Perryfields Infant School - Year 1 Maths Yearly Overview

<table>
<tr><th></th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th><th>Week 8</th><th>Week 9</th><th>Week 10</th><th>Week 11</th><th>Week 12</th></tr>
<tr><td>Autumn term</td><td colspan="4">Place value (to 10)

Sort and count objects, read and write numbers, one more and one less, compare, order numbers.</td><td colspan="4">Addition and subtraction (within 10)

Part-whole model, understanding the + sign, number bonds, fact families, adding together, adding more, finding a part, find how many are left by crossing out, understanding the – sign, find how many left by counting back, finding a part, finding the difference, fact families, comparing addition and subtractions statements</td><td colspan="2">Shape

Recognising and naming 2D and 3D shapes; patterns with shape.

2D taught first so that 2D shapes can be identified in 3D shapes.</td><td colspan="2">Place value (to 20)

Count forwards and backwards, write in numerals and words, focus on 11-20, tens and ones, comparing and ordering.</td></tr>
<tr><td>Spring term</td><td colspan="2">Addition and subtraction (within 20)

Focus on counting on/ back rather than combining sets.</td><td colspan="3">Place value (within 50) and multiples (2, 5 and 10)

Tens and ones, comparing and ordering numbers, one more and less, counting in 2s and 5s.</td><td colspan="2">Length and height

Longer/ wider/ taller and shorter, accurate measuring in non-standard and standard units.</td><td colspan="4">Multiplication and division

Making groups of equal size – lots of/ groups of/ sets of
Adding equal groups – repeated addition
Making arrays – lines of
Grouping and sharing a total equally

Needs to be after addition, due to repeated addition, and awareness of multiples.</td><td>Consolidation</td></tr>
<tr><td>Summer term</td><td colspan="2">Fractions

Understanding half as 2 equal parts, finding half. Understanding quarter as 4 equal parts, finding a quarter.

Needs to be after division/ sharing equally.</td><td colspan="2">Weighing and capacity

Measure and compare mass and capacity by direct comparison with non-standard units.

Needs to be after fractions so they can understand half full.</td><td colspan="2">Position and direction

Describing position and turns.

Needs to be after fractions so they can understand half and quarter turns.</td><td colspan="2">Place value (within 100)

Counting, partitioning, comparing, ordering.

Needs to be before money because there are 100p in £1.</td><td colspan="2">Money

Identifying and combining different coins
Recognising coins and notes (which are worth more), counting in coins.</td><td colspan="2">Time

Understanding before and after, dates, reading time to hour and half hour, comparing time – longer/ shorter/ quicker/ slower.

Needs to be after fractions so they can understand half and quarter hours.</td></tr>
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Perryfields Infant School - Year 2 Maths Yearly Overview

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<tr><th></th><th colspan="2">Week 1</th><th>Week 2</th><th>Week 3</th><th colspan="2">Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th><th>Week 8</th><th colspan="2">Week 9</th><th>Week 10</th><th colspan="2">Week 11</th><th>Week 12</th></tr>
<tr><td>Autumn Term</td><td colspan="3">Place Value

Counting forwards and backwards, counting objects, reading and writing numbers, comparing numbers, partitioning into tens and ones, ordering objects and numbers.

Children also record pattern of 2s, 3s, 5s, and 10s every day and practise number bonds.</td><td colspan="5">Addition and Subtraction

Fact families, comparing number sentences, multiple of 10 bonds to 100, add and subtract 1s from 2 digits, 10s, two digit numbers (teach sticks and dots for addition and blank number line for subtraction), add three 1-digit numbers.

Taught after Place Value because children need to understand tens and ones to be able to carry out calculations with 2-digit numbers.</td><td colspan="3">Money

Recognising coins and notes, adding money, making the same amount, comparing money, finding a total, find the difference, give change.

Need to be able to add and subtract to calculate totals and find change.</td><td colspan="3">Multiplication

Make equal groups/ groups of equal size, make arrays, use arrays, make doubles.

After addition so that they can use repeated addition.</td></tr>
<tr><td>Spring Term</td><td colspan="2">Division

Make equal groups (sharing and grouping), odd and even numbers.

After multiplication so that they can see the inverse relationship.</td><td>Mock SATs</td><td colspan="2">Statistics

Make and read tally charts, pictograms and block diagrams.

After multiplication so that children can read and interpret scales.</td><td colspan="2">Properties of Shapes

Recognise 2D shapes, count sides and vertices, recognise lines of symmetry, sort shapes, make patterns; recognise 3D shapes, count faces, edges, vertices, sort shapes, make patterns.

2D before 3D so that faces can be identified. After data so use grids and charts to sort.</td><td colspan="4">Fractions

Recognise equal parts, find half, one quarter, one third, other unit fractions, non-unit fractions, equivalence of half and two quarters, find three quarters.

Taught after shape so that children can find fractions of shapes, after division so that they can begin to relate the two and after multiplication so that they can find several parts.</td><td colspan="3">Height and length

Measure length in cm and m, compare and order lengths, solve problems with lengths.

After statistics and addition/ subtraction so that they can solve “how much longer” problems.</td></tr>
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Summer Term	**Time** O'clock and half past, quarter past and quarter to, 5- minute times, hours and days, finding and comparing duration of times. *After fractions so that they can understand half and quarter hours*	**Position and direction** Describe movement, turns, position and make patterns. *After time so that they can understand clockwise.*	**SATs/ assess**	**Mass, capacity and temperature** Compare mass, measure mass in g and kg; compare volumes, measure in ml and litres, read temperature. *After statistics so they can read scales.* *Mass and capacity involve counting in hundreds not tens.* *Temperature involves negative numbers.*	**Efficient methods of calculation** If secure, children can begin to learn formal written methods ready for juniors.	**Investigations** Testing hypotheses involving all the year's areas of learning.

Summer term blocks on Position and Mass may be split so that children have some exposure to both before SATs.