

**Year 1 Maths Long Term Overview 2020-21**

***Rationale***

This overview is designed to run alongside the White Rose Schemes of Learning found [here](https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/). Due to school closures, White Rose has produced a lesson by lesson overview that covers the year group content but also creates room to revisit and consolidate learning from the previous years that may have been missed or forgotten. Reception content that is recapped or reinforced during the year is highlighted with an (R). The small steps within White Rose are not necessarily designed to cover one lesson so some are repeated which can be used to consolidate concepts or allow children greater access to reasoning and problem solving. Due to differing term lengths, these overviews do not directly match those on White Rose. For instance, some units are started earlier in the term or the term before, but they all correlate with the schemes of learning.

***Vocabulary***

There are also two vocabulary rows on the document, which show the subject specific vocabulary that needs to be introduced or re-introduced as part of the unit as well as what should have been covered in the previous year group. Some of the reception vocabulary is replicated in Y1 due to the amount of new language introduced in YR as well as lack of exposure many children would have had to it due to school closures. Whole school vocabulary progression documents are within the Maths area on ReachIn and this language is also present on the accompanying knowledge organisers.

***Consolidation row***

The consolidation row, **which is filled out on the Y2 Log-term overview as an example,** is for children to practice and consolidate the small steps content they have learnt each term.

The idea being that consolidation takes place during the starters or additional maths sessions that may be present within the timetable. In the Year 2 example, they run approximately two weeks after each area of maths being taught but this can be adapted to meet the needs of the year group and they can be repeated again later in the year. The consolidation boxes can be edited as a result of assessment to ensure areas children found more challenging are covered again or provided with greater weighting.

***Assessment/Consolidation Weeks***

Finally, within the plans there are also assessment/consolidation weeks which have been put in to revisit topics children struggled with or as buffers for if and when units overrun due and to accommodate assessments, trips, productions etc. These documents are also fully editable so topics or assessment weeks can be moved around or lengthened if necessary and to accommodate different term lengths. The terms lengths are aligned with the 2020-21 school year dates for Essex and Suffolk and only count full school weeks.

**Maths Long-term overview Year 1**

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| **Autumn 1** | Week 1  | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Units  | Number: Place Value (Within 10) | Number: Place Value (Within 10) | Number: Place Value (Within 10) | Number: Place Value (Within 10) | Number: Addition and subtraction (Within 10) | Number: Addition and subtraction (Within 10) | Number: Addition and subtraction (Within 10) |
| Lesson objectives(Small steps) | 1) Sorting up to 10 objects **(R)**2) Count Objects to 10 **(R)** 3) Count objects from a group of 10 **(R)**4) Represent up to 10 objects **(R)**5) Represent numbers to 10 **(R)** | 1) Count forwards to 10 **(R)**2) Count backwards from 10 **(R)**3) Count one more for numbers within 10 **(R)**4) Count one less for numbers within 10 **(R)**5) Counting activity (embedding reasoning and problem solving) | 1) One to one correspondence **(R)**2) Compare up to 10 objects **(R)**3) Introduce < > and = signs for numbers within 104) Compare numbers within 10 **(R)**5) Comparing activity (embedding reasoning and problem solving) | 1) Order up to 10 objects **(R)**2) Order numbers up to 10 **(R)** 3) Ordinal numbers (1st, 2nd, 3rd) **(R)**4) The number line from 0-105) Mini assessment (end of unit assessment) | 1) Introducing parts and wholes (single object) **(R)**2) Parts and wholes activity (groups of objects) **(R)**3) Part-whole model (with images) **(R)** 4) Part-whole model **(R)**5) Addition symbol **(R)** | 1) Fact families – addition facts 2) Find number bonds for numbers within 103) Systematic methods for number bonds within 104) Numbers bonds to 10 5) Compare number bonds  | 1) Addition – adding together **(R)** 2) Addition – adding more **(R)**3) Addition – adding more **(R)**4) Addition – using bonds 5) Finding a part  |
| Vocabulary (Year group specific) | Sort RepresentNumerals ForwardsBackwardsOne moreOne less | ForwardsBackwardsOne moreOne less | Equal toEquals GreaterMore thanLess than  | Order Consolidate previous weeks’ vocab | Equals Part WholeSubtraction/subtractAddition/add | Number bondsEquals Part WholeFacts InverseSubtraction/subtractAddition/add | Number bondsEquals Part WholeFacts InverseSubtraction/subtractAddition/add |
| Previous years vocab (EYFS) | CountCount onMoreLessNumeralsOrder/ordinalSubitiseCompareDifferentOne moreOne lessSame asMore thanLess than (fewer)OddEven | CountCount onMoreLessNumeralsOrder/ordinalSubitiseCompareDifferentOne moreOne lessSame asMore thanLess than (fewer)OddEven | CountCount onMoreLessNumeralsOrder/ordinalSubitiseCompareDifferentOne moreOne lessSame asMore thanLess than (fewer)OddEven | CountCount onMoreLessNumeralsOrder/ordinalSubitiseCompareDifferentOne moreOne lessSame asMore thanLess than (fewer)OddEven | Add/plusTake away/minusNumber bondsPartWhole Altogether One moreOne lessForwardsBackwards | Add/plusTake away/minusNumber bondsPartWholeTotal Altogether One moreOne lessForwardsBackwardsCompare  | Add/plusTake away/minusNumber bondsPartWhole TotalAltogether One moreOne lessForwardsBackwardsCompare |
| Consolidation:Learning from current year that is revisited during starters/arithmetic sessions  |  |  |  |  |  |  |  |

