

**Grange Primary School**  
**Year 1 Maths Curriculum Coverage**

**Autumn**

**Chapter 1 – Numbers to 10**

- To be able to count numbers to 10 accurately - forward and backward.
- To be able to count similar objects up to 10 with accuracy and fluency.
- To be able to write all numbers to 10 with numerals and in words; to count only objects of the same name in a group.
- To be able to understand what zero represents and use it when counting.
- To be able to compare different sets of objects and say which one has fewer, more or is equal.
- To be able to order numbers to 10 and know which number is greater or is lesser in value.
- To be able to compare different sets of objects and say which one has fewer, more or is equal.
- To practice various concepts that were covered in the chapter, from writing the numbers in words to consolidating the correct value of digits.

**Chapter 2 – Number Bonds**

- To understand that a number is made up of other numbers; to understand a number can be made by adding two smaller numbers.
- To use number bonds for storytelling.

**Chapter 3 – Addition Within 10**

- To be able to add two different numbers within 10. Pupils will become familiar with the different vocabulary associated with addition.
- To be able to add by counting on from a given number.
- To be able to complete number sentences and to gain an understanding of inverse operations.
- To be able to make addition stories using correct vocabulary.
- To be able to solve addition problems through pictures.
- Maths journal and reflection of learning throughout the chapter

**Chapter 4 – subtraction within 10**

- To be able to understand that subtraction can be done by crossing out or taking away.
- To be able to subtract using number bonds.
- To be able to understand that subtraction can be done by crossing out or taking away.
- To be able to make subtraction sentences.
- To be able to solve picture problems involving subtraction.
- To be able to solve problems in the context of addition and subtraction and to find the corresponding number families.
- To consolidate the learning of subtraction equations and fact families.

**Chapter 5 – Positions**

- To learn the appropriate positional language for up to ten positions.
- To be able to name the positions in a queue
- To be able to name positions including left and right.
- To consolidate the learning of positional language.

**Chapter 6 – Numbers to 20**

- To count numbers up to 20 by making 10 first as the key strategy.
- Recognise, read and write numbers up to 20 in words and numerals.
- To use the terms "greater than" or "less than" to compare numbers within 20.
- To be able to arrange numbers up to 20 in ascending and descending order.
- To look for patterns with numbers up to 20, focusing on one more and one less than a number.

**Chapter 7 – addition and subtraction within 20**

- To learn to add by counting on from the largest number.
- To add to numbers by first making 10 and then adding on the remainder.
- To add by separating the units and ten. This enables pupils to add the sum of the units to the ten.
- To learn how to subtract by counting back from the largest number.
- To learn how to subtract by subtracting from only the units column.
- To subtract a certain amount of units from 10 rather than from the units, as there are not enough units.
- To go through number facts derived from addition and subtraction sentences.

**Spring**

### **Chapter 8 – Shapes and Patterns**

To recognise four basic 3D/solid shapes: spheres, cubes, cuboids and pyramids.

To recognise 2D shapes in the everyday environment.

To be able to group shapes using different criteria.

Using the knowledge and experience from the previous lesson, to recognise patterns in pictures, work out how the pattern would continue and then make a generalisation. Pupils need to understand a pattern is a special way to arrange shapes so that there is repetition.

### **Chapter 9 – Length**

To compare height and length by using key terminology. Key words such as tall, taller, short, shorter, tallest, shortest, greatest, long and longer are used throughout this lesson and chapter.

To be able to measure items using other things, like pencils or books.

To be able to measure items using other things - in particular, parts of the body.

To introduce the concept of using rulers for measuring.

### **Chapter 10 – numbers to 40**

To use the making-ten strategy to count numbers above 10; to represent numbers on a number line.

To use the ten-frame method of organisation and place-value cards to assist pupils in writing numbers to 40; to encourage multiple ways of counting, including counting by 2, 5 and 10.

