



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Maths Year 1

	Autumn	Spring	Summer
Content Declarative Knowledge 'I know'	<p><u>KIRFS</u> *Know one more and one less than numbers up to 20 *Know number bonds for each number to 6</p> <p><u>Main Content</u></p> <ol style="list-style-type: none"> Place Value Addition and Subtraction Shape 	<p><u>KIRFS</u> *Know doubles and halves of numbers to 10 *Know number bonds to 10.</p> <p><u>Main Content</u></p> <ol style="list-style-type: none"> Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50) Length and Height Mass and Volume 	<p><u>KIRFS</u> *Tell the time (o' clock and half past) *Know number bonds for each number to 10</p> <p><u>Main Content</u></p> <ol style="list-style-type: none"> Multiplication and Division Fractions Position and Direction Place Value (within 100) Money Time
Skills Procedural Knowledge 'I know how to'	<p>**For mapping of skills by unit please see whole school national curriculum/procedural knowledge mapping overview here**</p> <p><u>Place Value</u> *count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number *count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less *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 read and write numbers from 1 to 20 in numerals and words.</p> <p><u>Addition and Subtraction</u> *read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs *represent and use number bonds and related subtraction facts within 20 *add and subtract one-digit and two-digit numbers to 20, including zero *solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</p> <p><u>Multiplication and Division</u></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>Fractions, decimals and percentages</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><u>Measurement</u></p> <p>*compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] - 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] - time [for example, quicker, slower, earlier, later] <p>*measure and begin to record the following:</p> <ul style="list-style-type: none"> - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds) <p>*recognise and know the value of different denominations of coins and notes</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><u>Geometry</u></p> <p>*recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> - 2-D shapes [for example, rectangles (including squares), circles and triangles] - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] <p>*describe position, direction and movement, including whole, half, quarter and three-quarter turns</p>
Vocabulary	<p><u>Place Value</u></p> <p>Greater, lesser, Pair, Units, ones, tens, Ten more/less, Figure(s), Compare, (In) order/a different order, Above, below</p> <p><u>Addition and Subtraction</u></p> <p>Number bonds, Inverse, Near double, Difference between, How many fewer is...than..? How much less is..?</p> <p><u>Multiplication and Division</u></p> <p>Once, twice, three times, five times , Count in tens (forwards from/ backwards from), How many times? , Lots of, groups of, Multiple of, times, multiply, multiply by, Repeated addition, Array, row, column, Group in twos, threes, etc., Equal groups of , Divided by, left, left over</p> <p><u>Fractions, decimals and percentages</u></p> <p>Equal parts, four equal parts, Two halves, A quarter, two quarters</p>

	<p><u>Measurement</u> Midnight, Now, soon, early, late, Quick, quicker, quickly, fast, slow, slower, Old, older, oldest, new, newer, newest, Takes longer, takes less time, Hour, o'clock, half past, Watch, hands, How long ago? How long will it be to...? How long will it take to...? How often? Always, never, often, sometimes, usually, Once, Twice..., First, second, third, etc</p> <p><u>Geometry</u> Group, Hollow, Point, pointed, Edge, Position, Around, Opposite, Apart, Between, edge, centre, Corner, Direction, Journey, Left, right, Across, Near, Along, To, from, Movement, Whole turn, half turn, Stretch, bend</p> <p><u>General/problem solving</u> Place, fit, Arrange, rearrange, Change, change over, Split, separate, Carry on, continue, repeat, Choose, collect, Record, trace, copy, complete, finish, end, Fill in, shade, colour, tick, cross, draw, draw a line between, join (up), arrow, Answer, check same number(s)/different number(s)/missing number(s), Number facts, Abacus, rods, Best way, another way</p>		
Key Questions	Key questions and sentence stems planned for individual small steps of teaching by White Rose Maths scheme		
Assessment	Teacher assessment on Insight every term which is triangulated by the use of PUMA paper for Year 1 in the Summer term Peer and self-assessment opportunities Option to use White Rose End of Block assessments at teacher's discretion		
Cross Curricular Links/Character Education	Social skills developed through verbal reasoning and oracy throughout. Spiritual development developed through engaging children with in depth thinking and problem solving.		
	Science – seasonal changes – temperature DT – measuring for puppets	Geography – seasonal changes - temperature	DT – measuring and counting for fruit kebabs Computing – position and direction movement to beebots