



Manor Drive Primary Academy

Maths Curriculum Overview

Year 1

| Block 1 | | | | | |
|---------|---|--|---|--|---|
| W1 | 1.1.1 Count forwards and backwards to 10 (revision) | 1.1.2 Count forwards to 20 from any number less than 20 (revision) | 1.1.2 Count backwards to 0 from any number between 11-20 (revision) | 1.1.5 Recognise numbers 1-20 in words | 1.1.6 Write numbers 1-20 using digits when heard aloud |
| W2 | 1.1.7 Understand place value of numbers up to 20 using dienes and number track | Add a single digit number to 10 mentally | 1.1.3 Recognise the pattern in counting numbers forwards (repeating ones and repeating tens) (revision) | 1.1.3 Recognise the pattern in counting numbers backwards (repeating ones and repeating tens) (revision) | 1.1.3 Count forwards to 100 from 0 |
| W3 | 1.1.3 Count forwards to 100 from 0 | 1.1.3 Count forwards from any number between 0-100 | 1.1.3 Count forwards from any number between 0-100 | 1.1.3 Count forwards from any number between 0-100 | 1.1.3 Count backwards from 100 to 0 |
| W4 | 1.1.3 Count backwards from 100 to 0 | 1.1.3 Count backwards from any number 0-100 | 1.1.3 Count backwards from any number 0-100 | 1.1.3 Count backwards from any number 0-100 | 1.1.3 Count forwards and backward from any number 0-100 |
| W5 | 1.1.3 Count forwards and backward from any number 0-100 | 1.1.4 Count forwards beyond 100 (to 110) | Manipulate and re-write basic equations with totals up to 10 using manipulatives to support (e.g. $4 + 3 = 5 + 2$) | Add near doubles inside 12 for numbers that are one apart (e.g. $3 + 4 = \text{double } 3 + 1$) | Add near doubles inside 12 for numbers that are two apart (e.g. $3 + 5 = \text{double } 3 + 2$) |
| W6 | 1.1.7 Understand place value of multiples of 10 (up to 100) using dienes and number square, relating them to each other | 1.1.7 Understand place value of 2-digit numbers using dienes | 1.1.7 Understand place value of 2-digit numbers using dienes | 1.1.7 Understand place value of 2-digit numbers using dienes | Consolidation of 1.1(a) Link to reasoning & problem-solving activities |

Block 2

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| W1 | <p>Consolidation of 1.1(a)</p> <p>Link to reasoning & problem-solving activities</p> | <p>1.1.7 Count forwards in steps of 10 (multiples of 10) understanding dienes as showing ones and tens and understanding conversion between the two</p> | <p>1.1.7 Count forwards in steps of 10 (non-multiples of 10) understanding dienes as showing ones and tens and understanding conversion between the two</p> | <p>1.1.7 Count backwards in steps of 10 (multiples of 10) using dienes</p> | <p>1.1.7 Count backwards in steps of 10 (non-multiples of 10) using dienes</p> |
| W2 | <p>Add numbers inside 10 by selecting a calculation strategy (+1, +2, double, near double, five-and-a-bit)</p> | <p>Add numbers inside 10 by selecting a calculation strategy (+1, +2, double, near double, five-and-a-bit)</p> | <p>Add numbers inside 10 by selecting a calculation strategy (+1, +2, double, near double, five-and-a-bit)</p> | <p>1.1.8 Count forwards and backwards in 2s from any even number between 0-20</p> | <p>1.1.8 Count forwards and backwards in 2s from any even number between 0-20</p> |
| W3 | <p>1.1.8 Count forwards and backwards in 2s from any odd number between 0-20</p> | <p>1.1.8 Count forwards and backwards in 2s from any even number between 0-100</p> | <p>1.1.8 Count forwards and backwards in 2s from any odd number between 0-100</p> | <p>1.1.9 Count forwards and backwards in 5s and 10s from any multiple of 5 between 0-100</p> | <p>1.1.9 Count forwards and backwards in 5s and 10s from any multiple of 5 between 0-100</p> |
| W4 | <p>Consolidation of 1.1(b)</p> <p>Link to reasoning & problem-solving activities</p> | <p>1.3.7 Partition 6-10 in part-whole 'cherry' models</p> | <p>1.3.7 Partition 6-10 in bar models</p> | <p>1.3.9 Subtract by considering what adds to one number to make a total (e.g. "7-5=___" can be considered as "What adds to 5 to equal 7?")</p> | <p>1.3.9 Subtract by considering what adds to one number to make a total (e.g. "7-5=___" can be considered as "What adds to 5 to equal 7?")</p> |
| W5 | <p>1.2.1 Recognise notes and coins as money and understand notation of £ and p, knowing that £1 = 100p</p> | <p>1.2.2 Describe and compare coins using mathematical language of colour, diameter and shape</p> | <p>1.2.2 Recognise 1p, 2p, 5p and 10p coins and calculate the value of collections of 1p, 2p, 5p and 10p (not mixed)</p> | <p>1.2.3 Recognise 20p, 50, £1 and £2 coins and calculate the value of collections of £1 and £2 coins (not mixed)</p> | <p>1.2.3 Recognise £5, £10 and £50 notes and calculate the value of collections of £5 and £10 notes</p> |
| W6 | <p>1.2.4 Calculate the value of mixtures of coins less than 20p, using manipulatives where necessary.</p> | <p>1.2.4 Calculate the value of mixtures of notes and £1 and £2 coins with a total value less than £20</p> | <p>1.2.5 Know the days of the week in order and that there are 7 days in a week, <u>beginning</u> also to spell them correctly</p> | <p>1.2.5 Know the days of the week in order and differentiate between the weekend and weekdays</p> | <p>1.2.6 Know the months of the year in order and that there are 12 months in a year, beginning also to spell them correctly</p> |

