Year 1   Spring Term

Mathematical aspect		National Curriculum statement
Weeks 1 – 3	**Number sense and arithmetic** Numbers to 40 (counting, reading and writing) Continuing to work on number structures Promoting the number sense arithmetic e.g 8 + 4 = 8 +2+2 Doubles and near doubles 7 + 8 e.g double the smaller number and add 1. Missing number problems using bar model to expose the structure Understanding number patterns	To count, read and write numbers to 100 in numerals Count in multiples of 2's, 5's and 10's To represent and use number bonds and related subtraction facts within 20. To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
Weeks 4	**Solving word problems (addition and subtraction)** Develop use visual models and own representations to solve problems Use bar modelling as a strategy for solving word problems. Using number bonds and simple bars to represent word problems Number comparison, specifically looking at how many more or how many fewer/less. Develop understanding on when to add or when to subtract and decide whether to add or subtract based on the question Be able to add/ subtract numbers to 20. Use number bond diagrams (part, whole model) to add and subtract. Use concrete materials to add and subtract. Use pictures to add and subtract. Use a number bond diagram to break apart numbers according to the context of the problem. Draw pictures to solve word problems. Use the guess-and-check method to solve word problems. Use abstract notation to solve word problems. Create a number sentence from a word problem.	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. Add and subtract 1-digit and 2-digit numbers to 20, including zero. Represent and use number bonds and related subtraction facts within 20. Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. Given a number, identify one more and one less. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems

	Use a 100-square to compare numbers. Use a number line to compare numbers	
Weeks 5-6	**Multiplication & Division** Grouping and sharing Understanding grouping and sharing as equal and non-equal groups Constructing arrays practically using peg boards and counters. Using the sharing model as one for you, one for you and one for you. Then moving onto grouping using twos, fives and tens. Make connections between arrays, number patterns and counting in 2's, 5's and 10's	To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Week 7	**Fractions: one half and one quarter** Understanding part and whole relationship Understanding equal parts. Recognise one half as one of two equal parts Understand that halves can be different sizes depending on the whole. Cutting and folding into two equal pieces. Being able to recognise non-equal parts, Halves of different shapes Halves of discrete quantities e.g half of four sweets. Split an object (shape) into four equal parts. Identify shapes that have been split into four equal parts. Recognise one quarter as one of four equal parts.	To recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Week 8:
Assessment, closing the gap and revision

Week 9	**Measurement: length and height** Compare and describe using the appropriate mathematically vocabulary Practical application Non-standard unit into standard unit- use non-standard units and centimetre cubes to measure the lengths of items Understanding the concept of measuring/ weighting etc. and then the need for standardisation. Compare lengths and describe whether something is taller, longer, shorter or higher. Place objects they are comparing at the same starting point. Learn how to fairly measure two items for comparison using items and body parts, before moving on to measuring using a ruler. Understand the difference between length and height	To compare, describe and solve practical problems for: ● lengths and heights (long/short, longer/shorter, tall/short, double/half) Compare, describe and solve practical problems for length and height, for example long/short, longer/shorter, tall/short, double/half. Measure and begin to record length and height.
Week 10	**Place values: Numbers to 100** Counting, saying number names in order, cardinality. Read, write and say numbers Count in sequences of 10 followed by counting ones To increase confidence with number lines and Base 10 materials in order to count numbers to 100. When counting, putting 10 in one group. Counting in tens. Pay close attention to the '10 frame' layout to reinforce subitisation. Reinforce that counting ones is much more time-consuming and tedious than counting groups of 10. Reinforce the notion that we can count by tens and then by ones (i.e. 10, 20, 30, 40, 41, 42, 43). Identifying numbers using of Base 10 materials Use concrete materials to count and determine a number, including Base 10 materials.	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. 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 and least. 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 and least. Given a number, identify one more and one less. 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.

	Understand the value of the tens and ones digits in a number. Use multiple methods of representing and constructing a number. Understand the value of the digits in tens and ones columns and place value. Review and extend skills and strategies related to number comparison. Be able to place numbers in order from smallest to greatest and vice versa. Ordering and comparing numbers. See patterns of numbers when increasing or decreasing by 1, 2 or 5. Use a number line, a 100-chart and Base 10 materials to represent numbers.	

Seasonal theme: spring – growing and planning
Opportunities within topic and look for links

Week 11	**Measurement: volume and capacity** Compare and describe using the appropriate mathematically vocabulary Practical application Non-standard unit into standard unit Understanding the concept of measuring and then the need for standardisation. Comparing volume and capacity, using terms such as 'more than' and 'less than'. finding volume and capacity using non-standard units. Describing volume using the terms 'half' and 'quarter'.	Measure and begin to record the following: capacity and volume. Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].

Week 12	**Revision of concepts**	