# Vine Core Curriculum

**Termly Curriculum Overviews – Maths**                                                                **Year Group - Year 1**

| | Autumn | Spring | Summer |
|---|---|---|---|
| Number and Place Value | · count to *(20),* forwards and backwards, beginning with 1<br>**· given a number, identify one more and one less.**<br>· identify and represent numbers using objects and pictorial representations including the number line, and use the language of: more than, less than (fewer) | · count to forwards and backwards, beginning with 0 or 1, or from any given number.<br>**· given a number, identify one more and one less.**<br>· identify and represent numbers using objects and pictorial representations including the number line, and use the language of: more than, less than (fewer), most, least | · count to and across 100 *(20),* forwards and backwards, beginning with 0 or 1, or from any given number.<br>**· given a number, identify one more and one less.**<br>· 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 |
| Addition and Subtraction | **· represent and use number bonds and related subtraction facts to 10**<br>· add and subtract one-digit numbers to 20<br>· read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs<br>· solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations. | **· represent and use number bonds and related subtraction facts to and within 20**<br>· add and subtract one-digit numbers to 20, including zero<br>· read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs<br>**· add and subtract one-digit and two-digit numbers to 20, including zero**<br>· solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations. | **· represent and use number bonds and related subtraction facts within 20 (*to 10*)**<br>· read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs<br>**· add and subtract one-digit and two-digit numbers to 20, including zero**<br>· solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = [] - 9. |
| Multiplication and Division | **· Count in twos**<br>**· Count in tens** | **· Count in twos**<br>**· Count in tens**<br>**· Count in fives**<br>· solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher | **· Count in twos**<br>**· Count in tens**<br>**· Know the two and ten timestable**<br>**· Count in fives**<br>· 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 |
| Fractions | **· recognise, find and name a half as one of two equal parts of an object, shape or quantity** | **· recognise, find and name a half as one of two equal parts of an object, shape or quantity** | **· recognise, find and name a half as one of two equal parts of an object, shape or quantity**<br>· recognise, find and name a quarter as one of four equal parts of an object, shape or quantity |

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| Money | | · recognise and know the value of different denominations of coins and notes | · recognise and know the value of different denominations of coins and notes |
| Shape and Geometry | ·recognise and name common 2-D and 3-D shapes, including:<br>• 2-D shapes [e.g. rectangles (including squares), circles and triangles)]<br>• 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres] | ·recognise and name common 2-D and 3-D shapes, including:<br>• 2-D shapes [e.g. rectangles (including squares), circles and triangles)]<br>• 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres] | ·recognise and name common 2-D and 3-D shapes, including:<br>• 2-D shapes [e.g. rectangles (including squares), circles and triangles)]<br>• 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]<br>· describe position, directions and movements, including whole, half, quarter and three-quarter turns. |
| Measure | · compare, describe and solve practical problems for:<br>• lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]<br>· measure and begin to record the following:<br>• lengths and heights | · compare, describe and solve practical problems for:<br>• lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]<br>• mass or weight [e.g. heavy/light, heavier than, lighter than]<br>· measure and begin to record the following:<br>• lengths and heights<br>• mass/weight | · compare, describe and solve practical problems for:<br>• lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]<br>• mass or weight [e.g. heavy/light, heavier than, lighter than]<br>• capacity/volume [full/empty, more than, less than, quarter]<br>· measure and begin to record the following:<br>• lengths and heights<br>• mass/weight<br>• capacity and volume |
| Time | · sequence events in chronological order using language [such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]<br>· recognise and use language relating to dates, including days of the week, weeks, months and years<br><br>· tell the time to the hour and draw the hands on a clock face to show these times. | · sequence events in chronological order using language [such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]<br>· recognise and use language relating to dates, including days of the week, weeks, months and years<br><br>· tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.<br>· compare, describe and solve practical problems for time [quicker, slower, earlier, later] | · sequence events in chronological order using language [such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]<br>· recognise and use language relating to dates, including days of the week, weeks, months and years<br><br>· tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.<br>· compare, describe and solve practical problems for time [quicker, slower, earlier, later]<br>· measure and begin to record the following time [hours, minutes, seconds] |
| Data | · Pupils organise and compare information | · Pupils record, collate, organise and compare information | · Pupils record, interpret, collate, organise and compare information |