

Year 1 Curriculum Overview- 2023-2024

The Year 1 Curriculum has been designed using the NCETM PD materials and the DFE Teaching Mathematics in Primary Schools documents.
Sequencing is based on the recommendations of the NCETM PD materials

This is a working document and timing can be adapted to meet the needs of the children

Autumn 1 Small Groups/ Continuous Provision

NCETM PD materials:

1.1 Comparison of quantities and measures

Explore the relationship between numbers and introduce children to the important concept of equivalence; focus on the correct use of comparative language, as well as use of mathematical symbols (<, = and >).

Week 1	Teaching Point 1: Items can be compared according to attributes such as length (or height or breadth), area, volume/capacity or weight/mass.
Week 2	Teaching Point 2: When comparing two sets of objects, one set can contain more objects than the other and one set can contain fewer objects than the other, or both sets can contain the same number of objects.
Week 3	Teaching Point 3: The symbols <, > and = can be used to express the relative number of objects in two sets, or the relative size of two numbers.
Week 4	Ready to Progress Criteria: 1-NPV2: Reason about the location of numbers to 20 within the linear number system, including comparing using <> and =
Week 5	Ready to Progress Criteria: 1-NPV2: Reason about the location of numbers to 20 within the linear number system, including comparing using <> and =

NCETM PD materials:

1.2 Introducing 'whole' and 'parts': part-part-whole

Introduce children to the concept of partitioning which underpins many of the subsequent segments, and build towards use of the part-part-whole model.

Week 6	Teaching point 1: A 'whole' can be represented by one object; if some of the whole object is missing, it is not the 'whole'. Teaching point 2: A whole object can be split into two or more parts in many different ways. The parts might look different; each part will be smaller than the whole, and the parts can be combined to make the whole.
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Week 7	Teaching point 3: A 'whole' can be represented by a group of discrete objects. If some of the objects in the group are missing, it is not the whole group – it is part of the whole group. Teaching point 4: A whole group of objects can be composed of two or more parts and this can be represented using a part–part–whole 'cherry' diagram. The group can be split in many different ways. The parts might look different; each part will be smaller than the whole group and the parts can be combined to make the whole group.
Autumn 2 Small Groups/ Continuous Provision	
NCETM PD materials: 1.3 Composition of Numbers: 0-5 Apply the partitioning structure to the numbers to five, and introduce children to new concepts such as subitising, ordinality and the bar model.	
Week 1	Teaching point 1: Numbers can represent how many objects there are in a set; for small sets we can recognise the number of objects (subitise) instead of counting them. Teaching point 2: Ordinal numbers indicate a single item or event, rather than a quantity.
Week 2	Teaching point 3: Each of the numbers one to five can be partitioned in different ways. Teaching point 4: Each of the numbers one to five can be partitioned in a systematic way
Week 3	Teaching point 5: Each of the numbers one to five can be partitioned into two parts; if we know one part, we can find the other part.
Week 4	Teaching point 6: The number before a given number is one less; the number after a given number is one more.
Week 5	Teaching point 7: Partitioning can be represented using the bar model
Week 6	Assessment
Week 7	Ready to Progress: 1G-1: Recognise common 2D shapes presented in different orientations and know that rectangles and triangles are not always similar to one another.
Spring 1 Small Groups/ Continuous Provision	

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NCETM PD materials: 1.4 Composition of Numbers: 6-10	
Extend the partitioning structure to the numbers six to ten, explore the five-and-a-bit structure of the numbers, and introduce children to the concept of odd and even numbers.	
Week 1	Teaching point 1: The numbers six to nine are composed of 'five and a bit'. Ten is composed of five and five.
Week 2	Teaching point 2: Six, seven, eight and nine lie between five and ten on a number line.
Week 3	Teaching point 3: Numbers that can be made out of groups of two are even numbers; numbers that can't be made out of groups of two are odd numbers. Even numbers can be partitioned into two odd parts or two even parts; odd numbers can be partitioned into one odd part and one even part.
Week 4	Teaching point 4: Each of the numbers six to ten can be partitioned in different ways. The numbers six to ten can be partitioned in a systematic way.
Week 5	Teaching point 5: Each of the numbers six to ten can be partitioned into two parts; if we know one part, we can find the other part.
Week 6	Ready to Progress: 1G-1: Recognise common 3D shapes presented in different orientations and know that cuboids and pyramids are not always similar to one another.
Spring 2 Whole Class Teaching	

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NCETM PD materials:

1.5 Additive structures: introduction to aggregation and partitioning

Progress to the use of abstract notation (+, – and =) as a way of representing the part–part–whole structure.

