

**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 10  4) 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 0-10  5) 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 10  3) Systematic methods for number bonds within 10  4) 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  Represent  Numerals  Forwards  Backwards  One more  One less | Forwards  Backwards  One more  One less | Equal to  Equals  Greater  More than  Less than | Order  Consolidate previous weeks’ vocab | Equals  Part  Whole  Subtraction/subtract  Addition/add | Number bonds  Equals  Part  Whole  Facts  Inverse  Subtraction/subtract  Addition/add | Number bonds  Equals  Part  Whole  Facts  Inverse  Subtraction/subtract  Addition/add |
| Previous years vocab (EYFS) | Count  Count on  More  Less  Numerals  Order/ordinal  Subitise  Compare  Different  One more  One less  Same as  More than  Less than (fewer)  Odd  Even | Count  Count on  More  Less  Numerals  Order/ordinal  Subitise  Compare  Different  One more  One less  Same as  More than  Less than (fewer)  Odd  Even | Count  Count on  More  Less  Numerals  Order/ordinal  Subitise  Compare  Different  One more  One less  Same as  More than  Less than (fewer)  Odd  Even | Count  Count on  More  Less  Numerals  Order/ordinal  Subitise  Compare  Different  One more  One less  Same as  More than  Less than (fewer)  Odd  Even | Add/plus  Take away/minus  Number bonds  Part  Whole  Altogether  One more  One less  Forwards  Backwards | Add/plus  Take away/minus  Number bonds  Part  Whole  Total  Altogether  One more  One less  Forwards  Backwards  Compare | Add/plus  Take away/minus  Number bonds  Part  Whole  Total  Altogether  One more  One less  Forwards  Backwards  Compare |
| 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 symbol  3) Subtraction find a part  4) Fact families – the 8 facts  5) Subtraction – counting back **(R)** | 1) Subtraction – finding the difference  2) Subtraction – finding the difference  3) Comparing statements: a + b > c  4) Comparing addition and subtraction statements: a + b > c + d  5) 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 ones  4) 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 bonds  Equals  Part  Whole  Inverse  Subtraction/subtract  Addition/add | Number bonds  Equals  Part  Whole  Inverse  Subtraction/subtract  Addition/add  More than  Less than | Properties  Pyramids  Faces  Sides  Corners  Consolidate reception language |  | Tens  Ones  Order  Numerals  Digit  More than  Less than | Tens  Ones  Order  Numerals  Digit  More than  Less than |  |
| Previous years vocab (EYFS) | Add/plus  Take away/minus  Number bonds  Part  Whole  Total  Altogether  One more  One less  Forwards  Backwards  Compare | Add/plus  Take away/minus  Number bonds  Part  Whole  Total  Altogether  One more  One less  Forwards  Backwards  Compare | 2-D shapes  Rectangle  Square  Circle  Triangle  3-D shapes  Cuboids  Cubes  Cone  Sort  Compare  Pattern  Curved  Straight |  | Count  Count on  More  Less  Numerals  Order/ordinal  Subitise  Compare  Different  One more  One less  Same as  More than  Less than (fewer)  Odd  Even | Count  Count on  More  Less  Numerals  Order/ordinal  Subitise  Compare  Different  One more  One less  Same as  More than  Less than (fewer)  Odd  Even |  |
| 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 20  2) Add by counting on within 20  3) Add ones using number bonds  4) Add ones using numbers bonds  5) Find and make number bonds to 20 | 1) Add by making 10  2) Add by making 10  3) Subtraction – not crossing 10  4) Subtraction – not crossing 10 (counting back)  5) Subtraction – crossing 10 (crossing back) | 1) Subtraction – crossing 10 (1)  2) Subtraction – crossing 10 (2)  3) Related facts  4) Compare number sentences  5) Mini assessment (Complete end of unit assessment) | 1) Counting to 50 by making 10s activity  2) Numbers to 50  3) Counting forwards and backwards within 50  4) Tens and ones  5) Represent numbers to 50 | 1) One more, one less  2) One more, one less  3) Compare objects within 50  4) Compare numbers within 50  5) Order numbers within 50 | 1) Counts in 2s  2) Count in 2s  3) Count in 5s  4) Count in 5s  5) Mini assessment (Complete end of unit assessment) |
| Vocabulary  (Year group specific) | Number bonds  Equals  Part  Whole  Facts  Inverse  Subtraction/subtract  Addition/add | Number bonds  Equals  Part  Whole  Facts  Inverse  Subtraction/subtract  Addition/add | Number bonds  Equals  Part  Whole  Facts  Inverse  Subtraction/subtract  Addition/add | Tens  Ones  Numerals  Digit  Represent  Forwards  Backwards | One more  One less  Forwards  Backwards  Compare  Order  Digit | Multiples  Digit  Consolidate previous weeks’ vocab |
