Hallfield Primary School

Growing, Learning, Achieving Together

Year 1 Maths Curriculum Overview

A Structure for Mathematics

The sequence for teaching builds skills over time with a deep understanding of mathematical concepts that can be applied to a range of concepts. Throughout a lesson, teachers should plan to include opportunities to practice, use and apply, problem solve and reason and explain. As per the Curriculum, Teaching and Learning policy, the teaching of mathematics embeds the principles of mastery and quality first teaching. Teachers use the practices of metacognition and self-regulation as well as managing cognitive load when planning and teaching. The following framework offers practical guidance and should be referred to in planning.

Prior knowledge

Teachers should be clear about the children's prior learning before entering the new teaching unit and how they are building on these to move children forward, as well as introducing new skills and concepts. The overview below shows how in each year group concepts are revisited and built on throughout a year.

Vocabulary

At the beginning of each new unit, children will be introduced to key vocabulary relevant to the unit. Throughout the unit these words will be learned and revisited. The vocabulary progresses throughout the year groups and is revisited within similar units from Year 1-6.

Discover

Within a lesson, a 'Discover Challenge' is introduced to the students linked to the main learning of the lesson. Here the children explore new maths problems and have a chance to tackle a challenge applying the maths knowledge they already know. The teacher encourages any strategies and children should not be afraid to make mistakes as a culture of learning from mistakes is embedded into lessons.

Share

Following on from the Discover, the children and teacher have a chance to share their strategies for how they approached the Discover questions. Often there are multiple solutions- this encourages different ideas, thinking and approaches within the class.

Think together

Next in the 'Think together' section the children and teacher have a go at some similar problems together. The children use what they have learnt to approach new but similar challenges. The main teaching input takes place in this section and the children have a chance to practise methods and strategies using models before doing their independent work.

Independent task

Having received the teaching input, the children progress onto their independent learning. The learning in books is designed to develop fluency of their knowledge and skills. The tasks set follow a pattern of practice to use and apply which aim to develop fluency of a skill involving a range of representations. Having practiced the skill, the following challenges aim to develop problem solving and reasoning skills and develop a deeper understanding of key ideas and concepts.

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End of unit check

Having covered a unit in a block of lessons, the children complete an 'End of Unit' check, which involves a set of questions covering all the knowledge, skills and concepts that have been taught. This is useful for teachers to address any misconceptions and gaps in learning that can be planned for in future lessons.

Term	Mathematical strand	Key coverage
Autumn	Number and Place Value	Numbers to 10 Counting objects to 10 Counting backwards from 10 to 0 Counting one more and less Comparing numbers of objects First, second, third…
	Number - addition and subtraction	Number bonds to 10 Finding the whole – adding together Finding a part Finding and making number bonds Finding addition facts Solving word problems – addition Subtraction – how many are lež ? Related facts – addition and subtraction Subtraction – counting back Subtraction – finding the difference Solving word problems – subtraction
	Geometry	Naming 3D shapes Naming 2D shapes Making patterns with shapes
	Number and Place Value	Counting and writing numbers to 20 Tens and ones Counting one more, one less Comparing numbers
Spring	Number and Place Value	Add by counting on Adding ones Add by making 10 Subtracting ones Subtracting tens and ones Subtraction – crossing the Addition and subtraction facts to 20 Solving word and picture problems – addition and subtraction

	Number - addition and subtraction	Counting to 50 Tens and ones Representing numbers to 50 Counting in 2s Counting in 5s
	Measurement	Comparing lengths and heights Non-standard units of measure Comparing weight Measuring weight Comparing weight using measuring Comparing capacity Measuring capacity Solving word problems – weight and capacity
Summer	Number- Multiplication and Division	Making equal groups Adding equal group Making simple arrays Making simple arrays Sharing equally
	Fractions	Finding halves Finding quarters Solving word problems – halves and quarters
	Geometry- position and direction	Solving word problems – halves and quarters Describing positions
	Number and Place Value	Counting to 100 Exploring number pattern Partitioning numbers Comparing and ordering numbers Bonds to 100
	Measurement: Time	Using before and after Using before and after Telling time to the hour and half hour Comparing time
	Measurement: Money	Recognising coins Recognising notes Counting with coins