- **Teaching point 1:** combining two or more parts to make a whole is called aggregation; the addition symbol, +, can be used to represent aggregation.
- **Teaching point 2:** The equals symbol, =, can be used to show equivalence between the whole and the sum of the parts.
- **Teaching point 3:** Each addend represents a part, and these are combined to form the whole/sum; we can find the value of the whole by adding the parts. We can represent problems with missing parts using an addition equation with a missing addend.
- **Teaching point 4:** Breaking a whole down into two or more parts is called partitioning; the subtraction symbol, –, can be used to represent partitioning.

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NCETM PD materials:

1.6 Additive structures: introduction to augmentation and reduction

Introduce children to addition as augmentation, and subtraction as reduction (take away), using a '*first..., then..., now...*' story representation and abstract notation (+, - and =); explore the inverse nature of the two operations.

- **Teaching point 1:** An addition context described by a '*first..., then..., now...*' story is an example of augmentation. We can link the story to a numerical representation – each number represents something in the story.
- **Teaching point 2:** A subtraction context described by a '*first..., then..., now...*' story is an example of reduction. We can link the story to a numerical representation – each number represents something in the story.
- **Teaching point 3:** Given any two parts of the story we can work out the third part; given any two numbers in the equation we can find the third one.
- **Teaching point 4:** Addition and subtraction are inverse operations.

Ready to Progress:

1NF1- Develop fluency in addition facts and subtraction facts within 10

Ready to Progress:

Read, write and interpret equations containing addition (+) subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real- life contexts.

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NCETM PD materials:

1.7 Addition and subtraction: strategies within 10

Equip children with a range of useful strategies for addition within ten, including adding and subtracting zero and one, commutativity, adding and subtracting two to/from odd and even numbers, and doubling and halving. – Objective covered although children struggled in end of year test to show use of strategies

- **Teaching point 1:** Addition is commutative: when the order of the addends is changed, the sum remains the same.
- **Teaching point 2:** Ten can be partitioned into pairs of numbers that sum to ten. Recall of these pairs of numbers supports calculation.
- **Teaching point 3:** Adding one gives one more; subtracting one gives one less.
- **Teaching point 4:** Consecutive numbers have a difference of one; we can use this to solve subtraction equations where the subtrahend is one less than the minuend.
- **Teaching point 5:** Adding two to an odd number gives the next odd number; adding two to an even number gives the next even number. Subtracting two from an odd number gives the previous odd number; subtracting two from an even number gives the previous even number.
- **Teaching point 6:** Consecutive odd / consecutive even numbers have a difference of two; we can use this to solve subtraction equations where the subtrahend is two less than the minuend.
- **Teaching point 7:** When zero is added to a number, the number remains unchanged; when zero is subtracted from a number, the number remains unchanged.
- **Teaching point 8:** Subtracting a number from itself gives a difference of zero.
- **Teaching point 9:** Doubling a whole number always gives an even number and can be used to add two equal addends; halving is the inverse of doubling and can be used to subtract a number from its double. Memorised doubles/halves can be used to calculate near-doubles/halves.
- **Teaching point 10:** Addition and subtraction facts for the pairs five and three, and six and three, can be related to known facts and strategies.

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Summer 1 Whole Class Teaching

NCETM PD materials:

1.8 Composition of numbers: multiples of 10 up to 100

Explore multiples of ten, including counting in tens to 100; apply number facts within ten to addition and subtraction for multiples of ten.

