St Mary's C of E (VA) Primary School

Mathematics Scheme of Work – YEAR 1

Mathematics Strand	NC Requirement	Resources/Time	Success Criteria (Outcome)
NUMBER **Number and place value**	**By the end of Year 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 • 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 and write numbers from 1 to 20 in numerals and words.	• Number cards, • Number lines 0-100, • Hundred squares. • Numicon • Place value cards • Multilink • Base 10	• Children fluently read, count and write in numerals and words to 100.
Addition and subtraction	• 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.	• Number cards, • Number lines 0-100, • Hundred squares. • Numicon • Counting bears (or similar) • Peg boards • Multilink • Base 10	• Children fluently use number bonds to 20 for addition and subtraction including within one-step word problems. • Children use various concrete objects and pictorial representations to help solve addition and subtraction problems.
Multiplication and division	• 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.	• Number cards, • Number lines 0-100, • Hundred squares. • Numicon	• Children use various concrete objects and pictorial representations to solve multiplication and

		• Counting bears (or similar) • Peg Boards • Multilink • Base 10	division problems including one-step problems.
Fractions	• 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.	• Fraction fans • Counting bears (or similar) • Peg boards • Numicon • Multilink • Base 10	• To confidently identify half and quarter in various forms.
MEASUREMENT	• compare, describe and solve practical problems for: *- lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half),* *- mass or weight (e.g. heavy/light, heavier than, lighter than),* *- capacity/volume (full/empty, more than, less than, quarter),* *- time (quicker, slower, earlier, later)* • measure and begin to record the following: *- lengths and heights,* *- mass/weight,* *- capacity and volume,* *- time (hours, minutes, seconds)* • recognise and know the value of different denominations of coins and notes • sequence events in chronological order using language such as: *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.	• Metre rulers • Rulers • Tape measures • Scales • Balance scales • Measuring jugs/tubes • Numicon • 1p, 2p, 5p, 10p, 20p, 50p, £1, £2 coins • £5, £10 and £20 notes • Clocks • Calendars/timetables	• To accurately identify and measure length, weight and capacity using the correct units of measurement. • To identify various denominations of money including all coins. • Fluently recognise and use correct sequencing language for time periods. • Children to tell the time to the nearest half hour.

GEOMETRY **Properties of shapes**	• recognise and name common 2-D and 3-D shapes, including: *- 2-D shapes (e.g. rectangles (including squares), circles and triangles)* *- 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).*	• 2D/3D shapes	• To recognise and name 2D and 3D shapes fluently. • To begin to identify properties including differences between flat and solid shapes.
Position and direction	• describe position, directions and movements, including half, quarter and three-quarter turns.	• Compasses • Measuring tapes • Numicon	• To accurately use positional language including fractions.