Year 1 Mathematics Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Place value	Place value / Addition	Addition and subtraction	Multiplication	Addition / Subtraction	**Enterprise (Money)**
Week 2	Place value	Addition	Multiplication	Division	Multiplication / Division	**Enterprise (Money)**
Week 3	Place value	Subtraction	Multiplication	Division	Fractions	Calculations (Word Problems)
Week 4	Addition	Subtraction	Measurement (Mass)	Fractions	Time	Calculations (Word Problems)
Week 5	Addition	Measurement (Length)	Measurement (Money)	Fractions	Geometry (Position / Direction)	Fractions
Week 6	Geometry (2D Shape)	Geometry (Position / Direction)	Measurement (Capacity)		Measurement (Length)	
Week 7	Geometry (3D Shape)	Consolidation			Measurement (Mass / Capacity)	
	Mental strategies throughout					

Autumn 1	Programmes of Study / Objectives / Targets
Week 1	• 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; • count in multiples of twos, fives and tens • 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
Week 2	• 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; • count in multiples of twos, fives and tens • given a number, identify one more and 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, least
Week 3	• 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; • count in multiples of twos, fives and tens • given a number, identify one more and 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, least
Week 4	• read, write and interpret mathematical statements involving addition (+) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition, using concrete objects and pictorial representations
Week 5	• read, write and interpret mathematical statements involving addition (+) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition, using concrete objects and pictorial representations
Week 6	• recognise and name common 2-D, including: [for example, rectangles (including squares), circles and triangles]
Week 7	• recognise and name common 3-D shapes, including: [for example, cuboids (including cubes), pyramids and spheres].
Maths Meetings	• 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; • count in multiples of twos, fives and tens • given a number, identify one more and one less • read and write numbers from 1 to 20 in numerals and words.

Autumn 2	Programmes of Study / Objectives / Targets
Week 1	• count in multiples of twos, fives and tens • given a number, identify one more and 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, least • read, write and interpret mathematical statements involving addition (+) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition, using concrete objects and pictorial representations
Week 2	• read, write and interpret mathematical statements involving addition (+) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition, using concrete objects and pictorial representations, **and missing number problems**
Week 3	• read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve subtraction, using concrete objects and pictorial representations
Week 4	• read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = __ – 9.
Week 5	• 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
Week 6	• describe position, direction and movement, including whole, half, quarter and three quarter turns.
Week 7	Consolidation Focus on an area that children have found challenging over the course of the term.
Maths Meetings	• recognise and know the value of different denominations of 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

Spring 1	Programmes of Study / Objectives / Targets
Week 1	• 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 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = __ – 9.
Week 2	• solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher • pupils begin to understand multiplication; doubling numbers and quantities • make connections between arrays, number patterns, and counting in twos, fives and tens.
Week 3	• solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher • pupils begin to understand multiplication; doubling numbers and quantities • make connections between arrays, number patterns, and counting in twos, fives and tens.
Week 4	• compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than] • measure and begin to record the following: mass/weight
Week 5	• 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 problems
Week 6	• compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter • measure and begin to record the following: capacity and volume
Maths Meetings	• count in multiples of twos, fives and tens

Spring 2	Programmes of Study / Objectives / Targets
Week 1	- solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher - pupils begin to understand multiplication; doubling numbers and quantities - make connections between arrays, number patterns, and counting in twos, fives and tens.
Week 2	- solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. - Through grouping and sharing small quantities, pupils begin to understand division
Week 3	- solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. - Through grouping and sharing small quantities, pupils begin to understand division
Week 4	- 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.
Week 5	- 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.
Maths Meetings	

Summer 1	Programmes of Study / Objectives / Targets
Week 1	• 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 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = __ – 9.
Week 2	• 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.
Week 3	• 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.
Week 4	• compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] • measure and begin to record time (hours, minutes, seconds) • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Week 5	• describe position, direction and movement, including whole, half, quarter and three quarter turns.
Week 6	• 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
Week 7	• compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than] • measure and begin to record the following: mass/weight • compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter • measure and begin to record the following: capacity and volume

Summer 2	Programmes of Study / Objectives / Targets
Week 1	**Enterprise** • 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 problems
Week 2	**Enterprise** • 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 problems
Week 3	• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. • 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.
Week 4	• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. • 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.
Week 5	• 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.
Week 6	**Review Week** Focus on an area that children have found challenging over the course of the year.
Week 7	**Review Week** Focus on an area that children have found challenging over the course of the year.