Hunnyhill - Year 1 2021-2022 Yearly Maths Overview – Recovery

Term	**Estimated** duration	Domain	Strands
Autumn 1 6 weeks +3 days	15 lessons	Number and Place Value	<u>ELG - number</u> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
	18 lessons	Addition and subtraction	<u>ELG - number</u> Using quantities and objects, children add and subtract two single-digit numbers and count on or back to find the answer
Autumn 2 7 weeks	10 lessons	Number and place value	<u>ELG – number</u> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. <u>Y1</u> ● Read and write numbers up 20 in numerals ● Identify and represent numbers to 20 using concrete apparatus and pictorial representations ● Understand what each digit represents in numbers to 20, and represent these numbers with structured resources. ● Represent and order numbers to 20, knowing "one more" and "one less" than any number to 20. ● Count in tens (daily)
	10 lessons	Addition and subtraction	<u>ELG – number</u> Using quantities and objects, children add and subtract two single-digit numbers and count on or back to find the answer <u>Y1</u> ● Practical addition and subtraction problems within 10 – independent recording. ● Partitioning numbers to 10 in different ways ● Begin to use a number line to support practical addition and subtraction – counting all, then counting on for addition and counting back for subtraction. Use practical objects / pictures on a number line (not including written calculations at this stage)
	5 lessons	Geometry – 2D shapes	<u>ELG – space, shape and measures</u> Children recognise, create and describe patterns. Children explore characteristics of everyday objects and shapes and use mathematical language to describe them. <u>Y1</u> ● Recognise 2D shapes ● Name 2D shapes e.g. rectangles (including squares, circles and triangles) ● Recognise 2D shapes in different orientations and sizes.
	5 lessons	Fractions (Linked to measures ad geometry)	<u>ELG – number</u> They solve practical problems involving doubling, halving and sharing <u>Y1</u> ● Introduce concept of one half and link this to 'sharing' into 2 equal groups (Through practical work, begin to use "half" e.g. in measures – "half full" "half empty", "half a metre", "half as big" etc.) ● Introduce concept of one quarter and link this to 'sharing' into 4 equal groups (Through practical work) ● Recognise and find halves and quarters of shapes and objects

	5 lessons	Geometry – Position and direction (Linked to fractions)	• Describe position, directions and movements (using the language of position, direction and motion including left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close, far, up and down, forwards and backwards, inside and outside) • Recap on knowledge of halves and quarters and what the terms mean • Make half and quarter turns in a clockwise direction.
Spring 1 6 weeks	10 lessons	Measure - Time (Linked to fractions)	ELG – Space, shape and measures Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Y1 • Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening • Recognise and use language relating to dates, including days of the week, weeks, months and years • I can compare, describe and solve practical problems involving time and using mathematical language (longer, shorter, slower, quicker) • Tell the time on an analogue clock to the hour • Recap on the concept of a half and link this to half past the hour • Tell the time on an analogue clock to half past the hour
	10 lessons	Addition and subtraction	Y1 • Contextual addition and subtraction problems within 20 - begin to use "+", "-" and "=" symbols with understanding . • Use a number line to support addition and subtraction –counting on for addition and counting back for subtraction. • Know and understand that addition can be done in any order (commutativity) but subtraction cannot. • Number bonds within (and to) 10
	10 lessons	Multiplication and division	ELG - Number 'They solve problems, including doubling, halving and sharing.' Y1 • Recognize multiples of ten and count in tens, forwards and backwards. • Count in multiples of 5. • Introduce the concept of repeated addition through using concrete apparatus • Begin to record solutions of repeated addition using pictorial representations. • Explore patterns of multiples of ten and five • Solve problems involving grouping and sharing small quantities
Spring 2 5 weeks	10 lessons	Number and Place Value	Y1 • *Daily counting in multiples of 10 and 5* • Continue to extend counting skills – counting in ones, forwards and backwards to 50 • Count, read and write numbers to 50 in numerals • Understand what each digit represents in two –digit numbers and represent these numbers with structured resources. • Represent and order numbers to 50, knowing "one more" and "one less" than any number to 50. • Write some numbers to 20 in words. • Know the number that is ten more / ten less than any two digit number and explain which digit changes and why
	10 lessons	Measure – Mass/weight, volume/capacity	ELG – space, shape and measure Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems Y1 • Solve practical problems involving comparing mass or weight (e.g. heavy/light, heavier than, lighter than) • Solve practical problems involving comparing mass capacity/volume (full/empty, more than, less than, quarter)

