1 Week**  **Small Steps: 5** | | **Place Value**  **(Within 20)**  **3 Weeks**  **Small Steps:** | | **Consolidation/**  **Assessment** |
| **Spring 1 – 6 Weeks & 3 days** | | | | | | | | |  | **Spring 2 – 5 Weeks** | | | | | | | | |
| **Spring** | **Place Value**  **(Within 20)**  **3 Weeks**  **Small Steps:** | | **Addition & Subtraction**  **(Within 20)**  **3 Weeks**  **Small Steps:** | | | | **Place Value**  **(Within 50)**  **2 Weeks**  **Small Steps:** | **Consolidation/**  **Assessment** | **Place Value**  **(Within 50)**  **2 Weeks**  **Small Steps:** | | **Length & Height**  **Small Steps:**  **2 Weeks** | | | | **Measurement: Mass & Volume**  **Small Steps:**  **1 Week** | | **Consolidation/**  **Assessment** |
| **Summer 1 – 6 Weeks** | | | | | | | | |  | **Summer 2 – 5 Weeks & 4 days** | | | | | | | | |
| **Summer** | **Multiplication & Division**  **Small Steps: 7** | | | | | **Fractions**  **Small Steps: 6** | | **Geometry:**  **Position & Direction**  **Small Steps:** |  | | **Place Value**  **(Within 100)**  **Small Steps:** | **Measurement: Money** | | | | **Measurement: Time**  **Small Steps: 6** | | | |

**Year 1 National Curriculum Objectives & White Rose Small Steps**

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| **Autumn** | **Place Value (Within 10) – 5 Weeks** | | | **Addition & Subtraction (Within 10) - 5 Weeks** | | | **Geometry: Shape - 1 Week** | |
| **National Curriculum Objectives** | * 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, and use the language of: equal to, more than, less than, fewer, most and least | | | * 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 and 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 3-D shapes * Sort 3-D Shapes * Recognise and name 2-D Shapes * Sort 2-D shapes * Patterns with 3-D and 2-D shapes | |
| **White Rose Small steps** | * Step 1: Sort objects * Step 2: Count objects * Step 3: Count objects from a larger group * Step 4: Represent objects * Step 5: Recognise numbers as words * Step 6: Count on from any number * Step 7: 1 more * Step 8: Count backwards within 10 * Step 9: 1 less * Step 10: Compare groups by matching * Step 11: Fewer, more, same * Step 12: Less than, greater than, equal to * Step 13: Compare numbers * Step 14: Order objects and numbers * Step 15: The number line | | | * Step 1: Introduce parts and wholes * Step 2: Part-whole model * Step 3: Write number sentences * Step 4: Fact families – addition facts * Step 5: Number bonds within 10 * Step 6: Systematic number bonds within 10 * Step 7: Number bonds to 10 * Step 8: Addition – add together * Step 9: Addition – add more * Step 10: Addition problems * Step 11: Find a part * Step 12: Subtraction – find a part * Step 13: Fact families – the eight facts * Step 14: Subtraction – take away/cross out (How many left?) * Step 15: Take away (How many left?) * Step 16: Subtraction on a number line * Step 17: Add or subtract 1 or 2 | | | * Step 1: Recognise and name 3-D shapes * Step 2: Sort 3-D shapes * Step 3: Recognise and name 2-D shapes * Step 4: Sort 2-D shapes * Step 5: Patterns with 2-D and 3-D shapes | |
| **Spring** | **Place value (within 20) – 3 Weeks** | **Addition & Subtraction (within 20) – 3 Weeks** | **Place Value (within 50) – 2 Weeks** | | **Measurement: Length & Height – 2 Weeks** | | | **Measurement: Mass & Volume – 1 Week** |
| **National Curriculum Objectives** | * 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 language of: equal to, more than, less than, fewer, most and least * Count in multiples of twos, fives and tens | * Count to and across 100, forwards and backwards, beginning with 0 or 1 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, more than, less than, most and least | | * Measure and begin to record lengths and heights * Compare, describe and solve practical problems for lengths and heights (for examples, long/short, longer/shorter, tall/short. Double/half) * 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 (for example, heavy/light, heavier/lighter); 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 * 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) |
| **White Rose Small steps** | * Released in November 2022 | * Released in November 2022 | Released in November 2022 | | * Released in November 2022 | | | Released in November 2022 |
| **Summer** | **Multiplication & Division – 3 Weeks** | **Fractions – 2 Weeks** | **Geometry: Position & Direction – 1 Week** | | **Place Value (within 100) – 2 Weeks** | **Measurement: Money – 1 Week** | | **Measurement: Time – 2 Weeks** |
| **National Curriculum Objectives** | * 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 | * Count to and across 100, forwards and backwards, beginning with 0 or 1 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, more than, less than, most and least | * 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 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, more than, less than, most and least | * Recognise and know the value of different coins and notes | | * Sequence events in chronological order using language (for example, before and 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 (for example, quicker, slower, earlier and later) * Measure and begin to record time using hours, minutes and seconds |
| **White Rose Small steps** | Released in March 2023 | * Released in March 2023 | * Released in March 2023 | | * Released in March 2023 | * Released in March 2023 | | * Released in March 2023 |