St Anne's C of E Primary School Curriculum Plan

Subject: Maths   **Year: 1**   **Term: Autumn/ Spring/ Summer**

Unit: Number and place value

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
Number **Zero, one, two, three to twenty, and beyond** **None** **Count (on/up/to/from/ down/ forward / backwards)** **Before, after** **More, less, many, few, fewer, least, fewest, smallest, greater, lesser** **Equal to, the same as** **Odd, even** **ones, tens** **Ten more/less** **Digit** – the numerals 0 -9 which then make up a number **Numeral** - the way we write number **Figure(s)** **Compare** **(In) order/a different order**	• the notation of numbers to 100 • the number name with the visual numeral • the terms greater than, less than as many as to compare numbers • which numbers are greatest and smallest in a series • 10 ones are equal to 1 ten **Stem Sentences** One, two… There are _____ objects There is one ten and _____ ones The 1 means one ten and the _____ means _____ one(s) _____ is equal to ten plus_____	• one-to-one correspondence • numbers can be represented with objects and pictures. • the correspondence between using both numerals and words. • the concept of 0 by counting backwards. • the terms greater than, less than as many as to compare numbers	• use concrete materials pictures to show a number/value • count to and from 100 forward and backwards • count numbers to 100 • read numbers to 100 • write numbers to 100 • count in multiples of 2, 5 and 10 • compare numbers • order numbers • use concrete materials to show 1 more and 1 less • identify missing numbers in any part of a sequence. • recognise the number of objects in a group without counting them up to 5

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Size – How big is the number? **Value** – what is the number worth? **Between, halfway between** **Estimate** – a good guess	There are more _____ than _____ There are fewer _____ than _____ 1 more than _____ is _____ 1 less than _____ is _____		

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Subject: Maths | **Year: 1** | **Term: Autumn / Spring**

Unit: Addition and subtraction

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
Addition **Add, more, and, make, sum, total, altogether** **Double** **Near double** **Half, halve** **One more, two more... ten more** **Subtraction**	• number bonds to 20 • subtraction facts within 20 • how to use a number line to count on or count back • when nothing is added or taken away, the whole remains the same • how to make 10 and then add on the remainder • the relationship between addition and subtraction • whether addition or subtraction is the most appropriate operation to use to solve word problems	• a whole number is made up of other numbers • part, whole model in different orientations • that the order of an addition sentence can be varied, e.g. 3+2=5, 2+3=5, 5=3+2, 5=2+3 • the inverse operations • subtraction can be done by taking away or crossing out • how to subtract by counting back from the largest number • finding the difference as a form of subtracting	• identify one more and one less than a given number • represent and use number bonds to 20 • add two different numbers within 10 • add by counting on • use 10 frames to support addition and subtraction • use concrete objects and pictorial representations to add and subtract • solve missing number problems such as 7=?-9

Take away, fewer, less, difference between **One less, two less... ten less** **Equals** **Is equal to, is the same as** **Number bonds** **Number pair** **Part, part, whole** **Partition** **Recombine** **Missing number**	• the = symbol can go at the beginning or the end of the number sentence **Stem Sentences** If we change the order of the addends, the sum remains the same. One more than _____ is _____ One less than _____ is _____ Adding one gives one more. Subtracting one gives one less. When zero is added to a number, the number remains unchanged. When zero is subtracted from a number, the number remains unchanged. Subtractig a number from itself gives a difference of zero.		• solve one-step problems that involve addition and subtraction • use the = symbol to show that two calculations are equal.

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_____ is the whole; _____ is a part; ____ is a part.

_____ is equal to _____ plus _____.

____ plus_____ is equal to _____.

_____ and ____ are the addends. _____ is the sum.

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Subject: Maths	Year: 1	Term: Spring

Unit: Length and height

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
measure measurement **size** **compare** **measuring scale** **length** **height** **width** **depth** **long, short** **tall, high, low**	• the abbreviation m for metre and cm for centimetres • to measure from 0 rather than the end of the ruler or tape measure. • 100 centimetres is the same as 1 metre. • measurements can be written as mixed units, e.g. the child is 1 metre and 25cm tall.	• whether it is better to measure in metres or centimetres. • you can only measure straight lines using a ruler and you need to use other methods to measure curvy lines.	• identify 1 cm on the ruler. • measure to the nearest centimetre using a ruler or tape measure. • determine if something is more or less than 1 metre in length, using a metre stick or measuring tape. • compare lengths using 'longer than' and 'shorter than'. • use the terms 'longest' and 'shortest'. • compare lengths in metres and centimetres.

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wide, narrow, thick, thin **longer, shorter** **taller, higher …** **longest, shortest** **tallest, highest…** **far, further, furthest** **near, close** **centimetre** - a combination of the Latin word for "hundred," centum, and the French mètre. **metre** - from French *mètre*, from Greek *metron* 'measure' **ruler** **metre stick** **tape measure**			• draw lines of a specific length using a ruler. • draw lines that are longer or shorter than lines already drawn. • order more than two lengths from shortest to longest and vice versa. • solve one-step and two-step problems relating to length and use concrete and pictorial representations to calculate efficiently.

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Subject: Maths | **Year: 1** | **Term: Spring**

Unit: Mass and volume

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
measure measurement **compare** **measuring scale** **mass** **kilogram** **half kilogram** **weigh, weighs, balances** **heavy, light** **heavier than, lighter than heaviest, lightest**	● how to use balance scales to measure the mass of objects using non-standard units. ● they can compare the capacity of containers by using non-standard units. **Stem Sentences** The capacity of the _____ is _____ pots.	● larger objects are not always heavier than smaller objects. ● when the scales are balanced, the objects have the same mass. ● when measuring, the unit of measure must stay the same, e.g. the same cup, the same spoon, the same cubes etc. ● when measuring capacity accurately, they must make each container or non-standard measure full.	● group objects by their mass using terms such as 'heavy' and 'light'. ● use terms such as 'heavier than' or 'lighter than'. ● use the term 'as heavy as'. ● use balance scales to determine the mass of objects. ● use balance scales to compare the mass of 2 objects and determine which is heavier and which is lighter. ● use the term 'full' to describe a container.

scales **litre, half litre** **capacity** – how much liquid a container can hold **volume** **full** **empty** **more than less than** **half full quarter full** **holds** **container**	The _____ is heavier than the . The _____ is lighter than the . The _____ weighs _____ pencils. The cupcake weighs _____ cubes. The grapes weigh _____ cubes. The cupcake is _____ than the grapes. (heavier/lighter)		• use the term 'empty' to describe a container. • use the terms 'more than' and 'less than' to compare the amount of liquid in containers.

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