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)
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| **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
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| **White Rose Small steps** | Released in March 2023 | * Released in March 2023
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