Block 3

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| W1 | 1.2.6 Recognise basic calendars and that they show how many days each month has; begin learning a rhyme for the number of days in each month | 1.2.7 Recognise dates on a basic calendar when given the dates in a written form | 1.2.7 Write dates in their short form from dates marked on a basic calendar | Consolidation of 1.2 Link to reasoning & problem-solving activities | Add 1 more to numbers inside 20 |
| W2 | Add 2 more to numbers inside 20 | 1.4.1 Measure objects to the nearest centimetre using a ruler and recognise how metre sticks and measuring tapes can be used for measuring greater lengths | 1.4.2 Know that the mass of objects can be measured using a scale or a balance with units of grams and kilograms being more appropriate depending on the mass | 1.4.3 Know that capacity is how much a container can hold and that it is measured in mL and L | 1.4.4 Know that time is measured in seconds, minutes and hours and know some typical events that are best measured in each |
| W3 | 1.4.5 & 1.4.6 Use rulers, metre sticks and unaided observations to determine which of two objects is the longest and to order three objects by length | 1.4.7 & 1.4.8 Use balance scales to determine which of two objects has the greater mass and to order three objects by mass | 1.4.9 & 1.4.10 Use measuring cylinders and other vessels to measure capacity and order three vessels by their capacity | 1.4.11 & 1.4.12 Order units of time, typical events and events where timings are given | 1.3.9 Double numbers 1-5 (revision) and numbers 6-9 (supported by ten-frames) |
| W4 | 1.3.9 Double numbers 1-5 (revision) and numbers 6-9 (supported by ten-frames) | 1.3.9 Double numbers 1-5 (revision) and numbers 6-9 (supported by ten-frames) | 1.5.1 Identify and count the corners and sides of a variety of regular and irregular 2D shapes | 1.5.1 Identify and count the corners and sides of a variety of regular and irregular 2D shapes | 1.5.2 Recognise and describe circles, rectangles, squares (regular rectangles), triangles (a variety), pentagons and hexagons (regular and irregular) |
| W5 | 1.5.2 Recognise and describe circles, rectangles, squares (regular rectangles), triangles (a variety), pentagons and hexagons (regular and irregular) | 1.5.3 Identify and count the faces, edges and vertices of a variety of regular and irregular 3D shapes | 1.5.3 Identify and count the faces, edges and vertices of a variety of regular and irregular 3D shapes | 1.5.4 Recognise and describe spheres, cubes, cuboids, pyramids, prisms and cylinders | 1.3.9 Add 1-digit numbers that are one apart using near doubles, e.g. 6+7 → double 6 +1 (supported by ten-frames) |
| W6 | 1.3.9 Add 1-digit numbers that are one apart using near doubles, e.g. 6+7 → double 6 +1 | 1.3.9 Add 1-digit numbers that are two apart using near doubles, e.g. 6+8 → double 6 +2 | 1.3.9 Add 1-digit numbers that are two apart using near doubles, e.g. 6+8 → double 6 +2 | 1.6.1 Know that finding half of a shape involves splitting the shape into two equal parts | 1.6.1 Know that finding half of a set involves splitting the set into two equal groups |

