

# Bryn Offa C of E Primary School

## Year 1- Autumn

### Teacher Planning & Assessment Tool - Maths

Topic	Curriculum Objective
Counting	<ul style="list-style-type: none"> <li>To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>To 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.</li> </ul>
Addition and subtraction to 5 or more (part 1)	<ul style="list-style-type: none"> <li>To read and write numbers from 1 to 20 in numerals and words.</li> <li>When given a number, identify one more and one less.</li> <li>To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>To add and subtract one-digit and two-digit numbers to 20, including zero.</li> </ul>
Addition and subtraction to 5 or more (part 2)	<ul style="list-style-type: none"> <li>To add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>To solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>
Addition totals to 10	<ul style="list-style-type: none"> <li>To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>To represent and use number bonds and related subtraction facts within 20.</li> <li>To add and subtract one-digit and two-digit numbers to 20 (9 + 9, 18 - 9), including zero.</li> </ul>
Properties of shape	<ul style="list-style-type: none"> <li>To recognise and name common 2D and 3D shapes, including:               <ul style="list-style-type: none"> <li>2D shapes (rectangles (including squares), circles and triangles)</li> <li>3D shapes (cuboids (including cubes), pyramids and spheres).</li> </ul> </li> </ul>
Addition and subtraction to 10	<ul style="list-style-type: none"> <li>To represent and use number bonds and related subtraction facts within 20.</li> <li>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>
Counting and number order	<ul style="list-style-type: none"> <li>To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens.</li> <li>To 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.</li> <li>To read and write numbers from 1 to 20 in numerals and words.</li> </ul>
Place value and comparing quantities and numbers	<ul style="list-style-type: none"> <li>When given a number, identify one more and one less.</li> <li>To 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.</li> <li>To read and write numbers from 1 to 20 in numerals and words.</li> </ul>
Developing mental strategies for addition	<ul style="list-style-type: none"> <li>To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>To represent and use number bonds and related subtraction facts within 20.</li> <li>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>
Subtraction as difference	<ul style="list-style-type: none"> <li>To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>To represent and use number bonds and related subtraction facts within 20.</li> <li>To add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>
Measures	<ul style="list-style-type: none"> <li>To compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>lengths and heights (long/short, longer/shorter, tall/short, double/half)</li> <li>mass or weight (heavy/light, heavier than, lighter than)</li> <li>capacity/volume (full/empty, more than, less than, quarter)</li> <li>time (quicker, slower, earlier, later).</li> </ul> </li> <li>To recognise and know the value of different denominations of coins and notes.</li> </ul>
Addition and subtraction using money	<ul style="list-style-type: none"> <li>To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>To represent and use number bonds and related subtraction facts within 20.</li> <li>To add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</li> </ul>

