# Acomb First School Year 1 Mathematics Mastery Curriculum

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Long Term Plan** | | | | | | | | | | | | | |
| Term 1 | NUMBER Place value | NUMBER Place value | NUMBER Addition and subtraction | NUMBER Addition and subtraction | NUMBER Addition and subtraction | MEASURES Money | MEASURES Money | NUMBER Multiplication and division | NUMBER Multiplication and division | NUMBER Multiplication and division | GEOMETRY Property of shape | Assessment week | GEOMETRY Direction |
| Term 2 | NUMBER Place value | NUMBER Place value | NUMBER Addition and subtraction | NUMBER Addition and subtraction | NUMBER Multiplication and division | NUMBER Multiplication and division | NUMBER Fractions | NUMBER Fractions | MEASURES Time | MEASURES Time | Assessment week | | |
| Term 3 | MEASURES Weight and capacity | MEASURES Length | NUMBER Fractions | NUMBER Fractions | SATs | SATs | NUMBER Place value | NUMBER Addition and subtraction | NUMBER Addition and subtraction | NUMBER Multiplication and division | NUMBER Multiplication and division | GEOMETRY Property of shape | GEOMETRY Property of shape |

Mastery of number, place value and the 4 number operations and fractions, in term 1 will ensures a secure understanding and develops confidence. This will allow number knowledge to be better applied to other areas of maths. Although the main focus is number in the first term opportunities should be found to apply number teaching to real life situations and problem solving.  Equally place value and the four operations of number will be constantly revisited in other areas of maths.

All units of work should have fluency, reasoning and problem solving elements. A greater weighting to reasoning and problem solving will be given in the final term providing opportunity for more able pupils to demonstrate GD and for other children to consolidate their learning.

Where ever possible opportunities should be found to apply maths to topic work ensuring a maths rich curriculum. Statistics and Measures will be covered in science and topic work.

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| Year Group | | | 2 | | | | | | | Term | | | 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 | Week 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Number – Place Value**<br><br>Count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number.<br><br>Count, read and write numbers to 10 in numerals and words. 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.<br><br><br>Given a number, identify one more or one less.<br><br>Count in multiples of twos. | | **Number Addition and Subtraction**<br><br>Represent and use number bonds and related subtraction facts (within 10)<br><br> Add and subtract one digit numbers (to 10), including zero. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.<br><br>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems | | | Measures – Money<br><br>Recognise and know the value of different denominations of coins and notes.<br><br>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.. | | **Number –Multiplication and Division**<br><br>Count in multiples of twos, fives and tens.<br><br>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. | | | **Geometry – Shape and Direction**<br><br>Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres. | Assessment Week | **Geometry – Shape and Direction**<br>Describe position, direction and movement, including whole, half, quarter and three quarter turns ) |

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| Year Group | | | | 2 | | | | Term | | | | 2 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |

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|---|---|---|---|---|
| **Number – Place Value**<br><br>Count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number.<br><br>Count, read and write numbers to 10 in numerals and words. 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.<br><br>Given a number, identify one more or one less.<br><br>Count in multiples of twos. | **Number Addition and Subtraction**<br>Represent and use number bonds and related subtraction facts (within 10)<br><br>Add and subtract one digit numbers (to 10), including zero. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.<br><br>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems | **Number –Multiplication and Division**<br><br>Count in multiples of twos, fives and tens.<br><br>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. | **Number – Fractions**<br><br>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.<br><br>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity | **Measures Time**<br><br>quicker, slower, earlier, later<br><br>hours, minutes, seconds<br><br>sequence events in chronological order using language (e.g: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)<br><br>recognise and use language relating to dates, including days of the week, weeks, months and years<br><br>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | Assessment |

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| Year Group | | 2 | | | | Term | | | 3 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Week 1 | Week 2 | Week 4 | Week 3 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
| **Measures- Capacity and volume**<br><br>Compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]<br><br>Measure and begin to capacity and volume | **Measures- Length and mass**<br><br>compare, describe and solve practical problems for: - lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)<br><br>• measure and begin to record the following: - lengths and heights<br><br>Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than];<br><br>Measure and begin to record mass/weight, | **Number – Fractions**<br><br>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.<br><br>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity | SATs | | | **Number – Place Value**<br><br>Count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number.<br><br>Count, read and write numbers to 10 in numerals and words. 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.<br><br>Given a number, identify one more or one less. | **Number Addition and Subtraction**<br>Represent and use number bonds and related subtraction facts (within 10)<br><br>Add and subtract one digit numbers (to 10), including zero. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.<br><br>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems | | **Number –Multiplication and Division**<br><br>Count in multiples of twos, fives and tens.<br><br>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. | | **Geometry – Shape and Direction**<br><br>Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.<br><br>Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.<br>Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]<br><br>Compare and sort common 2D and 3D shapes and everyday objects. Order and arrange combinations of mathematical objects in patterns and sequences.<br><br>order and arrange combinations of mathematical objects in patterns and sequences<br>use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) | |

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Count in multiples of twos.