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| | (supported by ten-frames) | (supported by ten-frames) | (supported by ten-frames) | | |
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| Block 4 | | | | | |
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| W1 | 1.6.2 Use manipulatives to find half of even numbers to 20 using the symbol $\frac{1}{2}$ and the word 'half' | 1.6.3 Use dienes to find half of 20, 40, 60, 80 and 100 using the symbol $\frac{1}{2}$ and the word 'half' | 1.6.4 Know that finding quarter of a shape involves splitting the shape into four equal parts; know that this can be achieved by halving and then halving again | 1.6.4 Know that finding quarter of a set involves splitting the set into four equal groups; know that this can be achieved by halving and then halving again | 1.6.4 Know that finding quarter of a set involves splitting the set into four equal groups; know that this can be achieved by halving and then halving again |
| W2 | 1.6.5 & 1.6.6 Use manipulatives to find quarter of multiples of 4 up to 40 using the symbol $\frac{1}{4}$ and the word 'quarter' | Consolidation of 1.4 , 1.5 & 1.6 Link to reasoning & problem-solving activities | Consolidation of 1.4 , 1.5 & 1.6 Link to reasoning & problem-solving activities | 1.3.9 Use number facts to 10 to add 1-digit numbers to numbers 11-19, e.g. $14+3 \rightarrow 10+4+3$ (supported by ten-frames) | 1.3.9 Use number facts to 10 to add 1-digit numbers to numbers 11-19, e.g. $14+3 \rightarrow 10+4+3$ (supported by ten-frames) |
| W3 | 1.7.1 Use language of position (including prepositions and left/right) to describe relative position of objects | 1.7.2 Understand ordinal numbers with items in a list or lined up | 1.7.2 Use ordinal numbers to describe relative position (e.g. second from the left; third from the top) | 1.7.3 Use language to describe movement (e.g. up, down, forwards, backwards, left, right) | 1.7.4 Use language to describe turning (e.g. full turn, half turn), quarter turn |
| W4 | 1.7.5 Know which way the hands on a clock turn and recognise quarter turns clockwise and anti-clockwise | 1.7.6 Combine the language of movement and turning in real-life contexts | Consolidation of 1.7 Link to reasoning & problem-solving activities | Consolidation of 1.7 Link to reasoning & problem-solving activities | 1.3.9 Add 1-digit numbers to 9 by bridging through 10 e.g. $9+5 \rightarrow 9+1+4 \rightarrow 10+4$ (supported by ten-frames), understanding this as making 'friendly' numbers (supported by ten-frames) |
| W5 | 1.3.9 Add 1-digit numbers to 9 by bridging through 10 e.g. $9+5 \rightarrow 9+1+4 \rightarrow 10+4$ (supported by ten-frames), understanding this as making 'friendly' numbers (supported by ten-frames) | 1.3.9 Add 1-digit numbers to 9 by bridging through 10 e.g. $9+5 \rightarrow 9+1+4 \rightarrow 10+4$ (supported by ten-frames), understanding this as making 'friendly' numbers (supported by ten-frames) | 1.3.9 Add 1-digit numbers to 8 by bridging through 10 e.g. $8+5 \rightarrow 8+2+3 \rightarrow 10+3$ (supported by ten-frames), understanding this as making 'friendly' numbers (supported by ten-frames) | 1.3.9 Add 1-digit numbers to 8 by bridging through 10 e.g. $8+5 \rightarrow 8+2+3 \rightarrow 10+3$ (supported by ten-frames), understanding this as making 'friendly' numbers (supported by ten-frames) | 1.3.9 Add 1-digit numbers to 8 by bridging through 10 e.g. $8+5 \rightarrow 8+2+3 \rightarrow 10+3$ (supported by ten-frames), understanding this as making 'friendly' numbers (supported by ten-frames) |
| W6 | 1.8.1 & 1.8.3 Tell the time to the hour and half hour by focusing only on the hour hand | 1.8.2 Understand where the minute hand is on the hour and draw hands on the clock to show this | 1.8.4 Understand where the minute hand is on the half hour and draw hands on the clock to show this | 1.8.5 Solve time problems that involve counting on whole hours and counting back whole hours | Consolidation of 1.8 Link to reasoning & problem-solving activities |

