

St Anne's C of E Primary School Curriculum Plan

Subject: Maths

Year: 1

Term: Summer



Unit: Multiplication and division



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
Multiplication Groups of Rows of Times Repeated addition Division Grouping Sharing Shared equally Equal groups of Doubling Halving Array Rows	<ul style="list-style-type: none"> when groups are equal, even when the arrangement is different. what an array is. doubling is creating an identical number to the one you started with. when you share equally, each group will have the same amount. <p><u>Stem Sentences</u></p> <p>"There are _ equal groups of _____."</p> <p>"There are _____ in each group."</p> <p>"There are ___ groups of _____."</p>	<ul style="list-style-type: none"> the concept of equal groups. the difference between a number of groups and the number of objects within a group. we can count groups of the same quantity in efficient ways. doubling is the same as saying two groups of the same amount. 	<ul style="list-style-type: none"> use concrete materials and pictures to help them count. identify equal groups count the number of groups. count the number of objects in each group. count the total number of objects. count in multiples of 2, 5 and 10. double numbers to 10. use tens frames to work out doubling.

			<ul style="list-style-type: none">• create equal groups.• share objects one by one.
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St Anne's C of E Primary School Curriculum Plan

Subject: Maths

Year: 1

Term: Summer



Unit: Fractions



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
Fraction Whole Parts of a whole Equal part Equal group Half	<ul style="list-style-type: none"> when you half an object or a group you have two equal parts when you quarter an object or a group you have four equal parts <p>Stem Sentences</p> <p>The whole is shared into two equal parts. Each part is one half of the whole.</p> <p>The whole is shared into four equal parts. Each part is one quarter of the whole.</p>	<ul style="list-style-type: none"> the concept of equal groups. the term 'equal' means the same amount. shapes can be halved or quartered in different ways. 	<ul style="list-style-type: none"> divide a small number of objects in half or into quarters by placing them in 2 or 4 equal groups. recognise two and four equal parts. use concrete materials to show that something halved will result in two identical amounts. use concrete materials to show that something split into quarters will result in four identical amounts. identify equal groups

Halves			
One of two equal parts			
Quarter			
Quarters			
One of four equal parts			

St Anne's C of E Primary School Curriculum Plan

Subject: Maths

Year: 1

Term: Summer



Unit: Position and direction



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>position</p> <p>over, under, underneath</p> <p>above, below</p> <p>top, bottom, side</p> <p>on, in</p> <p>outside, inside</p> <p>around</p> <p>in front, behind</p> <p>front, back</p> <p>beside, next to</p>	<ul style="list-style-type: none"> the ordinal terminology of positions up to tenth. right and left. an object will face in the same direction after completing a full turn. 	<ul style="list-style-type: none"> the ordinal terminology in numerical and word forms. the language "full, half, quarter and three-quarter" to describe turns. 	<ul style="list-style-type: none"> determine position, using terms such as 'before' and 'after'. use the word 'between' and 'next to' to describe position. describe the movements of objects from different starting points. explore different movements using directional language practically both in and out of the classroom.

<p>opposite</p> <p>apart</p> <p>between</p> <p>middle, edge</p> <p>centre</p> <p>corner</p> <p>direction</p> <p>journey</p> <p>left, right</p> <p>up, down</p> <p>forwards, backwards, sideways across</p> <p>next to, close, near, far</p> <p>along</p> <p>through</p> <p>to, from, towards, away from movement</p> <p>slide</p> <p>roll</p> <p>turn</p> <p>stretch, bend</p> <p>whole turn, half turn, quarter turn, three-quarter turn</p>			
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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
<p>Number</p> <p>Zero, one, two, three to twenty, and beyond</p> <p>None</p> <p>Count (on/up/to/from/ down/ forward / backwards)</p> <p>Before, after</p> <p>More, less, many, few, fewer, least, fewest, smallest, greater, lesser</p> <p>Equal to, the same as</p>	<ul style="list-style-type: none"> 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 <p>Stem Sentences</p> <p>One, two... There are _____ objects</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.

