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| **Year 1** **Year Overview** |
| **Unit** | **Approx****Learning Hours** | **Summary of Key Content** |
| 1. Pattern Sniffing | 8 | Counting (forwards and backwards)Counting in 2s, 5s and 10s |
| 2. Investigating Number Systems | 8 | Reading and writing numbers in words and numeralsRepresenting numbers with a range of objects and pictures |
| 3. Solving Calculation Problems | 8 | Number bondsAdd and subtract numbers to 20Read and write mathematical statements |
| 4. Exploring Shape | 8 | Recognise and name common 2D and 3D shapes |
| 5. Generalising Arithmetic | 8 | Solve addition and subtraction problems using objects and picturesRead and write mathematical statements to represent these problems |
| 6. Reasoning with Measures | 8 | Recognise and know the value of money |
| 7. Discovering Equivalence | 8 | Recognise, find and name a half and a quarter of an object, shape or quantityRepresent half and quarter using different objects and pictures. |
| 8. Investigating Statistics | 8 | Make and begin to record measurements |
| 9. Solving Number Problems | 8 | Solve simple multiplication and division problems, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher |
| 10. Reasoning with Fractions | 8 | Recognise, find and name a half and a quarter of an object, shape or quantityRepresent half and quarter using different objects and pictures. |
| 11. Visualising Shape | 8 | Recognise and name common 2D and 3D shapesBegin to describe the properties |
| 12. Exploring Change | 8 | Sequence eventsUse the language of datesTell/show the time to the hour and half hour |
| 13. Proportional Reasoning | 8 | Solve simple multiplication and division problems, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher |
| 14. Describing Position | 8 | Describe position, direction and movementDescribe whole, half, quarter and three-quarter turns |
| 15. Measuring and Estimating | 8 | Compare, describe, measure, begin to record and solve practical problems involving lengths, masses, capacity and time.  |

It is down to the individual class teacher to adapt the time, order and duration of each of the units to best suit the children’s needs.