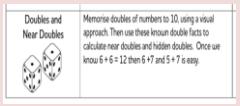
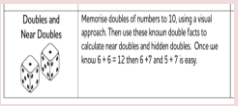
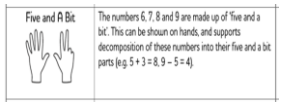
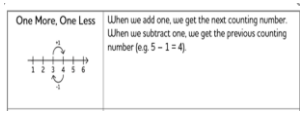
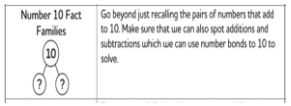
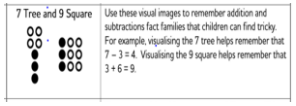
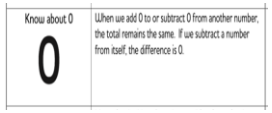
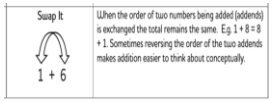
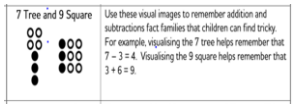
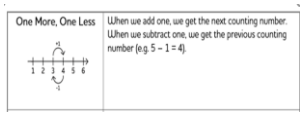
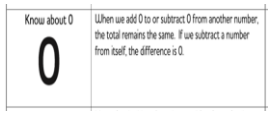
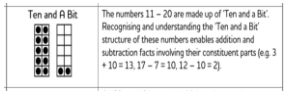
Year 1 Maths Overview – 2024-2025

Documents for reference: The Primary National curriculum, NCETM and Number Sense Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 Prove its in books	Summer 2 Mental maths to be recorded in books – retrieval of all flashy facts
Flashy facts	Count, read and write numbers (in numerals) to 20 Counting forwards and backwards from any given number to 20 including one more/less Counting sticks to be in place Recap of odd/even numbers along numberline.	Count, read and write numbers (in numerals and words) to 20 Fluency of addition and subtraction facts within 10 Doubles  	Number bonds to 20 Counting forwards and backwards from any given number up to 100 including one more and one less	Count in multiples of 2s, 5s and 10s Fluency of addition and subtraction facts within 10	Count, read and write numerals to 100 Given a number identify one more or one less of any given number	Count in multiples of 2s, 5s and 10s with fluency Doubles  linked to four operations
Week 1	**Foundations in number** Subitising quantities 1-5, and subitising structured arrangements for quantities 6-10 count, read and write numbers to 5 **Number – number and place value** count, read and write numbers to 10 in numerals; building a deep and visual understanding of 10	**Number – addition and subtraction** Make and break 5 Five and a bit  	**Number – addition and subtraction** represent and use number bonds and related subtraction facts within 20 memorise and reason with number bonds to 20	**Number – multiplication** count in multiples of twos, fives and tens to develop recognition of patterns in the number system (e.g odd/even)	**Measurement** compare, describe and solve practical problems for: ♣ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ♣ mass/weight [for example, heavy/light, heavier than, lighter than] ♣ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	**Geometry – properties of shapes** recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] know that rectangles, triangles, cuboids and pyramids are not always similar to each other and talk about differences

					♣ time [for example, quicker, slower, earlier, later]	
Week 2	**Number – number and place value** count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number given a number, identify one more and one less to 10 	**Number – addition and subtraction** make and break 10 memorise and reason with number bonds to 10 	**Number – addition and subtraction** solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9  Building on fact families	**Number – multiplication** 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	**Measurement** measure and begin to record the following: ♣ lengths and heights ♣ mass/weight ♣ capacity and volume ♣ time (hours, minutes, seconds)	**Number – addition** add one-digit and two-digit numbers to 20, including zero
Week 3	**Number – number and place value** 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 recognise quantities 1-10 twos-wise and five-wise on tens frames	**Number – addition and subtraction** add one-digit and two-digit numbers to 20, including zero   learning to use what you know to work out what you don't know	**Number – addition and subtraction** solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9  Building on fact families	**Number – 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 – number and place value** ♣ count, read and write numbers to 100 in numerals ♣ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100	**Number – subtraction** subtract one-digit and two-digit numbers to 20, including zero

		fluency of addition facts within 10				
Week 4	**Number – number and place value** read and write numbers from 1 to 20 in numerals; building a deep and visual understanding of the numbers and quantities 11 to 20 given a number, identify one more and one less to 20 	**Number – subtraction** subtract one-digit and two-digit numbers to 20, including zero  learning to use what you know to work out what you don't know fluency of addition and subtraction facts within 10	**Number – addition** solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9	**Measurement** recognise and know the value of different denominations of coins and notes	**Measurement** sequence events in chronological order using language [for example, 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 **Measurement** tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Link to fractions	**Geometry – position and direction** describe position, direction and movement, including whole, half, quarter and three quarter turns.
Week 5	**Geometry –shape** recognise and name common 2-D, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] recognise different orientation and sizes	**Number – number and place value** Count, read and write numbers to 20 in words Ten and a bit  Building the concept of place value	**Number subtraction** solve one-step problems that involve subtraction , using concrete objects and pictorial representations, and missing number problems such as 7 = – 9	**Number – addition and subtraction** ♣ 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 – fractions** recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	**Number – 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

				link to money **Interleaving opportunities/retrieval practice**		
Week 6	**Geometry –shape** recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] name these and related everyday objects fluently find 2D shapes within 3D shapes			**Number – fractions** recognise, find and name a half as one of two equal parts of an object, shape or quantity link to multiplication, division and shape		**Interleaving opportunities/retrieval practice**
Last week of term	**Interleaving opportunities/retrieval practice:** Prove its in books and retrieval rockets - quick quizzes					

Number – addition and subtraction

read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs