Year 1 Maths Overview

Year 1 – Miss Hart, Miss Clarke, Miss Purohit		
Objectives	**When it will be studied***	**Suggested Activity**
Numbers within 10 *- Children will be reminded how to count to 10* *- Children will be able to find groups that are one more or one less* *- Read and write numbers to 10* *- Represent numbers using lots of different objects*	Week 2+3 of HT1	Practise reading numbers all around with your child. They may not be able to read larger numbers (e.g. 724), but they could break it down and say 'seven', 'two', 'four'. Practise forming numbers from 0 – 9. This will help when your child learns to write more difficult number sentences. Practise counting groups of numbers and asking children to find one more/one less than the number they have counted.
Addition and Subtraction within 10. *- To combine groups to find a total* *- To separate a set and understand how to write this as subtraction* *- To add and subtract by counting forward and backwards* *- To use their addition and subtraction skills to solve problems*	Wee k 4+5 of HT1	Children should practise counting forwards and backwards and continue to practise one more and one less Constantly challenge your child with everyday subtractions… *'If I give you 6 chocolates and you eat two, how many will be left over?'* *'Dad has got us 3 bags of sweets and I have got us 4 bags of sweets – how many bags of sweets do we have?'*
Shape and pattern *- To name common 2D shapes based on their properties (number of sides)* *- To name 3D shapes and describe them using their properties (faces, edges and vertices).* *- To talk about the position of objects including sequential language.*	Week 6+7 of HT1	Practise naming the different 2D shapes (do not worry about types of triangles or quadrilaterals) and recognise those shapes in everyday objects… *'That railing has lots of hexagons in it; lots of 6 sided shapes!'* Describe everyday objects based on their 3D properties… *'The cereal box is a cuboid! It has 12 edges, 6 faces, 8 vertices).* Describe everyday objects and where they are (*next to, behind/in front of, before/after, below/above)*

*Please not that this is the planned time for coverage. Teachers will adapt the amount of time spent on objectives depending on the children's areas of need. Your child should be able to articulate which objective/area they are currently working on.

Things to note:

- A 2D shape has no volume. This means that anything you can pick up is not a 2D shape, even when it is cut out on paper. Avoid calling anything your child is holding a 2D shape. Instead, describe it as having the face of shape... e.g. It has a square face.
- Whilst your child may feel ready to move on to numbers within 100, they are not explicitly taught the structure and value of numbers greater than 10 until HT2.