Block 5

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| W1 | <p>Consolidation of 1.8</p> <p>Link to reasoning & problem-solving activities</p> | <p>1.3.9 Add two 1-digit numbers by selecting from a mixture of calculation strategies</p> | <p>1.3.9 Add two 1-digit numbers by selecting from a mixture of calculation strategies</p> | <p>1.3.9 Add two 1-digit numbers by selecting from a mixture of calculation strategies</p> | <p>1.3.9 Add two 1-digit numbers by selecting from a mixture of calculation strategies</p> |
| W2 | <p>Consolidation of 1.3(a)</p> <p>Link to reasoning & problem-solving activities</p> | <p>Consolidation of 1.3(a)</p> <p>Link to reasoning & problem-solving activities</p> | <p>1.3.1 Recognise addition as aggregating like objects using two groups to make totals less than 20 using manipulatives</p> | <p>1.3.1 Recognise addition as counting on using a hundred square, seeing that this is easier by starting from the greater number (commutative law)</p> | <p>1.3.1 Recognise addition as counting on using a number track, seeing that this is easier by starting from the greater number (commutative law)</p> |
| W3 | <p>1.3.2 Recognise subtraction as taking away like objects (reduction) using minuends less than 20 and subtrahends less than 10</p> | <p>1.3.2 Recognise subtraction as counting back on a hundred square, seeing that this must be done starting from the minuend and counting back the subtrahend</p> | <p>1.3.2 Recognise subtraction as counting back on a number track, seeing that this must be done starting from the minuend and counting back the subtrahend</p> | <p>1.3.3 Using dienes, recognise that numbers between 11 and 20 can be shown in multiple ways and that the equivalence of these can be shown using the equals sign (e.g. 11 ones = 1 ten and 1 one)</p> | <p>1.3.3 Using dienes, recognise that numbers between 21 and 40 can be shown in multiple ways and that the equivalence of these can be shown using the equals sign (e.g. 2 tens and 1 one = 1 ten and 11 ones)</p> |
| W4 | <p>1.3.3 Add a single digit number to a number between 11 and 30 using dienes without exchange (e.g. 22 + 4) and seeing how this relates to known number bond knowledge (e.g. 2 + 4)</p> | <p>1.3.3 Add a single digit number to a number between 11 and 30 using dienes including exchange (e.g. 18 + 5) and seeing how this relates to known number bond knowledge (e.g. 8 + 5)</p> | <p>1.3.3 Add ten to a two-digit number, first with dienes and then without, recognising this on a number track</p> | <p>Consolidation of 1.3(b)</p> <p>Link to reasoning & problem-solving activities</p> | <p>Consolidation of 1.3(b)</p> <p>Link to reasoning & problem-solving activities</p> |
| W5 | <p>1.3.9 Partition 11-19 in part-whole 'cherry' models</p> | <p>1.3.9 Partition 11-19 in bar models</p> | <p>1.3.9 Subtract by considering what adds to one number to make a total (e.g. "12-5=___" can be considered as "What goes with 5 to equal 12?")</p> | <p>1.3.9 Subtract by considering what adds to one number to make a total (e.g. "12-5=___" can be considered as "What goes with 5 to equal 12?")</p> | <p>1.3.9 Subtract by considering what adds to one number to make a total (e.g. "12-5=___" can be considered as "What goes with 5 to equal 12?")</p> |
| W6 | <p>1.3.13 Understand the addition symbol as representing aggregating answer related addition questions</p> | <p>1.3.13 Understand the addition symbol as representing augmenting and answer related addition questions</p> | <p>1.3.13 Understand the addition symbol as additive comparison (i.e. one set has more than another set) and answer related addition questions</p> | <p>1.3.14 Understand the subtraction symbol as representing partitioning parts of a whole and answer subtraction questions</p> | <p>1.3.14 Understand the subtraction symbol as representing reduction (taking away or reducing a quantity) and answer subtraction questions</p> |