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| **Autumn 2**  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Units | Number: Addition and subtraction (Within 10) | Number: Addition and subtraction (Within 10) | Geometry: Shape | Assessment week  | Number: Place value within 20 | Number: Place value within 20 | Consolidation week |
| Lesson objectives (Small steps) | 1) Subtraction- taking away – crossing out **(R)**2) Subtraction – taking away – using the symbol3) Subtraction find a part4) Fact families – the 8 facts5) Subtraction – counting back **(R)**  | 1) Subtraction – finding the difference 2) Subtraction – finding the difference 3) Comparing statements: a + b > c4) Comparing addition and subtraction statements: a + b > c + d5) Mini assessment (end of unit assessment) | 1) Recognise and name 3-D shapes **(R)**2) Sort 3-D shapes **(R)**3) Recognise and name 2-D shapes **(R)**4) Sort 2-D shapes **(R)**5) Patterns with 3-D and 2-D shapes **(R)** | This can also be used as a buffer week for any units that over run or an opportunity to consolidate learning Also can be used to extend shape unit and do end of unit assessment  | 1) Count forwards and backwards and write numbers to 20 in numerals and words 2) Numbers from 11 to 20 **(R)**3) Tens and ones4) Tens and ones 5) Count one more and one less **(R)** | 1) Compare groups of objects **(R)**2) Compare numbers **(R)**3) Order groups of objects **(R)**4) Order numbers **(R)**5) Mini assessment (Complete end of unit assessment)  | Revisit concepts children struggled with as well as act as a buffer for any units that overran  |
| Vocabulary (Year group specific) | Number bondsEquals Part WholeInverseSubtraction/subtractAddition/add | Number bondsEquals Part WholeInverseSubtraction/subtractAddition/addMore than Less than  | Properties Pyramids FacesSides Corners Consolidate reception language |  | TensOnes OrderNumeralsDigitMore than Less than | TensOnes Order Numerals DigitMore than Less than |  |
| Previous years vocab (EYFS) | Add/plusTake away/minusNumber bondsPartWholeTotal Altogether One moreOne lessForwardsBackwardsCompare  | Add/plusTake away/minusNumber bondsPartWholeTotal Altogether One moreOne lessForwardsBackwardsCompare  | 2-D shapesRectangle Square Circle Triangle3-D shapesCuboidsCubesConeSortCompare PatternCurvedStraight  |  | CountCount onMoreLessNumeralsOrder/ordinalSubitiseCompareDifferentOne moreOne lessSame asMore thanLess than (fewer)OddEven  | CountCount onMoreLessNumeralsOrder/ordinalSubitiseCompareDifferentOne moreOne lessSame asMore thanLess than (fewer)OddEven |  |
| Consolidation:Learning from current year that is revisited during starters/arithmetic sessions |  |  |  |  |  |  |  |