To understand that digits represent 10s and 1s; to represent numbers using base-ten materials and numbers.

To use place value to compare two or three numbers and determine which number is bigger/smaller; to arrange 3 numbers in order of size.

To compare numbers using number bonds, 100 squares and number lines to determine how many more/less.

To observe and use number patterns; to see number lines in conjunction with number squares in order to create visual proportionality.

### **Chapter 11 – Addition and Subtraction Word Problems**

To decide whether addition or subtraction is the most appropriate operation; to use and apply number bonds and visual representations to solve word problems.

To use and apply concepts of how many more and how many fewer/less; to apply number bonds and the guess-and-check method to solve word problems

To develop number sentences based on word problems; to improve the use of number bonds and one-to-one bar model representations to suit the question.

To use pictorial representations to help solve word problems; to choose the correct operation to solve a word problem.

To use visual representations and patterning to solve word problems; to develop precision in model drawing to recognise

To apply addition and subtraction to multi-step word problems; to use number bonds to make 10 when adding.

### **Chapter 12 – Multiplication**

To identify equal groupings as the first step in multiplying; to reinforce the idea that arrangement of objects does not impact number of objects.

Understand that we can count groups of the same quantity more efficiently; find multiple ways of counting groups of the same quantity

To organise objects into equal rows in order to begin counting equal numbers efficiently.

To understand that doubling is creating an identical number to the one you started with; to understand that doubling is the same as saying 2 groups of the same amount.

To solve word problems using equal groupings as the basis for multiplication.

### **Chapter 13 – Division**

To understand how to divide even numbers into equal groupings using concrete materials; to determine how many groups will be created from sharing equally.

To understand how to divide even numbers equally into groupings; to determine how many items will be included in each grouping in order to share equally.

Summer

**Chapter 14 – Fractions**

To split an object (shape) into two equal parts; to identify shapes that have been split into two equal parts.

To split an object (shape) into four equal parts; to identify shapes that have been split into four equal parts.

To share and group objects into halves and quarters; to determine half of a number and a quarter of a number.

### **Chapter 15 – Numbers to 100**

To count in sequences of 10 followed by counting ones; to increase confidence with number lines and base-ten materials in order to count numbers to 100.

To understand the value of the tens and ones digits in a number; to use multiple methods of representing and constructing a number.

To review and extend skills and strategies related to number comparison; to place numbers in order from smallest to largest and vice versa.

To see patterns of numbers when increasing or decreasing by 1, 2, or 5; to use a number line, a one hundred chart and base-ten materials to represent numbers.

### **Chapter 16 – Time**

To develop familiarity with the analogue clock, including the minute and hour hands; to tell time to the hour on an analogue clock.

To improve familiarity with the analogue clock; to tell time to the half hour using the term 'half past.'

To sequence events in order of time; to use the terms 'next,' 'before' and 'after' to describe the order of events.

To estimate an amount of time using seconds, minutes and hours.

To use the terms 'quicker,' 'slower,' 'earlier,' 'later' when comparing time.

To learn the days of the week and the months of the year and to be able to put them in the correct order.

### **Chapter 17 – Money**

To recognise coins and determine their value using size, colour, markings and shape.

To recognise notes and determine their value using colour and markings.

### **Chapter 18 – Volume and Capacity**

To compare volume and capacity using the terms 'more than' and 'less than,' 'full' and 'empty.'

To find the volume and capacity of a container using non-standard units.

To describe volume using the terms 'half' and 'quarter.'

### **Chapter 19 – Mass**

To compare the mass of objects using the terms 'heavy' and 'light,' 'heavier than,' 'lighter than' and 'as heavy as.'

To find the mass of an object using non-standard units; to use visualisation skills to estimate the number of units.

### **Chapter 20 – Space**

To describe the position of objects in relation to one another using varied vocabulary.

To describe movements of objects using varied language.

To understand how to make turns using mathematical language, connecting the making-turns knowledge to time.