			● Measure and begin to record mass and capacity
	5 lessons	Money (Link to place value)	ELG – space, shape and measure Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems Y1 ● Recognise and know the value of different denominations of coins and notes (1p, 2p, 5p,10p, 20p, 50p, £1, £2, £5, £10, £20)
Summer 1 7 weeks	15 lessons	Multiplication and division (Link to money)	Y1 ● Introduce counting in 2s ● Daily counting in multiples of twos, fives and tens ● Explore patterns in the multiples of 2, 5 and 10 ● Solve problems involving grouping and sharing small quantities ● Know doubles and halves of numbers within 20 ● Make connections between arrays, number patterns and counting in two's, five's and ten's ● Solve one step problems involving multiplication and division by calculating the answer using concrete object and pictorial representations ● to understand multiplication as repeated addition, using resources and visual images to support (including arrays)
	5 lessons	Geometry – 3D shapes	ELG – space, shape and measures They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Y1: ● Recap 2D shapes ● Recognise 3D shapes ● Name 3D shapes (e.g. . cuboids, (Including cubes, pyramids and spheres) ● Recognise these shapes in different orientations and sizes.
	5 lessons	Measures – Length (Link to place value)	ELG – Space, shape and measures Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Y1 ● Compare lengths and heights in practical problems using mathematical vocabulary (e.g. long/short, longer/shorter, tall/short ● Comparing non-standard measures (e.g. the difference between a teacher's hand span and a doll's hand span) ● Begin to measure and record using standard units of measure for length ● Estimate lengths using non-standard units of measure ● Check estimates with non-standard measures
	10 lessons	Fractions (Link to measures and geometry)	Y1 ● Introduce concept of one half and link this to 'sharing' in previous unit (Through practical work, begin to use "half" e.g. in measures – "half full" "half empty", "half a metre", "half as big" etc.) ● Introduce concept of one quarter and link this to 'sharing' in previous unit ● Recognise and find halves and quarters of shapes and objects ● Recognise and find halves and quarters of a quantity ● Combine different quantities of halves and quarters to make a whole (e.g. 1/2, 1/4 and 1/4 is a whole etc.) – using practical resources. ● Record halves and quarters as 1/2 and ¼ ● Make half, quarter and three quarter turns in a clockwise direction.
Summer 2 7 weeks	10 lessons	Number and place value (Link to money)	Y1 ● Daily counting in 2s, 5s and 10s ● Continue to extend counting skills – counting in ones, forwards and backwards to 100 (to or from any given number). ● Represent, count, read and write numbers to 100 in numerals.

			• Understand what each digit represents in two –digit numbers and represent these numbers with structured resources. • Recognise and count in multiples of 2, 5 and 10 • Know "one more" and "one less" than any number to 100 • Compare numbers and quantities, using the language of equal to, more than, less than (fewer), most, least • Read and write numbers to 20 in words.
	15 lessons	Addition and subtraction (Link to measures)	Y1 • Recall number bonds to 20, applying knowledge of number bonds to 10. • Use knowledge of number bonds to begin to add some numbers mentally • Add/subtract using jumps of ten and one using a structured number for support. • Solve missing number problems by using concrete apparatus and pictorial representations
	10 lessons	Multiplication and division (Link to money and measures)	Y1 • Verbally count in multiples of twos, fives and tens (forwards and backwards) • Explore patterns in the multiples of 2, 5 and 10 • Solve problems involving grouping and sharing small quantities • Know doubles and halves of numbers within 20 • Make connections between arrays, number patterns and counting in two's, five's and ten's • Solve one step problems involving multiplication and division by calculating the answer using concrete object and pictorial representations • To understand multiplication as repeated addition, using resources and visual images to support (including arrays)