<p>Odd, even</p> <p>ones, tens</p> <p>Ten more/less</p> <p>Digit – the numerals 0 -9 which then make up a number</p> <p>Numeral - the way we write number</p> <p>Figure(s)</p> <p>Compare</p> <p>(In) order/a different order</p> <p>Size – How big is the number?</p> <p>Value – what is the number worth?</p> <p>Between, halfway between</p> <p>Estimate – a good guess</p>	<p>There is one ten and ____ ones</p> <p>The 1 means one ten and the ____ means ____ one(s)</p> <p>____ is equal to ten plus ____</p> <p>There are more ____ than ____</p> <p>There are fewer ____ than ____</p> <p>1 more than ____ is ____</p> <p>1 less than ____ is ____</p>		<ul style="list-style-type: none"> recognise the number of objects in a group without counting them up to 5
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St Anne's C of E Primary School Curriculum Plan

Subject: Maths

Year: 1

Term: Summer



Unit: Money



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
money coin penny, pence, pound price, cost buy, sell spend, spent pay change dear, costs more cheap, costs less, cheaper costs the same as	<ul style="list-style-type: none"> all the coins: 1p 2p 5p 10p 20p 50p £1 and £2 all of the notes: £5, £10, £20, £50 they have to combine some coins to make other values, e.g there is no 3p coin so you need to use 1p+1p+1p or 1p + 2p. 	<ul style="list-style-type: none"> the value of each coin. different values can be made by using combinations of coins, e.g ten 1p coins make 10p. one note can represent many pounds. one note may be worth many times that value of another note. 	<ul style="list-style-type: none"> use their knowledge of number bonds to total different combinations of coins or notes. use their knowledge of counting in 2s 5s and 10s to count money efficiently.

how much ...?			
how many ...?			
total			

St Anne's C of E Primary School Curriculum Plan

Subject: Maths

Year: 1

Term: Summer



Unit: Time



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>days of the week, Monday, Tuesday, Wednesday ...</p> <p>months of the year (January, February ...)</p> <p>seasons: spring, summer, autumn, winter</p> <p>day, week, weekend, month, year birthday</p>	<ul style="list-style-type: none"> the days of the week. know there are seven days in a week the months of the year. o'clock times using analogue clocks. when the minute hand is pointing towards the 12, it is an o'clock time. half past times. that when the minute hand is pointing towards the 6, it is half past the hour 	<ul style="list-style-type: none"> the difference between week days and the weekend. some months have the same number of days and some months don't. the hour hand on a clock is the shorter hand and the minute hand is the longer hand. they need to look at the hour hand to know which hour it is. at half past times, the minute hand has travelled half way around the clock from the twelve to the six and the hour 	<ul style="list-style-type: none"> order events using 'before' and 'after'. use the language: morning, afternoon and evening. describe the activities that they do in the morning, the afternoon and the evening. use today, yesterday and tomorrow correctly. say special dates within a year, e.g. their birthday. decide which activities are measured in each unit of time: seconds, minutes and hours.

<p>morning, afternoon, evening, night bedtime, dinner time, playtime today, yesterday, tomorrow</p> <p>before, after, earlier, later</p> <p>next, first, last now, soon, early, late</p> <p>quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest</p> <p>takes longer, takes less time</p> <p>how long ago? how long will it be to ...? how long will it take to ...? how often?</p> <p>always, never, often, sometimes</p> <p>hour, o'clock, half past, quarter past, quarter to clock, clock face, watch, hands hour hand, minute hand hours, minutes</p>		<p>hand is half way between the hours.</p> <ul style="list-style-type: none"> • the difference between seconds, minutes and hours. • Pupils understand that when someone wins a race, the length of time will be shorter and if someone takes longer, the length of time will be larger. 	<ul style="list-style-type: none"> • use suitable equipment to measure durations of time. • compare amounts of time using vocabulary: faster, slower, earlier, later.
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