Mathematics

Year 1: Autumn Term

Maths Cultural Capital = In every lesson, where possible, try to include pedagogy so pupils are expected to apply their maths knowledge and skill to different problems and subject contexts across the curriculum.
Differentiation – Please see teachers' weekly planning for challenging the exceeding pupils and ensuring access for the emerging pupils. Also, refer to the SEND pupils IEP's to ensure their needs are included.
Minimum expectations for AfL strategies in Maths lessons = targeted questioning, mini whiteboards, peer talk, modelling.
Developing pupils' long term memory skills - use – LAST/LAST/LAST strategy linked to WALTs for the lesson.

Term	Week	National Curriculum Statement	WALT Intent	Success Criteria Impact	Key Questions and NC skills developed in the activities Implementation	Resources	Vocabulary
Autumn 1 1.1 Number Sense WALT: 1b	Week 1 Number Sense, Place Value	1a Count to and across 100, forwards and backwards, beginning with 0 or 1	WALT:1a Count forwards and backwards to 30 in ones and to 50 in tens	I can count to and across 30 forwards and backwards. I can count to and across 50 from any given number.		50 bead strings First 3 lines of 100 square Counters Cubes Place value cards Counting number 30 cm ruler Number line	Forward, backward, Ten, twenty, thirty,
	Week 2 Number Sense Place Value	Count, read and write numbers to 100 in numerals	WALT:1b Count and read numbers to 30	I can count to 30 I can read numbers to 30		50 bead strings First 3 lines of 100 square Counters Cubes Place value cards Counting number 30 cm ruler	Count, counting, numbers, Count on
	Week 3	Count in multiples including 2s, 5s	WALT: 1a. Count in multiples of	I can count in multiples of 2s.		100 bead strings 100 square Counters	Count, multiples, Twos (2s)Fives (5s), Tens (10s)

		and 10s.	2s, 5s and 10s.	I can count in multiples of 5s. I can count in multiple of 10s.		Cubes	Count on, sets, groups
	Week 4 Number Sense Place Value	Given a number, identify 1 more and 1 less.	WALT: Identify one more and one less from a given number.	I can identify one more from a given number. I can identify one less from a given number.		Counters, counting objects, cubes, paper clips, Place value cards	One more, the next counting number, One less, the counting number before Ten, twenty, thirty and beyond
	Week 5	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	WALT: Identify and represent numbers using objects.	I can use represent numbers using objects.		Counters, objects for counting, number lines strips, rulers, Number cards, place value charts, number fans, deines, numicons	equal to, more than, less than (fewer), most, least, represent, numbers, number line, objects, identify
	Week 6 Place Value	*Given a number, identify one more and one less*	WALT: Identify 1 more and 1 less from a given number	I can use the 1-9 pattern of numbers to help me		100 square Place value cards	1 more 1 less number
Autumn 2	Week 1 Addition and Subtraction	Read, write and interpret mathematical statements involving + - = signs	WALT: Read, write and interpret mathematical statements involving + - = signs	I know the + means to add I know the – means to subtract		Number cards Sign cards	Plus Add Subtract Equal Equal to Take away minus

	Week 2 Addition and Subtraction	Represent and use number bonds and related subtraction facts within 20 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as such as 7 = □ –9	WALT: represent and use number bonds and related subtraction facts within 20 represent and use number bonds and related subtraction facts within 20	Read the task carefully. I count the counters carefully. I can use a pattern to find all the number bonds		Numicons/plates Counters Tens frames Interlocking cubes	Addition Subtraction Plus Minus Total Equal Count on Count back
	Week 3 Measurement	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 the following Length and height	WALT: Compare, describe and solve practical Problems for . Lengths & heights Measure and record length and heights	I can use measuring equipment accurately starting at 0 I can use vocabulary of length, height I can use vocabulary of cm and m		Rulers, metre sticks Tape measures, Modelling dough Ten frames	Lengths Heights Long / short, Longer /shorter Tall / short Double / half Mass or weight More than Less than Centimetre Metre Ruler Tape
	Week 4 Measurement Time	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.	WALT: Sequence events in order	I can sequence events in time order I can use the correct vocabulary to sequence events			Before After First Next Today Yesterday Tomorrow Morning

		Recognise and use language relating to dates, including days of the week, weeks, months and years.					Evening
	Week 5 Geometry Properties and shapes	Recognise and name common 2-D shapes, including: - 2-D shapes [for example, rectangles (including squares), circles and triangles]	WALT: Name and describe 2-D shapes including squares, rectangles, circles and triangles	I can identify different shapes I can recognise a triangle with 3 sides and 3 corners I know that a square has 4 equal sides I know that a rectangle has 2 long sides and 2 short sides		2- D shapes including squares, Rectangles, circles, triangles, counters rulers	Triangles, rectangles, circles, triangles, shapes, properties
	Week 6	Recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres	WALT: Recognise and name 3-D shapes including Cuboids, cubes, spheres and pyramids	I can identify different 3D shapes I can describe 3d shapes		3-D shapes Food containers/boxes including cylinders, spheres, cubes, cuboids, cubes	Cuboids Spheres Pyramids Cubes Cylinder 3-D properties