# Bryn Offa C of E Primary School

## Year 1- Spring

### Teacher Planning & Assessment Tool – Maths

Topic	Curriculum Objective
Counting, reading and writing number patterns	<ul style="list-style-type: none"> <li>● To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>● To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens.</li> <li>● When given a number, identify one more and one less.</li> <li>● To read and write numbers from 1 to 20 in numerals and words.</li> </ul>
Doubles and near doubles	<ul style="list-style-type: none"> <li>● To represent and use number bonds and related subtraction facts within 20.</li> <li>● To add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>
Grouping and sharing	<ul style="list-style-type: none"> <li>● To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul>
Fractions	<ul style="list-style-type: none"> <li>● To recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> </ul>
Measures, including time	<ul style="list-style-type: none"> <li>● To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</li> <li>● To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>● To measure and begin to record the following:               <ul style="list-style-type: none"> <li>● lengths and heights</li> <li>● mass/weight</li> <li>● capacity and volume</li> <li>● time (hours, minutes, seconds).</li> </ul> </li> </ul>
Addition and subtraction to 15	<ul style="list-style-type: none"> <li>● To add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>● To solve one-step problems that involve addition and subtraction, using objects and pictorial representations, and missing number problems.</li> </ul>
Counting and place value	<ul style="list-style-type: none"> <li>● To count, read and write numbers to 100 in numerals, count in different multiples including ones, twos, fives and tens.</li> <li>● When given a number, identify one more and one less.</li> <li>● To 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.</li> </ul>
Addition and subtraction beyond totals of 10	<ul style="list-style-type: none"> <li>● To add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>
Grouping and sharing	<ul style="list-style-type: none"> <li>● To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul>
Shape, position and movement	<ul style="list-style-type: none"> <li>● To recognise and name common 2D and 3D shapes, including:               <ul style="list-style-type: none"> <li>● 2D shapes (rectangles (including squares), circles and triangles)</li> <li>● 3D shapes (cuboids (including cubes), pyramids and spheres).</li> </ul> </li> <li>● To describe position, directions and movements, including half, quarter and three- quarter turns.</li> </ul>
Measuring and time	<ul style="list-style-type: none"> <li>● To compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>● lengths and heights (long/short, longer/shorter, tall/short, double/half)</li> <li>● mass or weight (heavy/light, heavier than, lighter than)</li> <li>● capacity/volume (full/empty, more than, less than, quarter)</li> <li>● time (quicker, slower, earlier, later).</li> </ul> </li> <li>● To measure and begin to record the following:               <ul style="list-style-type: none"> <li>● lengths and heights</li> <li>● mass/weight</li> <li>● capacity and volume</li> <li>● time (hours, minutes, seconds).</li> </ul> </li> <li>● To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</li> </ul>
Addition and subtraction totals to 10	<ul style="list-style-type: none"> <li>● To add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>

# Bryn Offa C of E Primary School

## Year 1- Summer

### Teacher Planning & Assessment Tool – Maths

Topic	Curriculum Objective
Addition to totals to 10	<ul style="list-style-type: none"> <li>● To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>● To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens.</li> <li>● To 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.</li> <li>● To read and write numbers from 1 to 20 in numerals and words.</li> </ul>
Addition and subtraction to 20	<ul style="list-style-type: none"> <li>● To represent and use number bonds and related subtraction facts within 20.</li> <li>● To add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>
Fractions	<ul style="list-style-type: none"> <li>● To recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>● To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>
Multiplication and division	<ul style="list-style-type: none"> <li>● To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul>
Measuring	<ul style="list-style-type: none"> <li>● To measure and begin to record the following: <ul style="list-style-type: none"> <li>● lengths and heights</li> <li>● mass/weight</li> <li>● capacity and volume</li> <li>● time (hours, minutes, seconds).</li> </ul> </li> </ul>
Moving and turning	<ul style="list-style-type: none"> <li>● To describe position, directions and movements, including half, quarter and three- quarter turns.</li> </ul>
Number and place value	<ul style="list-style-type: none"> <li>● When given a number, identify one more and one less.</li> <li>● To 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.</li> </ul>
Addition and subtraction	<ul style="list-style-type: none"> <li>● To add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>● To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>
Fractions	<ul style="list-style-type: none"> <li>● To recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>● To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>
Multiplication and division	<ul style="list-style-type: none"> <li>● To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul>
Time and using standard units	<ul style="list-style-type: none"> <li>● To measure and begin to record the following: <ul style="list-style-type: none"> <li>● lengths and heights</li> <li>● mass/weight</li> <li>● capacity and volume</li> <li>● time (hours, minutes, seconds).</li> </ul> </li> <li>● To recognise and use language relating to dates, including days of the week, weeks, months and years.</li> <li>● To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>
Addition to totals to 10	<ul style="list-style-type: none"> <li>● To order and arrange combinations of objects and shapes in patterns.</li> <li>● To recognise and name common 2D and 3D shapes, including: <ul style="list-style-type: none"> <li>● 2D shapes (rectangles (including squares), circles and triangles)</li> <li>● 3D shapes (cuboids (including cubes), pyramids and spheres).</li> </ul> </li> </ul>