| Previous years vocab (EYFS) | Add/plus  Take away/minus  Number bonds  Part  Whole  Total  Altogether  One more  One less  Forwards  Backwards  Compare | Add/plus  Take away/minus  Number bonds  Part  Whole  Total  Altogether  One more  One less  Forwards  Backwards  Compare | Add/plus  Take away/minus  Number bonds  Part  Whole  Total  Altogether  One more  One less  Forwards  Backwards  Compare | Count  Count on  More  Less  Numerals  Order/ordinal  Subitise  Compare  Different  One more  One less  Same as  More than  Less than (fewer)  Odd  Even | Count  Count on  More  Less  Numerals  Order/ordinal  Subitise  Compare  Different  One more  One less  Same as  More than  Less than (fewer)  Odd  Even | Count  Count on  More  Less  Numerals  Order/ordinal  Subitise  Compare  Different  One more  One less  Same as  More than  Less than (fewer)  Odd  Even |
| 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 mass  4) Compare mass  5) Weight and mass problems | 1) Introduce capacity and volume **(R)**  2) Introduce capacity and volume  3) Measure capacity  4) 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) | Length  Compare  Consolidate Reception vocab | Length  Compare  Consolidate Reception vocab | Mass  Weight  Consolidate Reception vocab | Capacity  Volume  Full/empty  More than  Less than  Half full |  |
| Previous years vocab  (EYFS) | Height  Length  Tall(er)(est)  Short(er)(est)  Long(er)(est)  Big  Bigger  Biggest  Wide(r)  Narrow(er)  Closer  Further | Height  Length  Tall(er)(est)  Short(er)(est)  Long(er)(est)  Big  Bigger  Biggest  Wide(r)  Narrow(er)  Closer  Further | Weight  Full  Empty  Half full  Nearly full  Nearly empty  Tall  Thin  Narrow  Wide  Shallow  Heavy, heavier, heaviest  Light, lighter, lightest | Capacity  Full  Empty  Half full  Nearly full  Nearly empty  Tall  Thin  Narrow  Wide  Shallow  Heavy, heavier, heaviest  Light, 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 10s  4) Count in 10s  5) Make equal groups activity **(R)** | 1) Make equal groups **(R)**  2) Add equal groups  3) Make arrays activity  4) Make arrays  5) Make doubles **(R)** | 1) Make equal groups –grouping  2) Make equal groups –grouping  3) 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 10s  2) Counting to 100  3) Counting forwards and backwards within 100  4) Introducing the 100 square  5) Partitioning numbers |
| Vocabulary  (Year group specific) | Multiplication  Division  Tens | Division  Arrays | Division  Grouping  Sharing | Half  Whole  Equal parts | Quarter  Whole  Equal parts | Position  Direction  Movement  Whole turn  Half turn  Three quarter turn | Counting  Partitioning  Equal to  Forwards  Backwards  More than  Less than |
| Previous years vocab (EYFS) | Double/doubling  Twice as many  Half/Halving  Sharing  Grouping  Equal  Fair  Unfair  Total  Altogether  Odd  Even | Double/doubling  Twice as many  Half/Halving  Sharing  Grouping  Equal  Fair  Unfair  Total  Altogether  Odd  Even | Double/doubling  Twice as many  Half/Halving  Sharing  Grouping  Equal  Fair  Unfair  Total  Altogether  Odd  Even | Double/doubling  Twice as many  Half/Halving  Sharing  Grouping  Equal  Fair  Unfair  Total  Altogether  Odd  Even | Double/doubling  Twice as many  Half/Halving  Sharing  Grouping  Equal  Fair  Unfair  Total  Altogether  Odd  Even | Over  Under  Between  Around  Through  On  Into  Next to  Behind  Beneath  On top of  Continue  Repeat | Count  Count on  More  Less  Numerals  Order/ordinal  Subitise  Compare  Different  One more  One less  Same as  More than  Less than (fewer)  Odd  Even |
| 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 numbers  4) One more, one less  5) Mini assessment (Complete end of unit assessment) | 1) Recognising coins  2) Recognising notes  3) 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) Dates  4) Time to the hour  5) Time to the hour | 1) Time to the half hour  2) Time to the half hour  3) 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 more  One less  Equal to  greater  fewer  More than  Less than | Money  Coins  Notes  Pounds  Pence | Chronological order  O’clock  Half past  Seconds  Minute  Hour  Days of the week  Months of the year | Chronological order  O’clock  Half past  Seconds  Minute  Hour  Days of the week  Months of the year |  |  |
| Previous years vocab (EYFS) | Count  Count on  More  Less  Numerals  Order/ordinal  Subitise  Compare  Different  One more  One less  Same as  More than  Less than (fewer)  Odd  Even |  | 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 |  |  |  |  |  |  |