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| **Spring 1** | Week 1  | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Units  | Number: Addition and subtraction within 20 | Number: Addition and subtraction within 20 | Number: Addition and subtraction within 20 | Number: Place value (Within 50)  | Number: Place value (Within 50) | Number: Place value (Within 50) |
| Lesson objectives (Small steps) | 1) Add by counting on within 202) Add by counting on within 203) Add ones using number bonds 4) Add ones using numbers bonds 5) Find and make number bonds to 20 | 1) Add by making 102) Add by making 103) Subtraction – not crossing 104) Subtraction – not crossing 10 (counting back)5) Subtraction – crossing 10 (crossing back)  | 1) Subtraction – crossing 10 (1)2) Subtraction – crossing 10 (2)3) Related facts4) Compare number sentences 5) Mini assessment (Complete end of unit assessment) | 1) Counting to 50 by making 10s activity 2) Numbers to 503) Counting forwards and backwards within 504) Tens and ones 5) Represent numbers to 50 | 1) One more, one less2) One more, one less3) Compare objects within 504) Compare numbers within 505) Order numbers within 50 | 1) Counts in 2s2) Count in 2s3) Count in 5s4) Count in 5s5) Mini assessment (Complete end of unit assessment) |
| Vocabulary(Year group specific) | Number bondsEquals Part WholeFacts InverseSubtraction/subtractAddition/add | Number bondsEquals Part WholeFacts InverseSubtraction/subtractAddition/add | Number bondsEquals Part WholeFacts InverseSubtraction/subtractAddition/add | TensOnesNumeralsDigitRepresent ForwardsBackwards | One moreOne lessForwardsBackwardsCompareOrderDigit | MultiplesDigitConsolidate previous weeks’ vocab  |
| Previous years vocab (EYFS) | Add/plusTake away/minusNumber bondsPartWholeTotal Altogether One moreOne lessForwardsBackwardsCompare  | Add/plusTake away/minusNumber bondsPartWholeTotal Altogether One moreOne lessForwardsBackwardsCompare  | Add/plusTake away/minusNumber bondsPartWholeTotal Altogether One moreOne lessForwardsBackwardsCompare  | CountCount onMoreLessNumeralsOrder/ordinalSubitiseCompareDifferentOne moreOne lessSame asMore thanLess than (fewer)OddEven | CountCount onMoreLessNumeralsOrder/ordinalSubitiseCompareDifferentOne moreOne lessSame asMore thanLess than (fewer)OddEven | CountCount onMoreLessNumeralsOrder/ordinalSubitiseCompareDifferentOne moreOne lessSame asMore thanLess than (fewer)OddEven |
| Consolidation:Learning from current year that is revisited during starters/arithmetic sessions |  |  |  |  |  |  |

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| **Spring 2** | Week 1  | Week 2 | Week 3 | Week 4 | Week 5 |
| Units  | Measurement: Length and Height  | Measurement: Length and Height | Measurement: Weight and Volume  | Measurement: Weight and Volume | Assessment/consolidation week |
| Lesson objectives (Small steps) | 1) Compare lengths **(R)**2) Compare heights **(R)**3) Compare lengths and heights **(R)**4) Measuring lengths (non-standard units) activity 5) Measure length (1) | 1) Introducing the ruler activity 2) Measure length (2)3) Adding length problems 4) Subtracting length problems 5) Mini assessment (Complete end of unit assessment) | 1) Introduce weight and mass **(R)**2) Introducing weight and mass 3) Measure mass4) Compare mass5) Weight and mass problems  | 1) Introduce capacity and volume **(R)**2) Introduce capacity and volume 3) Measure capacity4) Compare capacity 5) Mini assessment (Complete end of unit assessment) | This can also be used as a buffer week for any units that over run or an opportunity to consolidate learning Consolidate learning on addition and subtraction within 10 and 20 |
| Vocabulary(Year group specific) | LengthCompare Consolidate Reception vocab | LengthCompareConsolidate Reception vocab | MassWeight Consolidate Reception vocab | Capacity VolumeFull/emptyMore thanLess thanHalf full |  |
| Previous years vocab(EYFS) | HeightLengthTall(er)(est)Short(er)(est)Long(er)(est)BigBiggerBiggestWide(r) Narrow(er) Closer Further  | HeightLengthTall(er)(est)Short(er)(est)Long(er)(est)BigBiggerBiggestWide(r) Narrow(er) Closer Further | WeightFullEmptyHalf fullNearly fullNearly emptyTallThinNarrowWideShallow Heavy, heavier, heaviestLight, lighter, lightest | CapacityFullEmptyHalf fullNearly fullNearly emptyTallThinNarrowWideShallow Heavy, heavier, heaviestLight, lighter, lightest |  |
| Consolidation:Learning from current year that is revisited during starters/arithmetic sessions |  |  |  |  |  |