- **Teaching point 1:** One ten is equivalent to ten ones.
- **Teaching point 2:** Multiples of ten can be represented using their names or using numerals. We can count in multiples of ten.
- **Teaching point 3:** Knowledge of the 0–10 number line can be used to estimate the position of multiples of ten on a 0–100 number line.
- **Teaching point 4:** Adding ten to a multiple of ten gives the next multiple of ten; subtracting ten from a multiple of ten gives the previous multiple of ten.
- **Teaching point 5:** Known facts for the numbers *within* ten can be used to add and subtract in multiples of ten by unitising.

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NCETM PD materials:

1.9 Composition of numbers: 20-100

Build on multiples of ten, by introducing non-zero values in the ones place; apply the partitioning structure to these two-digit numbers, decomposing them into tens and ones.

- **Teaching point 1:** There is a set counting sequence for counting to 100 and beyond.
- **Teaching point 2:** Objects can be counted efficiently by making groups of ten. The digits in the numbers 20–99 tell us about their value.
- **Teaching point 3:** Each number on the 0–100 number line has a unique position.
- **Teaching point 4:** The relative size of two two-digit numbers can be determined by first examining the tens digits and then, if necessary, examining the ones digits, with reference to the cardinal or ordinal value of the numbers.
- **Teaching point 5:** Each two-digit number can be partitioned into a tens part and a ones part.
- **Teaching point 6:** The tens and ones structure of two-digit numbers can be used to support additive calculation.

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NCETM PD materials:

1.10 Composition of numbers: 11-19

Explore the ten-and-a-bit nature of the numbers 11–19, using the partitioning structure; apply number facts within ten to addition and subtraction of single-digit numbers to/from the numbers 11–19.

- **Teaching point 1:** The digits in the numbers 11–19 tell us about their value.
- **Teaching point 2:** The numbers 11–19 can be formed by combining a ten and ones, and can be partitioned into a ten and ones.
- **Teaching point 3:** A number is even if the ones digit is even; it *can* be made from groups of two. A number is odd if the ones digit is odd; it *can't* be made from groups of two.
- **Teaching point 4:** Doubling the numbers 6–9 (inclusive) gives an even teen number; halving an even teen number gives a number from six to nine (inclusive).
- **Teaching point 5:** Addition and subtraction facts within 10 can be applied to addition and subtraction within 20

Ready to Progress:

1NPV1- Count within 100, forwards and backwards, starting with any given number.

Summer 1 Whole Class Teaching

NCETM PD materials:

2.1 Counting, unitizing and coins

Explore the concept of unitising by counting in units of two, five or ten; investigate how objects can be counted efficiently by counting in units other than one; apply unitising in the context of the low-denomination coins (1 p, 2 p, 5 p and 10 p).

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Week 1-3	● Teaching point 1: We can count efficiently by counting in groups of two. ● Teaching point 2: We can count efficiently by counting in groups of ten. ● Teaching point 3: We can count efficiently by counting in groups of five. ● Teaching point 4: A coin has a value which is independent of its size, shape, colour or mass. ● Teaching point 5: The <i>number</i> of coins in a set is different from the <i>value</i> of the coins in a set; knowledge of counting in groups of two, five or ten can be used to work out the value of a set of identical low-denomination coins. ● Teaching point 6: Knowledge of counting in groups of two, five or ten can be used to work out how many identical low-denomination coins are needed to make a given value. Ready to Progress: 1NF2- Count forwards and backwards in multiples of 2, 5 and 10 up to 10 multiples, beginning with any multiple, and count forwards and backwards through odd numbers.
Week 4	Informal introduction to the language of division and dividing into equal parts Include position and direction objective: -describe position and direction and movement, including whole, half, quarter and three quarter turns
Week 5	Ready to Progress: Revise 1G1- Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. 1G2: Compose 2D and 3D shapes from smaller shapes to match an example including manipulating shapes to place them in particular orientations.
Week 6	Any remaining Measurement objectives: Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes and seconds)
Week 7	Assessment

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