

Year 1

Term by Term
Mastery Overview

Overview

As a school we have adopted the Mastery overview and calculation policy from the White Rose Maths hub.

There is a termly plan for each year group from Year 1 to Year 6; each term is split into twelve weeks. You will see from the overviews that a significant amount of time is devoted to developing key number concepts each year. This is to build pupils' fluency as number sense will affect their success in other areas of mathematics. Pupils who are successful with number are much more confident mathematicians.

Assessment

Within our school assessment is an ongoing process to enable teachers to identify what content and skills pupils have grasped and to set next steps for learning.

Teaching for Mastery

The overviews we have adopted support a mastery approach to teaching and learning and have been designed to support the aims and objectives of the National Curriculum.

The overviews;

- have number at their heart. A large proportion of time is spent reinforcing number to build competency
- ensure teachers stay in the required key stage and support the ideal of depth before breadth.
- ensure students have the opportunity to stay together as they work through the schemes as a whole group provide plenty of time to build reasoning and problem solving elements into the curriculum.

Concrete - Pictorial - Abstract

We believe that all pupils, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking this approach.

Concrete - pupils will have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.

Pictorial - pupils will then build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems.

Abstract - with the foundations firmly laid, pupils will be able to move to an abstract approach using numbers and key concepts with confidence.

Term by term objectives

Year One overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) <i>(Multiples of 2, 5 and 10 to be included)</i>			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division <i>(Reinforcement of multiples of 2, 5 and 10 to be included)</i>			Number: Fractions		Geometry	Number: Place Value (within 100)		Measurement: Money	Time		Consolidation

Term by Term Objectives - Autumn Term

Year 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
<p><u>Number: Place Value</u></p> <p>Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 10 in numerals and words.</p> <p>Given a number, identify one more or one less.</p> <p>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.</p>				<p><u>Number: Addition and Subtraction</u></p> <p>Represent and use number bonds and related subtraction facts within 10</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one digit numbers to 10, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>				<p><u>Geometry: Shape</u></p> <p>Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)</p> <p>Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.</p>		<p><u>Number: Place Value</u></p> <p>Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.</p> <p>Count, read and write numbers to 20 in numerals and words.</p> <p>Given a number, identify one more or one less.</p> <p>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.</p>		<p>Consolidation</p>	

Term by Term Objectives - Spring term

Year 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<p><u>Number: Addition and Subtraction</u></p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \quad - 9$</p>				<p><u>Place Value</u></p> <p>Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>Count, read and write numbers to 50 in numerals.</p> <p>Given a number, identify one more or one less.</p> <p>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.</p> <p><u>Count in multiples of twos, fives and tens.</u></p>			<p><u>Measurement: Length and Height</u></p> <p>Measure and begin to record lengths and heights.</p> <p>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half</p>		<p><u>Measurement: Weight and Volume</u></p> <p>Measure and begin to record mass/weight, capacity and volume.</p> <p>Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter: volume [for example, less than, half, half full, quarter]</p>		<p>Consolidation</p>	

Term by Term Objectives - Summer term

Year 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<p><u>Number: Multiplication and Division</u></p> <p>Count in multiples of twos, fives and tens.</p> <p>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.</p>			<p><u>Number: Fractions</u></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <p>Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter</p>		<p><u>Geometry: position and direction</u></p> <p>Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p><u>Number: Place Value</u></p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals.</p> <p>Given a number, identify one more and one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</p>		<p><u>Measurement: Money</u></p> <p>Recognise and know the value of different denominations of coins and notes.</p>	<p><u>Measurement: Time</u></p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]</p> <p>Measure and begin to record time (hours, minutes, seconds)</p>			<p>Consolidation</p>