Year 1: Maths Curriculum Overview

Please note that not all schemes of work are currently available. PlanBee is working hard to complete the remaining schemes as quickly as possible.

PlanBee

	Autumn Term	Spring Term	Summer Term
Week 1	Let's identify numbers	Let's read, write and use numbers	Let's use numbers to 100
Week 2	Let's represent numbers	Let's count in twos, fives and tens	Let's use number facts
Week 3	Let's add objects	Let's learn number bonds	Let's halve and quarter
Week 4	Let's subtract objects	Let's make shapes	Let's find the total by grouping
Week 5	Let's identify 2D Shapes	What is half?	Let's share objects equally
Week 6	Let's compare length, height and mass	Let's tell the time	Which direction?
Week 7	Let's find one more and one less	Let's use a number line	Let's get confident with numbers
Week 8	Let's add and subtract objects	Let's count in multiples	Let's identify and use shapes
Week 9	Can you recognise these coins?	Let's solve missing number problems	Let's tell the time to half past the hour
Week 10	Let's find the value of coins	Let's make totals using coins (part 1)	Let's measure time
Week 11	Let's identify 3D shapes	Let's make totals using coins (part 2)	Let's use money
Week 12	Let's use time language	Let's compare mass and capacity	Let's measure

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Week 1	**Let's identify numbers** • 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 • read and write numbers from 1 to 20 in numerals and words	**Let's read, write and use numbers** • given a number, identify one more and one less • 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 • read and write numbers from 1 to 20 in numerals and words	**Let's use numbers to 100** • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • given a number, identify one more and one less • 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
Week 2	**Let's represent numbers** • 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 • read and write numbers from 1 to 20 in numerals and words	**Let's count in twos, fives and tens** • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	**Let's use number facts** • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • 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 7 = _ - 9
Week 3	**Let's add objects** • read and write numbers from 1 to 20 in numerals and words • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	**Let's learn number bonds** • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20	**Let's halve and quarter** • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object
Week 4	**Let's subtract objects** • read and write numbers from 1 to 20 in numerals and words • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	**Let's make shapes** • recognise and name common 2-D and 3-D shapes	**Let's find the total by grouping** • count in multiples of twos, fives and tens • 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
Week 5	**Let's identify 2D Shapes** • recognise and name common 2-D and 3-D shapes	**What is half?** • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object	**Let's share objects equally** • count in multiples of twos, fives and tens • 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
Week 6	**Let's compare length, height and mass** • compare, describe and solve practical problems for: - lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) - mass/weight (e.g. heavy/light, heavier than, lighter than)	**Let's tell the time** • sequence events in chronological order using language (e.g. before, after, next, first, today) • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw hands on a clock face to show these times	**Which direction?** • describe position, direction and movement, including whole, half, quarter and three quarter turns
Week 7	**Let's find one more and one less** • given a number, identify one more and one less • 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 • read and write numbers from 1 to 20 in numerals and words	**Let's use a number line** • read and write numbers from 1 to 20 in numerals and words • identify and represent numbers using objects and pictorial representations including the number line • given a number, identify one more and one less • count read and write numbers to 100 in numerals	**Let's get confident with numbers** • count read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • identify and represent numbers using objects and pictorial representations including the number line

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Week 8	**Let's add and subtract objects** • read and write numbers from 1 to 20 in numerals and words • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	**Let's count in multiples** • identify and represent numbers using objects and pictorial representations including the number line • count in multiples of twos, fives and tens • 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	**Let's identify and use shapes** • recognise and name common 2-D and 3-D shapes
Week 9	**Can you recognise these coins?** • recognise and know the value of different denominations of coins	**Let's solve missing number problems** • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • 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	**Let's tell the time to half past the hour** • compare, describe and solve practical problems for: - time (e.g. quicker, slower, earlier, later) • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw hands on a clock face to show these times • measure and begin to record the following - time (hours, minutes, seconds)
Week 10	**Let's find the value of coins** • recognise and know the value of different denominations of coins	**Let's make totals using coins (part 1)** • recognise and know the value of different denominations of coins • count in multiples of twos, fives and tens	**Let's measure time** • compare, describe and solve practical problems for: • time (e.g. quicker, slower, earlier, later) • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw hands on a clock face to show these times • measure and begin to record the following • time (hours, minutes, seconds)
Week 11	**Let's identify 3D shapes** • recognise and name common 2-D and 3-D shapes	**Let's make totals using coins (part 2)** • recognise and know the value of different denominations of coins and notes • count in multiples of twos, fives and tens	**Let's use money** • recognise and know the value of different denominations of coins and notes
Week 12	**Let's use time language** • sequence events in chronological order using language (e.g. before, after, next, first, today) • recognise and use language relating to dates, including days of the week, weeks, months and years	**Let's compare mass and capacity** • compare, describe and solve practical problems for: - mass/weight (e.g. heavy/light, heavier than, lighter than) - capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter) • measure and begin to record the following - lengths and heights - mass/weight - capacity and volume	**Let's measure** • compare, describe and solve practical problems for: - lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) - mass/weight (e.g. heavy/light, heavier than, lighter than) - capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter) • measure and begin to record the following - lengths and heights - mass/weight - capacity and volume