

Numeracy Overview for YEAR ONE All areas show what the children should be expected to know by the end of that term. Those above expectation should be aiming for the following terms objectives. Seasons to be taught throughout the year.

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<ul style="list-style-type: none"> Numbers to 20 (ordering, recognising teen numbers. Begin to plot on a number line.) one more/one less Read and begin to write addition problems (include adding 0). One step adding problems. Number bonds to 10. 	<ul style="list-style-type: none"> Numbers to 100 (multiples of 10.) Consolidate one more/one less. Read and write simple adding and subtraction problems (including taking away 0). Number bonds to 20. Doubling small numbers (up to 5.) 	<ul style="list-style-type: none"> Numbers to 100 (plotting multiples of 10 on a number line.) Counting in 2s and 10s forwards and backwards. Read, write and recognise 1 to 20 in numerals and words. Adding and subtraction problems including number bonds to 20. Use of number lines and 100 squares. Reinforce solving of addition and subtraction one-step problems.
<ul style="list-style-type: none"> 2d shape recognition (how many sides) Recognise, find and name halves of shapes. 	<ul style="list-style-type: none"> Consolidate halves of shapes and introduce quarters. Introduce 3D shapes and begin to recognise number of faces. 	<ul style="list-style-type: none"> Recap 2d and 3D shapes (comparing to everyday objects.) Recap halves and quarters using quantities and amounts.
<ul style="list-style-type: none"> Measure using non standard units (using cubes) Measure; Weight comparing heavier/lighter. 	<ul style="list-style-type: none"> Measure: Capacity using empty, half full, full. Measure: length using non standard units. Time; o'clock. Days of the week. 	<ul style="list-style-type: none"> Money: recognise coins to £1. Measure: time using o'clock and half past.
<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<ul style="list-style-type: none"> To recognise T and U and begin partitioning of numbers up to 100. Begin to plot TU on a number line to 100. Ordinal numbers (first, second, third.) Counting in 2s, 5s and 10s forwards and backwards. Odd/even numbers. Adding TU and U. Subtracting U from TU. Adding/taking away 0. Problem solving using + and - (including missing number problems: ? + 2 = 5.) 	<ul style="list-style-type: none"> Consolidate adding/subtracting TU and U. Halving and quartering small amounts. Introduce multiplication (sets of) Arrays in 2s, 5s and 10s (link with counting forward and back.) 	<ul style="list-style-type: none"> Read and write numerals to 100. Addition/subtraction problems (including money). Partitioning T and U. (Important to use TU on as many occasions as poss.) Consolidate multiples of 2, 5 and 10. Multiply small numbers using arrays and learning X2, 5 and 10 by rote.
<ul style="list-style-type: none"> Time: chronology of the day. 	<ul style="list-style-type: none"> 3D shapes consolidation: cubes, cuboids. Measure: investigate height and length using standard units (cm). Measure: time using o'clock, half past, hours, minutes and seconds. Recap days, focus on months of the year. Position and directions: forwards, backwards, left and right. 	<ul style="list-style-type: none"> Introduce division of concrete objects. Doubling and halving numbers (sharing between 2.) Measure: weight/capacity using standard units. Measure: time revising o'clock, half past, introduce quarter past, slower, quicker, earlier, later. Positions: forwards, backwards, left and right, clockwise and anti-clockwise, $\frac{3}{4}$ turn.