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| **Summer 1** | Week 1  | Week 2 | Week 3 | Week 4 | Week 5 | Week 6  | Week 7 |
| Units  | Number: Multiplication and division | Number: Multiplication and division | Number: Multiplication and division | Fractions | Fractions | Geometry: Position and direction  | Number: Place value (to 100) |
| Lesson objectives (Small steps) | 1) Count in 2s (recapped from earlier in the year)2) Count in 5s (recapped from earlier in the year)3) Count in 10s4) Count in 10s5) Make equal groups activity **(R)**  | 1) Make equal groups **(R)**2) Add equal groups 3) Make arrays activity 4) Make arrays5) Make doubles **(R)**  | 1) Make equal groups –grouping2) Make equal groups –grouping3) Make equal groups-sharing **(R)**4) Make equal groups-sharing **(R)**5) Mini assessment (Complete end of unit assessment) | 1) Making a half **(R)** 2) Making a whole **(R)** 3) Find a half (1) **(R)** 4) Find a half of a quantity **(R)** 5) Find a half (2) **(R)** | 1) Making a quarter activity 2) Find a quarter (1)3) Find a quarter of a quantity activity 4) Find a quarter (2)5) Mini assessment (Complete end of unit assessment) | 1) Describe turns 2) Describe turns 3) Describe position (1)4) Describe position (2) **(R)**5) Mini assessment (Complete end of unit assessment) | 1) Counting to 100 by making 10s2) Counting to 1003) Counting forwards and backwards within 1004) Introducing the 100 square 5) Partitioning numbers  |
| Vocabulary (Year group specific) | Multiplication Division Tens  | DivisionArrays | Division GroupingSharing | Half WholeEqual parts | Quarter WholeEqual parts | Position Direction Movement Whole turn Half turn Three quarter turn | Counting PartitioningEqual to ForwardsBackwardsMore thanLess than |
| Previous years vocab (EYFS) | Double/doubling Twice as many Half/HalvingSharingGrouping EqualFairUnfair Total Altogether OddEven | Double/doubling Twice as many Half/HalvingSharingGrouping EqualFairUnfair Total Altogether OddEven | Double/doubling Twice as many Half/HalvingSharingGrouping EqualFairUnfair Total Altogether OddEven | Double/doubling Twice as many Half/HalvingSharingGrouping EqualFairUnfair Total Altogether OddEven | Double/doubling Twice as many Half/HalvingSharingGrouping EqualFairUnfair Total Altogether OddEven | OverUnderBetween AroundThroughOnIntoNext toBehind BeneathOn top of Continue Repeat | CountCount onMoreLessNumeralsOrder/ordinalSubitiseCompareDifferentOne moreOne lessSame asMore thanLess than (fewer)OddEven |
| Consolidation:Learning from current year that is revisited during starters/arithmetic sessions |  |  |  |  |  |  |  |

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| **Summer 2** | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Units  | Number: Place value (to 100) | Measurement: Money | Measurement: Time | Measurement: Time | Consolidation of Summer topics/Assessment  |
| Lesson objectives (Small steps) | 1) Comparing numbers (1)2) Comparing number (2)3) Ordering numbers4) One more, one less5) Mini assessment (Complete end of unit assessment) | 1) Recognising coins2) Recognising notes3) Counting in coins 4) Counting in coins 5) Mini assessment (Complete end of unit assessment) | 1) Before and after **(R)**2) Before and after **(R)**3) Dates4) Time to the hour5) Time to the hour  | 1) Time to the half hour2) Time to the half hour3) Writing time 4) Comparing time 5) Mini assessment (Complete end of unit assessment) | Revisit concepts children struggled with throughout the year as well as act as a buffer for any units that overran due to potential assessments.  |
| Vocabulary (Year group specific) | One moreOne lessEqual to greater fewerMore thanLess than | Money Coins NotesPounds Pence | Chronological order O’clock Half past SecondsMinuteHour Days of the weekMonths of the year | Chronological orderO’clock Half past SecondsMinuteHourDays of the weekMonths of the year |  |  |
| Previous years vocab (EYFS) | CountCount onMoreLessNumeralsOrder/ordinalSubitiseCompareDifferentOne moreOne lessSame asMore thanLess than (fewer)OddEven |  | Before After First Next Today Yesterday Tomorrow Morning Afternoon Evening Day Week  | Before After First Next Today Yesterday Tomorrow Morning Afternoon Evening Day Week  |  |  |
| Consolidation:Learning from current year that is revisited during starters/arithmetic sessions |  |  |  |  |  |  |