Block 6

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| W1 | 1.3.14 Understand the subtraction symbol as representing and finding a difference and answer subtraction questions | 1.3.15 Relate addition and subtraction to augmenting and reduction contexts using objects (i.e. adding extra objects / removing objects) | 1.3.16 Relate addition and subtraction to aggregating and partitioning contexts using pictures (i.e. combining / splitting groups of objects) | 1.3.15 Relate addition and subtraction to comparison contexts using objects (e.g. one set has ___ more for addition / difference for subtraction) | 1.3.16 Relate addition and subtraction to comparison contexts using pictures (e.g. one set has ___ more for addition / difference for subtraction) |
| W2 | 1.3.10 Partition 20 in part-whole 'cherry' models using bonds to 10 as a guide | 1.3.11 Partition 20 in bar models | 1.3.17 Solve missing number addition calculations by identifying the addends and the total and knowing that the addends can be thought of as the parts and the total as the whole | 1.3.17 Solve missing number addition calculations by identifying the addends and the total and knowing that the addends can be thought of as the parts and the total as the whole | 1.3.17 Solve missing number addition calculations by identifying the addends and the total and knowing that the addends can be thought of as the parts and the total as the whole |
| W3 | 1.3.17 Solve missing number subtraction calculations by identifying the minuend, subtrahend and difference and knowing that the subtrahend and difference can be thought of as the parts and the minuend as the whole | 1.3.17 Solve missing number subtraction calculations by identifying the minuend, subtrahend and difference and knowing that the subtrahend and difference can be thought of as the parts and the minuend as the whole | 1.3.17 Solve missing number subtraction calculations by identifying the minuend, subtrahend and difference and knowing that the subtrahend and difference can be thought of as the parts and the minuend as the whole | 1.3.17 Find the missing number in addition and subtraction calculations with missing addend, total, minuend, subtrahend or difference | 1.3.18 Convert addition and subtraction equations into cherry diagrams |
| W4 | 1.3.18 Convert cherry diagrams into different addition and subtraction equations (e.g. $3 + 4 = 7$ $4 + 3 = 7$ $7 - 3 = 4$ $7 - 4 = 3$) | Consolidation of 1.3(c) Link to reasoning & problem-solving activities | Consolidation of 1.3(c) Link to reasoning & problem-solving activities | Consolidation of 1.3(c) Link to reasoning & problem-solving activities | Consolidation of 1.3(c) Link to reasoning & problem-solving activities |
| W5 | 1.9.1 Understand that multiplication can be seen as repeated addition; understand the use of the multiplication symbol and count in groups using manipulatives to show multiplication | 1.9.2 Understand that multiplication can be seen as repeated addition; understand the use of the multiplication symbol and count in groups using pictures to show multiplication | 1.9.3 Understand that division can be seen as repeated subtraction (grouping); understand the use of the division symbol and count in groups using manipulatives to show division | 1.9.4 Understand that division can be seen as repeated subtraction (grouping); understand the use of the division symbol and count in groups using pictures to show division | 1.9.5 Create arrays of objects to match given multiplication calculations |
| W6 | 1.9.5 Solve basic multiplication calculations using groups of 2 and 5 in arrays of objects or pictures. | 1.9.5 Solve basic division calculations using groups of 2 and 5 in arrays of objects or pictures. | 1.9.6 Create multiplication and division questions to match given arrays | Consolidation of 1.9 Link to reasoning & problem-solving activities | Consolidation of 1.9 Link to reasoning & problem-solving activities |

Arithmetic

Fractions

Geometry

Measures & Time

Properties of number and place value

Statistics